

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

UNIT 1

Globalization, Migration and Latinos in North Carolina

Module 2: Latinos in North Carolina

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Unit 1 / Module 2 Objectives:

1. Share our personal and family stories of migration and movement.
2. Discuss social, historical, and economic factors that cause migration, including forced migration and displacement.
3. Explore relationships between migration histories in the U.S. and the current stories of Latinos coming to North Carolina.
4. Develop an understanding that not all Latinos in N.C. are current immigrants, documented or undocumented, but Latino family histories could possibly span generations in this state.

Unit 1 / Module 2 Framing Questions:

1. How can we learn to identify and work against stereotypes and prejudices? How do these prejudices affect us and others?
2. How might language and nationality frame Latino identity?
3. Why is important to have an accurate understanding of the demographics of North Carolina's Latino population?

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Unit 1 / Module 2 / Lesson 1

Unpacking Stereotypes

Objectives

1. Learners will better understand the differences among stereotype, prejudice, and discrimination and will gain skills that will help them to recognize these three concepts in their lives.
2. Learners will also be challenged to critically review a piece of media and to reflect on the ways in which it could possibly reinforce or challenge stereotypes of Latinos in North Carolina.

Framing Questions

1. How do stereotypes affect the ways we see each other?
2. How do stereotypes negatively impact the lives of Latinos in North Carolina?
3. What can we do to help ourselves question stereotypes and unlearn prejudices?
4. How will this understanding be beneficial for all North Carolinians?

Materials and Preparation Needed

1. Small slips of paper or index cards (one per student) with the following written on them. "I am _____, but I am not _____."
2. "Stereotype, Prejudice, and Discrimination" worksheet (follows this lesson)
3. New Faces DVD Film Clip "Many Faces of Latinos"
Norteño music accompanies a video montage showing many Latino faces and many facets of Latinos' lives in North Carolina.
4. TV and DVD player
5. Computer with Internet access, projector, and speakers
6. Additional Resource: Speak Up! Campaign Handbook from Teaching Tolerance:
<http://www.tolerance.org/handbook/speak/speak>

Lesson Outline

Icebreaker

1. *Option A:* Give participants the opportunity to state their names in turn, if anyone present is new to the group, and to recall out loud a time when they were stereotyped. Some examples: "I was followed in a store because I'm black, so they thought I was going to steal." "People assume that I'm gay because I like Prince." "People assume that I like to cook because I am a woman," etc.

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2. *Option B:*¹ Pass out pieces of paper that say “I am _____, (an identity that you relate to), but I am not _____ (a stereotype associated with that identity).” Some examples: “I am Arab, but I am not a terrorist.” “I am Latino, but I don’t speak Spanish.” “I am a lesbian, but I don’t hate all men.” Ask learners to sit in a circle and place the slips of paper into a bowl. Mix up the papers, then pass the bowl around. Have each participant take a slip from the bowl and read it aloud.
3. Briefly explore the following discussion questions as a group:
 - Did understanding the way others are stereotyped make you more aware of how you stereotype others?
 - What does it feel like to be put in a group with a negative stereotype?
 - What does it feel like to be put in a group with a positive stereotype?
 - How did it feel when you realized you had stereotyped another group?

Defining Stereotype, Prejudice, and Discrimination

1. Define stereotype as a group: Elicit learner responses, popcorn style, recording them on the board.
2. Hand out the “Stereotype, Prejudice, and Discrimination” worksheet to the class.
3. After reviewing the worksheet, ask learners to come together and use the following discussion questions to begin a conversation:
 - How do stereotypes affect us as individuals?
 - How do stereotypes contribute to discrimination and other forms of oppression?
 - How can we actively challenge stereotypes when they come up in our lives?
 - *Note: For resources on how to speak up against everyday bigotry check out the [Speak Up! Campaign from Teaching Tolerance](#)² as well the lessons in Unit 2 of this curriculum.*
4. Watch the video montage, “Many Faces of Latinos.”
5. Follow the video with these discussion questions:
 - Who was represented in the video?
 - What were some of the themes in the video?
 - In what activities were the people in the video participating?
 - What activities were familiar to you, and which were new to you?
 - Did you notice any stereotypes as you watched the video? If so, how might these stereotypes affect people within the Latino community?
6. End with a go-around of reflections from the class period.

¹ Taken from the BRIDGE curriculum available from NNIRR at www.nnirr.org, among other sources.

² The full Speak Up! Campaign Handbook can be found at <http://www.tolerance.org/handbook/speak/speak>

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Stereotype, Prejudice, and Discrimination Worksheet ³

“The ability to distinguish friend from foe helped early humans survive, and the ability to quickly and automatically categorize people is a fundamental quality of the human mind. Categories give order to life, and every day, we group other people into categories based on social and other characteristics.” However, this process of categorizing can also have negative consequences such as the proliferation of stereotypes, prejudice and, ultimately, discrimination.

Definition of terms

“A stereotype is an exaggerated belief, image or distorted truth about a person or group — a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers and other members of society. Stereotypes can be positive or negative.”

“A prejudice is an opinion, prejudgment or attitude about a group or its individual members. A prejudice can be positive, but in our usage refers to a negative attitude. Prejudices are often accompanied by ignorance, fear or hatred. Prejudices are formed by a complex psychological process that begins with attachment to a close circle of acquaintances or an “in-group” such as a family. Prejudice is often aimed at ‘out-groups.’”

“Discrimination is behavior that treats people unequally because of their group memberships. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.”

“How do we learn prejudice?”

Social scientists believe children begin to acquire prejudices and stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance. Soon, they begin to form attachments to their own group and develop negative attitudes about other racial or ethnic groups, or the ‘out-group’. Early in life, most children acquire a full set of biases that can be observed in verbal slurs, ethnic jokes and acts of discrimination.”

“How are our biases reinforced?”

Once learned, stereotypes and prejudices resist change, even when evidence fails to support them or points to the contrary. People will embrace anecdotes that reinforce their biases, but disregard experience that contradicts them. The statement ‘Some of

³ Content adapted from essay entitled “Hidden Bias: A primer About Stereotypes and Prejudice.” Originally appeared on Tolerance.org, the news and activism website of the Southern Poverty Law Center in Montgomery, Alabama. Currently available online at http://www.workforcediversitynetwork.com/docs/HiddenBias_APrimer.pdf

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Stereotype, Prejudice, and Discrimination Worksheet

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my best friends are _____' captures this tendency to allow some exceptions without changing our bias."

"How do we perpetuate bias?"

Bias is perpetuated by conformity with in-group attitudes and socialization by the culture at large. The fact that white culture is dominant in America may explain why people of color often do not show a strong bias favoring their own ethnic group. Mass media routinely take advantage of stereotypes as shorthand to paint a mood, scene or character. The elderly, for example, are routinely portrayed as being frail and forgetful, while younger people are often shown as vibrant and able. Stereotypes can also be conveyed by omission in popular culture, as when TV shows present an all-white world. Psychologists theorize bias conveyed by the media helps to explain why children can adopt hidden prejudices even when their family environments explicitly oppose them."

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Unit 1 / Module 2 / Lesson 2

How Do You Identify?

Objectives

1. Learners will reflect on the complexity of their own and others' identities.
2. Learners will learn how to listen and ask appropriate questions about the language people prefer to use when describing their identities, with a special emphasis on Latino identities.
3. Learners will learn to think critically about identity before making assumptions about people.

Framing Question

How do our own identities, and those that others assign to us, affect our lives as individuals and communities?

Materials and Preparation Needed

1. Article: "Unite and Overcome! An interview with Elizabeth 'Betita' Martinez." Originally published on the *Teaching Tolerance* website. Available as a separate PDF file under Unit 1 on the New Faces website www.workingfilms.org/newfaces and at <http://www.tolerance.org/magazine/number-11-spring-1997/unite-and-overcome>
2. Index cards (three to five per student)

Lesson Outline

Opening Activity

1. Ask learners to take a moment to think about the identities they use to describe themselves.
2. Hand out three to five index cards to each learner. Ask the students to write one identity per card. If they have an identity that they would rather not share, they may fold over the index card so that the identity remains hidden.
3. Ask learners to walk around the room holding up the cards displaying their multiple identities. Give students several minutes to mingle and review one another's identities.
4. Ask students to reflect on the experience of sharing their own identities and seeing the identities of others. Questions to lead this discussion may include:
 - How did it feel to display your identities in this way?
 - How did you feel when you were reading the identities that other people had shared?

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Article: "Unite and Overcome!" An Interview with Elizabeth 'Betita' Martinez

1. We suggest that learners read the first four questions and answers only. However in certain cases instructors may use the entire article for context.
2. In the article Martinez discusses both nationality and ethnicity. Check for students' understanding of these terms, using the following definitions for guidance:
 - a. "Ethnicity refers to selected cultural and sometimes physical characteristics used to classify people into groups or categories considered to be significantly different from others. Commonly recognized American ethnic groups include American Indians, Latinos, Chinese, African Americans, European Americans, etc. In some cases, ethnicity involves merely a loose group identity with little or no cultural traditions in common. This is the case with many Irish and German Americans. In contrast, some ethnic groups are coherent subcultures with a shared language and body of tradition. Newly arrived immigrant groups often fit this pattern."⁴
 - b. Nationality: "The status of belonging to a particular nation by birth or naturalization; identification as to national origin."⁵
3. Ask learners to write down their own nationality, ethnicity, and first language. They do not need to share these with anyone if they are not interested in sharing.
4. Open a discussion regarding the article and the definitions using the following questions:
 - What is the difference between nationality and ethnicity?
 - The author explains her preferences for use of certain terms to describe her own ethnicity. What are the reasons that she gives for preferring the terms *la raza* or *Latina*, rather than "Hispanic"?
 - Do your nationality, ethnicity, and first language correspond to one another? Do they necessarily inform one another? (*Note to Instructor: Oftentimes people use the term "Spanish" to describe a Spanish-speaking person. It is important to point out that it is inappropriate to assume that people are of Spanish descent simply because they speak Spanish. Likewise, people who speak English as their first language are not necessarily from England.*)
 - Are there terms that are important for you to use when you speak about your ethnicity or about other parts of your identity?
 - Discussing our identities and our preferred terminology for describing these identities can sometimes feel awkward. There isn't much space in our culture for discussing these things. Have you ever been in a situation in which you weren't sure how to identify someone? What did you do? Did it feel like the right choice?

⁴ From: ETHNICITY AND RACE: An Introduction to the Nature of Social Group Differentiation and Inequality, Created and maintained by Dr. Dennis O'Neil Behavioral Sciences Department, Palomar College, San Marcos, California. http://anthro.palomar.edu/ethnicity/ethnic_1.htm

⁵ Your Dictionary.com <http://www.yourdictionary.com/nationality>

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How did the person respond? After reading this article, do you feel that you might handle this differently in the future?

Writing Activity

Give learners 15 minutes to respond to this prompt: What identities do you use to describe yourself? Write about an identity to which you feel most connected.

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Unit 1 / Module 2 / Lesson 3

Demographic Research: North Carolina's Latino Population

Objective

Learners will be able to report the change in the number of Latinos living in North Carolina over a 35-year period and will be able to evaluate information about the make-up of North Carolina's Latino population.

Framing Questions

1. What are the demographic characteristics of North Carolina's Latino population?
2. Why is knowing this type of information useful?

Materials and Preparation Needed

1. "The Changing Hispanic Population in North Carolina" worksheet (Available as a separate handout under Unit 1 on the lesson plans page of the New Faces website)
2. *The Economic Impact of the Hispanic Population on the State of North Carolina*.
http://www.kenan-flagler.unc.edu/assets/documents/2006_KenanInstitute_HispanicStudy.pdf

Lesson Outline

Introduction

1. Ask learners to indicate whether they believe the Latino population in North Carolina has increased in the past 35 years.
2. What recent observations about their communities give them this impression?
3. Share with them that they will be doing some investigation in order to test their hypotheses.

Create a Plan of Investigation

1. Share with students the worksheet, "The Changing Hispanic Population in North Carolina." Review the questions, ensuring that students understand what information they will be attempting to find.
2. Tell learners that they will be answering these questions with information that they find in a study called *The Economic Impact of the Hispanic Population on the State of North Carolina*. This study was conducted by professional researchers at the Kenan Institute of Private Enterprise at UNC Chapel Hill. The organizations that asked for the study to be done were the NC Bankers Association and the Mexican Consulate in North Carolina.

Conduct the Investigation

Students may find the answers to the questions in one of two ways:

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1. Option 1: Learners may refer to selected tables and figures from the report found on page 2–3 of the student handout.
2. Option 2: Ask learners to do this investigation online, going directly to the electronic copy of the study report. This document can be found at the following web address. http://www.kenan-flagler.unc.edu/assets/documents/2006_KenanInstitute_HispanicStudy.pdf (HINT: Students can find the required information on pages 1-3 and 8.)

Wrap Up

Share answers as a class and discuss the results.

- Were students surprised by any of the information they found?
- Were any of their assumptions confirmed?
- Do any of the results challenge assumptions or stereotypes that students previously held about Latinos in North Carolina?