**AMERICAN SABOR: LATINOS IN U.S. POPULAR MUSIC**

**CLASSROOM CURRICULUM AND EDUCATOR RESOURCES**

**EXHIBITION THEMES**

The underlying themes of *American Sabor: Latinos in U.S. Popular Music* are aligned to the social studies and address history, geography, popular culture and music history. Specifically, the exhibition examines:

- How immigration and migration have shaped Latino and U.S. popular music.
- The ways Latinos have musically expressed their experiences as Americans.
- The roles Latino artists and music have played in American popular music.
- How Latino youths have driven popular music innovations that cross diverse ethnic boundaries.

**SUMMARY**

*American Sabor: Latinos in U.S. Popular Music* tells the stories and the experiences of Latinos who have contributed to the cultural landscape, history and society of the United States through their music. Theirs is an integral part of the American story. *American Sabor: Latinos in U.S. Popular Music* celebrates the diversity of present-day Latino cultures, including similarities and differences in regional and musical expression, style and sound.

Latino music, as it is known today in the mainstream, is deeply rooted in over 500 years of history beyond the United States that spans Europe, Africa and Latin America. In order to fully appreciate Latino music in contemporary popular culture, it is important to understand the artistic (cultural) traditions and historic influences (events) that have produced the hybrid beats and rhythms.

*American Sabor: Latinos in U.S. Popular Music* explores Latino musical production after World War II in five cities in the United States – Los Angeles, Miami, New York, San Antonio and San Francisco. In doing so it shares the story of the musical figures who (re)defined the American dream to create one that reflects their own identity, reality and experience. Music, in a sense, became a fundamental language through which Latinos communicate and create community. It has impacted the course of American life.

**HOW TO USE**

Information and activities included in this education guide are designed to complement Experience Music Project (EMP|SFM) *American Sabor: Latinos in U.S. Popular Music* exhibition. The guide can serve as an independent classroom learning tool by integrating Latino music and culture into the social studies or as a supplement to a visit to the *American Sabor: Latinos in U.S. Popular Music* exhibition. This guide offers a range of resources for you and your students including background information related to the social and cultural history of Latino music and its impact on American popular culture, information about Latino musical figures, timelines of Latino history and music history, vocabulary and pre/post visit activities with suggested research projects for more advanced study. The lessons provided are thematic and reflect the major topics of the exhibition. Each lesson starts with background information that should be conveyed to students. The lessons provide instructional activities to facilitate student interaction with the material at hand.

The suggested pre-visit activities introduce students to the themes, issues, ideas and content presented in the exhibition *American Sabor: Latinos in U.S. Popular Music*. Students will encounter a more enriching experience at the museum and in the classroom if some of the related events and lessons have been introduced in the classroom through activity, discussion and readings.

Students can extend their experience of *American Sabor: Latinos in U.S. Popular Music* through the post-visit activities. These have been developed to encourage additional learning in creative and expressive ways as inspired by the people, stories, and music of *American Sabor: Latinos in U.S. Popular Music*. The pre- and post-visit activities also can be completed as independent classroom assignments.
STANDARDS AND ASSESSMENT

Lessons are aligned to conform to the National Standards for Social Studies in Civics, Geography and U.S. History. This American Sabor: Latinos in U.S. Popular Music education guide was developed to support the Washington State Classroom Based Assessment in Social Studies in the following areas:

Elementary School: Cultural Contributions
(http://www.k12.wa.us/SocialStudies/Assessments/Elementary.aspx)
Students compare similarities and differences of the contributions of two cultural groups to the development of local or U.S. history.

Middle School: Enduring Cultures
(http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool.aspx)
Students write a position paper, comparing and contrasting two cultural groups and the history of their development in the U.S. through challenges they faced.

High School: Cultural Interactions
(http://www.k12.wa.us/SocialStudies/Assessments/HighSchool.aspx)
Students focus on Latinos as a cultural group in various regions of the United States and analyze the cultural contributions they have made, the economic success they have had, and the level of social and political participation they have attained.

RECOMMENDED INSTRUCTIONAL RESOURCE

Experience Music Project|Science Fiction Museum Oral History Collection and Resources

The exhibition American Sabor: Latinos in U.S. Popular Music was put together, in part, by interviewing musicians, scholars and other professionals. These interviews or oral histories have been collected by EMP|SFM and are available in two ways—as transcripts and as recordings in listening stations in the exhibit (or available as listening streams online). The use of the oral histories or the Oral History Collection is encouraged to supplement students’ learning.

ACKNOWLEDGEMENTS

EMP|SFM appreciates the contributions of Shannon Dudley, Marisol Berrios-Miranda and Michelle Habell-Pallán, guest curators from the University of Washington for American Sabor: Latinos in U.S. Popular Music, in reviewing the exhibition’s educational resources.
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<th>ESSENTIAL UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS FOR STUDENTS</th>
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<tr>
<td>Students will understand differences and similarities among Latino communities in</td>
<td>What cultural differences and similarities exist among Cubans, Puerto Ricans and Mexicans?</td>
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<td>the United States and among immigrants of Cuban, Mexican and Puerto Rican heritage.</td>
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<td>Students will name immigrant and American musicians of Latino heritage.</td>
<td>Compare and contrast the experiences of Puerto Ricans, Cubans and Mexicans as immigrants to the</td>
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<td>Students will distinguish between various types of Latino music and identify the</td>
<td>United States. What are the similarities and differences among them? Why do these similarities</td>
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<td>regions with which they are associated.</td>
<td>and differences exist?</td>
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<td>Students will understand the vast richness of Latino music and how it has influenced</td>
<td>What are possible explanations for the migration patterns to the U.S. from Cuba, Mexico and Puerto</td>
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<td>English-language popular music in the United States.</td>
<td>Rico?</td>
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<td>Students will learn about the effects of U.S. policy, programs or interactions in</td>
<td>How have emigration patterns from Latin America contributed to regional music?</td>
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<td>Latin America, particularly in Cuba, Puerto Rico and Mexico.</td>
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<td>Students will be introduced to the current political and economic relationship between</td>
<td>What is the current political relationship between the United States and Cuba, Puerto Rico and</td>
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<tr>
<td>the United States and Latin America, particularly Cuba, Puerto Rico and Mexico.</td>
<td>Mexico?</td>
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<td></td>
<td>What differences and similarities exist among the current immigration statuses of Puerto Ricans,</td>
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<td></td>
<td>Cubans and Mexicans?</td>
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**Curriculum Introduction**
DEFINITIONS OF NOTE

Today in the United States the terms Latino and Hispanic are commonly used. While both terms refer to people of Spanish-speaking countries, heritage, or descent, both Latino and Hispanic reflect specific political definitions, associations and identifications. Hispanic is the term used by the United States Census Bureau to identify people of Spanish-speaking descent. It refers to a person with Spanish roots or heritage. The term Latino is often used to refer to a person born or living in the United States of Latin-American descent or heritage. The term Latin is sometimes used to refer to Latinos and/or Hispanics. Latin is an ancient Indo-European language, not a people.

The use of Latino and Hispanic varies by region. Much of this regionalist language is tied to the history and politics of place. For example, in Los Angeles people tend to use Latino while in the Southwest Hispanic is more popular. Further, there are cultural groups under the umbrella term Latino — for instance, Mexican American, Cuban American and Puerto Rican.

Certain ethnic groups use terms of self-identification. Chicano, for example, refers to a Mexican American. Chicano takes its name from the Aztec word mexica. The use of Chicano was popularized during the Civil Rights Movements by Mexican Americans to acknowledge their cultural identity and political consciousness.

The term Nuyorican and Boricua are popular in New York. Nuyorican is a blending of the words New York and Puerto Rico that refers to a second-generation Puerto Rican who is born and raised on the mainland of the United States. A Boricua is a person of Puerto Rican heritage.

Other terms of cultural identity include Tejano, which means a person born in Texas of Hispanic descent. Tex-Mex refers to Texas and Mexico.

These terms are used every day in various contexts. As reflected in the exhibition American Sabor: Latinos in U.S. Popular Music, Latinos are a diverse people with equally diverse roots and expressions.

Certain terms often seen in historical commentary, particularly in older sources, should be used very carefully or avoided in the context of immigration and migration, particularly new world and westward expansion. New world was first used during the 1500s about the activities of explorers and colonists and refers to the Americas from a European point of view. Its use in modern historical writing has been challenged because it does not recognize or a firm that the Americas existed before its discovery by Europeans. Westward expansion has been used to describe the migration of people from the Atlantic coast to the western United States during the 1800s. Like new world, it focuses on the role of one group, the settlers from the eastern states, while ignoring emigrants from Latin America and Native peoples.
LESSON PLANS

Elementary School
Middle School
High School

The following lessons are inspired by the historical experiences of Latinos referenced in the background essay and incorporate Latino musical and cultural references.

The elementary school lesson focuses on the reasons why Latinos immigrated to the United States and migrated within the country. Building on that theme, the middle school section highlights the challenges that Latinos faced and how they responded and created solutions in a lesson about affirmation, assimilation and acculturation. Present-day participation and artistic expression as contributions to the development of the United States are addressed in the high school lesson.

While each lesson provides worksheets that encourage students to study a topic or to think critically about a specific theme, the worksheets can be used as stand-alone activities independently of the lesson. Further, worksheets can be applied to the other lessons to enrich student learning.

Lessons include pre- and post-visit activities for classes visiting the exhibition. These activities require homework time to complete. Activities can be completed in the classroom without a visit to Experience Music Project | Science Fiction Museum.

Latino music is an expression of American life, serving as a sort of soundtrack. Latino musical figures and artists are impacting and informing what people are living, feeling, experiencing, and thinking in popular culture. American Sabor: Latinos in U.S. Popular Music is another page in U.S. history. These social studies lessons are culturally relevant and introduce issues and subjects related to Latino music, Latino cultural expression and ultimately an American experience.