

Road Trip to the Future: Exploring Hispanic-Serving Institutions

Mariana DeLoera, Ryan Rahhal
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Time Frame 100 minutes

Essential Question(s)

- How is access for all students being supported in higher education?
- Why is there becoming a greater need for Hispanic-Serving Institutions?

Summary

In this lesson, students will learn about the rise of Hispanic-Serving Institutions (HSIs) and the important role they play in postsecondary education. Students will begin by familiarizing themselves with some of the famous and successful people who have attended an HSI. After reading a short article about the history of HSIs, students will perform their own research on an institution of their choice and create an Anchor Chart to share with the rest of the class. This lesson is designed to work in tandem with a campus visit to a Hispanic-Serving Institution, but it can work well as a standalone lesson as well.

Learning Goals

In this lesson, students will:

- Analyze the historical background of HSIs.
- Collaborate to research HSIs to identify how a school could meet their personal and academic goals.

Attachments

- Lesson Slides—Road Trip to the Future HSIs.pptx
- Research Project Task Sheet—Road Trip to the Future HSIs - Spanish.docx
- Research Project Task Sheet—Road Trip to the Future HSIs - Spanish.pdf
- Research Project Task Sheet—Road Trip to the Future HSIs.docx
- Research Project Task Sheet—Road Trip to the Future HSIs.pdf
- The Rise of Hispanic-Serving Institutions—Road Trip to the Future HSIs - Spanish.docx
- The Rise of Hispanic-Serving Institutions—Road Trip to the Future HSIs - Spanish.pdf
- The Rise of Hispanic-Serving Institutions—Road Trip to the Future HSIs.docx
- The Rise of Hispanic-Serving Institutions—Road Trip to the Future HSIs.pdf

Materials

- Lesson Slides (attached)
- The Rise of Hispanic-Serving Institutions handout (attached)
- Research Project Task Sheet (attached)
- Giant sticky note pad, butcher paper, or poster board
- Sticky notes
- Markers or colored pencils
- Pens or pencils
- Scissors (optional)
- Student devices with internet access

Engage

Introduce the lesson using the attached **Lesson Slides**. Display **slide 3** with the first essential question: *How is access for all students being supported in higher education?*

Invite students to reflect on ways that colleges and universities advocate for fairness.

Once students have responded to the essential question, transition to the next activity. Explain to students that you will be showing them different individuals and giving them a brief background of each one. As you walk students through each slide, have students begin to brainstorm what these individuals might have in common.

Go through **slides 4–7**. For each slide, give a brief overview of the individuals who are shown.

Display **slide 8** and pose the following question to the class:

> *From politicians to entertainers to corporate America, what do all of these successful Hispanic/Latino individuals have in common?*

Encourage a few students to share their responses, and then move to **slide 9**. Tell students that all of the individuals mentioned on the slides have graduated from an institution that is classified as a Hispanic-Serving Institution, or HSI. Explain that the concept of HSIs originated from the intention of creating access for all students in higher education.

Display **slide 10** and review the lesson objectives with the class.

Explore

Teacher's Note: HACU List of Hispanic-Serving Institutions (HSIs)

In the Lesson Slides, you will find a shortened link to the 2020–2021 list of HSIs. As more institutions apply for HSI status, the list is ever evolving. For a look at emerging institutions and other changes, use the following link: https://www.hacu.net/hacu/HSIs.asp. If you are using a different list with students, be sure to update the attached **Research Project Task Sheet** with the correct link.

Display **slide 11** and play the video "About the Hispanic Association of Colleges and Universities," which describes the importance of HSIs. Stop the video at the 2:20 timestamp. Following the video, ask students what stood out the most to them. Is there anything they're interested in learning more about?

Once students have shared out, display **slide 12**. Distribute the attached handout titled **The Rise of Hispanic-Serving Institutions**. Instruct students to pause after each section and summarize what they've learned.

After students have completed the reading and the handout, have them discuss their summaries with an Elbow Partner.

Display **slide 13** and pose the second essential question: *Why is there becoming a greater need for Hispanic-Serving Institutions?*

Have students use their knowledge from the video, the handout, and their personal thoughts to respond.

Explain

Divide students into groups of three and distribute a copy of the attached **Research Project Task Sheet** to each student. Have students work together to conduct their research but fill out the information on their own handouts.

Display **slide 14** and share the instructions for the next steps. Explain to students that they will be researching an HSI. Have students follow the link on the slide to see the HSI list. Give them some time to explore the site independently as they prepare to conduct their research.

Have each group choose one school they would like to research. Encourage groups to first look at the schools by state to help them decide which school to research.

Teacher's Note: School Choice

If you prefer, you can assign each group a specific school to research or have groups choose from a smaller list that you've curated.

If your class is completing this lesson prior to a campus visit to a Hispanic-Serving Institution, consider having groups all research that institution as a means to prepare for the visit.

Once groups have chosen a school, instruct them to find the school's official website to conduct their research. If they use any other resources in addition to the school's website, they should cite those in the Source column of their handout.

Take a moment to walk students through each category on pages 2-4 of the handout, providing a short explanation of your expectations.

Teacher's Note: Optional Practice

To model the activity, choose a school from the list and select a category to fill in together as a class.

Instruct students to focus right now on the research portion of the handout. They will work on the Anchor Chart in the next part of the lesson.

Extend

As students near the end of their research, display **slide 15** and share the instructions for completing the Anchor Chart. Students can follow along at the bottom of the first page of their handouts.

The Anchor Chart should be a visual representation of the research that students have already conducted. Walk them through all of the expectations listed on the handout. Emphasize that they have plenty of freedom in how they choose to present information in the chart, but they are expected to create well-organized and easy-to-read charts with correct spelling and grammar. They are also expected to include all the required elements outlined in the instructions.

After sharing the instructions, provide students with time to work with their groups to complete their Anchor Charts.

Evaluate

Teacher's Note: Gallery Walk Preparation

In this section, students will participate in a Gallery Walk. Inform students that they will elect a spokesperson to give a brief overview of their research. This summary should provide only the highlights of their research—students are not expected to share every detail. If needed, use a timer to help facilitate students' rotations at each poster.

Display **slide 16** and inform students that they will engage in a Gallery Walk to view each other's Anchor Charts. Ask groups to hang their charts on the walls around the classroom. Distribute a sticky note to each student.

Have each group elect a representative to stay behind with their chart as the spokesperson for their group. The spokesperson is responsible for explaining what is included on the chart and why it is important information to know.

Instruct the other group members to rotate around the room to visit each poster and use their sticky note to leave a question on an anchor chart that interests them. (You can distribute more sticky notes if you prefer to have students ask more than one question).

Optional Activity: Preparing Questions for an Upcoming Campus Visit

If students are preparing to visit the school that they researched, after the Gallery Walk is concluded have students turn in their questions and bring them to the campus visit to ask at the school.

Optional Activity: Researching Questions

If students are not preparing for an upcoming visit to the school that they researched, ask them to research the answer to the question on their sticky note. Once they have found the answer to the question, have them write it on the same sticky note and return it to the poster.

Resources

- HACU News (2021, September 29). About the Hispanic Association of Colleges and Universities [Video]. Vimeo. https://vimeo.com/618455009
- Hispanic Association of Colleges and Universities. (n.d.). Hispanic-serving institutions (HSIs) 2020-21. https://www.hacu.net/images/hacu/conf/2022CapForum/ResourcesMenu/2022_HSILists.pdf
- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Gallery walk/carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/168