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Exhibit Curriculum for Dominicans in New York: Lesson Outline

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Curriculum

Unit: Dominicans in New York – Lesson 1 and Additional Lessons 2-6

Level: Middle School/High School

Overview: Students will create a personal biography of one of the Dominicans featured in the [Dominicans in New York exhibit](#). Students are to decide what media to choose and how to display their subjects' contribution and life for their classmates to view in a classroom fair. Media examples: Powerpoint presentations, Prezi presentations, podcasts, visual and written collages, videos/recordings. (In pairs or individually)

Objectives:

Students will:

1. Read and observe artifacts from individual Dominican collections.
2. Take notes on information showcased in the collection.
3. Create a presentation displaying information learned about Dominicans.

Standards:

[CCSS.ELA-LITERACY.RI.8.7](#)

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

[CCSS.ELA-LITERACY.RI.9-10.7](#)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Background Knowledge: Students should have a basic understanding of who Dominicans are, where the Dominican Republic is, and the different waves of Dominican immigrants to the United States.

Instructions:

1. Print and copy the materials, and divide the collections in respective groups for students to use.
2. Whole class: explain to students they will be working in pairs to present the information of a specific Dominican in New York in a creative, entertaining, eye-catching way.
3. Pair students up based on prior knowledge of student behavior and reading levels. Also, consider additional information such as special needs or English Language Learners identification.
4. Provide students with a preferred graphic organizer in order to take down notes and/or write questions and reactions. Sample graphic organizers: KWL charts, T chart (Left column: details, facts Right column: questions, reactions)
5. Allow students to read, talk with their partner, and write down the information they find most important.

6. Allow for some time at the end of class to have round robin discussion, exit ticket reflection, and/or cold calling some of the information and/or understanding they have of the Dominicans they have just read.

ACTIVITIES:

Round Robin: Every pair is given an opportunity to speak and share what they have gathered. This is a great assessment activity because teachers hear from all members or pairs in the classroom.

Exit Ticket: Allows students to share their reactions and opinions in a less threatening way than it would be to speak aloud in front of the class. This is a good writing and comprehension assessment because teachers have an opportunity to read the answers carefully.

Cold Calling: The teacher chooses which students will share in the whole class setting, which does not allow anyone to opt out from the conversation and is a great behavior strategy tool.

Additional Lessons

LESSON TWO	Students decide what they will do for their final presentation and continue reading the collections in depth. Teacher should provide questions to deepen student understanding of the artifacts. Teacher should provide a sample presentation providing practical lesson on how to use the software, and/or ideal behaviors of a presenter.
LESSON THREE	Students create a circle of questions where they can work on gathering more information about Dominicans at large or their specific collection. Teacher should provide a mini lesson on finding credible sources.
LESSON FOUR	Students should begin their presentations, and consider using artistic or audio elements that would grab the viewers' attention.
LESSON FIVE	Students should be given an opportunity to practice their presentations and request feedback from other classmates on ways they could improve.
LESSON SIX	Presentation day: Teacher should invite members of the school community or community at large in order to create an environment of professionalism.