

# UNIT PLAN BRAINSTORM



## Wonder Women (History, English Language Arts, Music)

Celebrate Women’s History Month with a unit in your classroom devoted to the women of the world and the women in your life. Begin by sourcing some famous women in history from your students and then highlighting their achievements. Each week, focus on a different field of study (science, music, social justice, athletics, literature) and research women who shaped that field. This could be anyone from Frida Kahlo, an iconic Mexican artist, to Shirley Chisholm, the first Black woman elected to the U.S. Congress. Be sure to include women from every culture and origin—there is no shortage of trailblazing, amazing women everywhere! Once your students have studied women in history, turn their focus to a woman that is important in their life. Have them conduct an interview with this special person using questions like: *What is something you’re proud of? What is a place that is important to you and why? What is one way you want to change the world?* After their interviews, have each of your students share with the class who they chose, their interview responses and what they mean to them. To culminate, using a song with a familiar tune that everyone knows or is easy to teach, work with each student to write a short song of appreciation to the woman they interviewed that says why they love her and how she changes the world. You can even make one big song as a class that combines everything you’ve covered in the unit. Then, invite students to go back to the person they interviewed and sing their special song to them!

**To support this unit, use the *Una Canción de Amor Activity in the Respond and Connect Section.***

## Learn a Song and Cantando en Grupo! (English Language Arts, Spanish, Music)

*Música* is a concert performance that includes a collection of songs highlighting Sonia De Los Santos’s Mexican heritage, her family’s journey to New York City and learning about other cultures. Most of the songs in the show are sung in Spanish. Ask your students if they know any songs in Spanish, and choose one that you can all learn as a class! **Note:** *You can also use one of the many websites that have free online access, such as [www.rockalingua.com](http://www.rockalingua.com) (content intended to teach Spanish to children) to help you find a song and translate it.* Let any Spanish-speaking students in your class be the experts in teaching the lyrics, their meaning and the tune. After you’ve taken time to translate the song to English, ask your students if there’s any other language(s) spoken in your classroom! If there are, let your students be the leaders in translating the song to the language of their choice or choose a totally new language to learn altogether as a class. Practice singing your song in Spanish or your class’s chosen language everyday. This could be as a ritual warm up or a transition that lets your students familiarize themselves with the words and melody. As your class gets more confident with the tune, you can even add basic movements that connect to the lyrics or add simple background instruments. Finally, have a multilingual sing along or performance for another class. Now everybody can sing in another language!

**To support this unit, use the *Lyrical Translations Handouts in the Learn and Engage section* or the *¡Cabeza, Hombros, Rodillas y Pies! Activity in the Discover and Create section.***

## Do You Know the Way to Monterrey? (English Language Arts, Geography, World History)

Sonia De Los Santos hails from Monterrey, Mexico, which is the capital of the northeastern Mexican state of Nuevo León. Ask your students if any of them have roots in Mexico or know anything about Mexican culture. Work with your class to research the geography of Mexico, the cultural differences between its various states and the country’s history. Let any students that have firsthand knowledge about Mexico be the leaders of this discussion and share their experience and knowledge. Some questions to get you started are: *Where is Mexico in relation to our school and city? How many states are there in Mexico? What are the capitals of those states and what, culturally, are they known for?* Once you’ve completed your research, discuss with your students the highlights of learning about different cultures. Finally, have them create visual representations of their favorite parts of their research. Create an art gallery around your room celebrating what your class has learned, or already knows, and how they envision Mexican culture(s) and its rich history!

**To support this unit, use the *Todo Sobre Usted (All About You) Creativity Page* in the Respond and Connect section.**

