

MAS SPRING PD

- Mr. Gilbert Flores

Objectives

- Teachers will develop strategies to conduct family oral histories and utilize creative writing and visual strategies like poetry, epistolary and murals to share cultural identity.

MAS TEKS

- (12) Social studies skills. The student applies critical-thinking skills to organize and use information
- acquired from a variety of valid sources, including electronic technology. The student is expected
- to:
- (A) use social studies terminology correctly;
- (B) analyze diverse points of view related to contemporary Mexican American issues;
- (C) create a written and/or oral presentation on a contemporary issue or topic relevant to
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Talk back strategy response to “VOKS Take Responsibility.”

- It was interesting that.....because
- I was shocked/surprised when... because
- I wondered why/if.....because...

MAS GOALS:

- **MAS empowers** students by granting them access to their identity through historical discovery
- **MAS challenges** students to question the colonial narrative and interpretation of US History
- **MAS presents** students with hope by providing ancestral examples of courage and perseverance in times of adversity

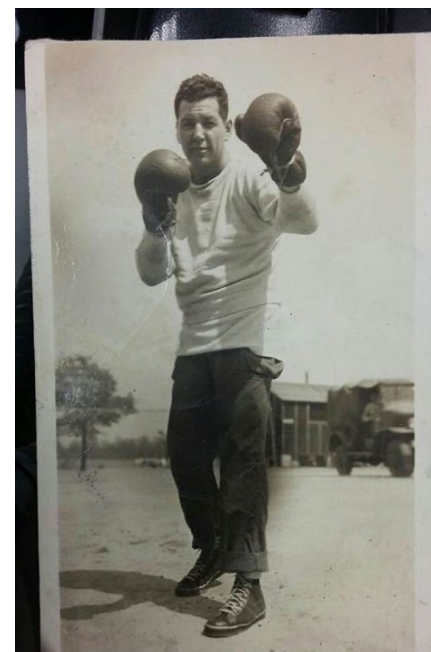
FILIACION

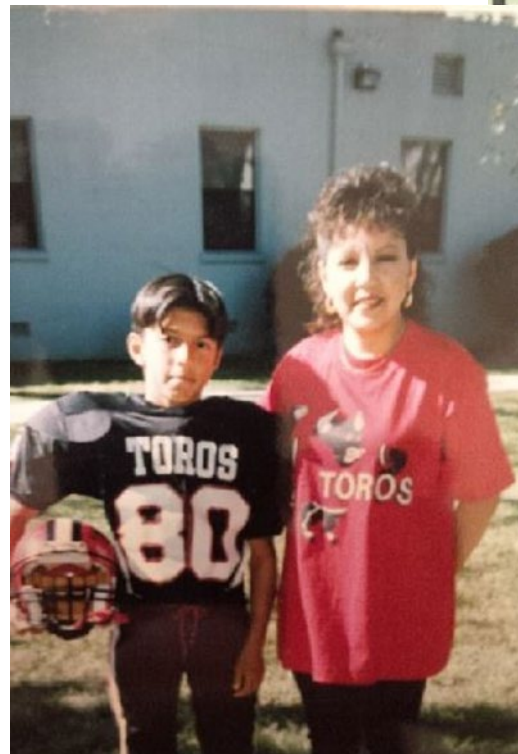
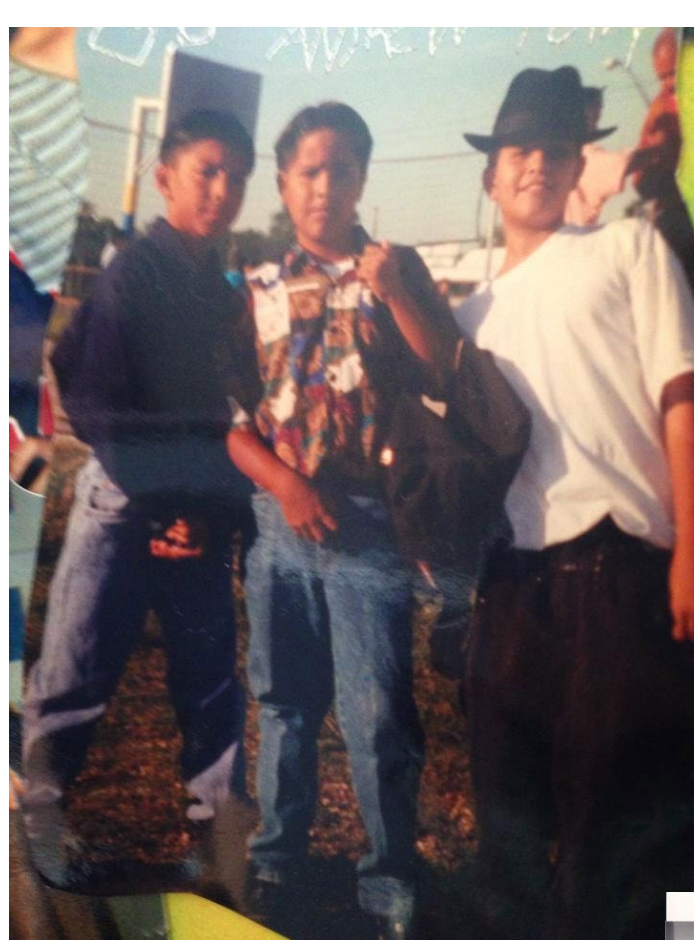
Edad: 62 años,
Estado Civil: Casada,
Profesión: Planchadora
Estatura: 1.58 cmts.
Color: Moreno,
Ojos: Cafés,
Pelo: Negro,
Señas particulares:
lunar en la frente
Lugar de nacimiento:
San Luis, Potosí
Observaciones:

CONSULADO GENERAL DE MÉXICO
SAN FRANCISCO

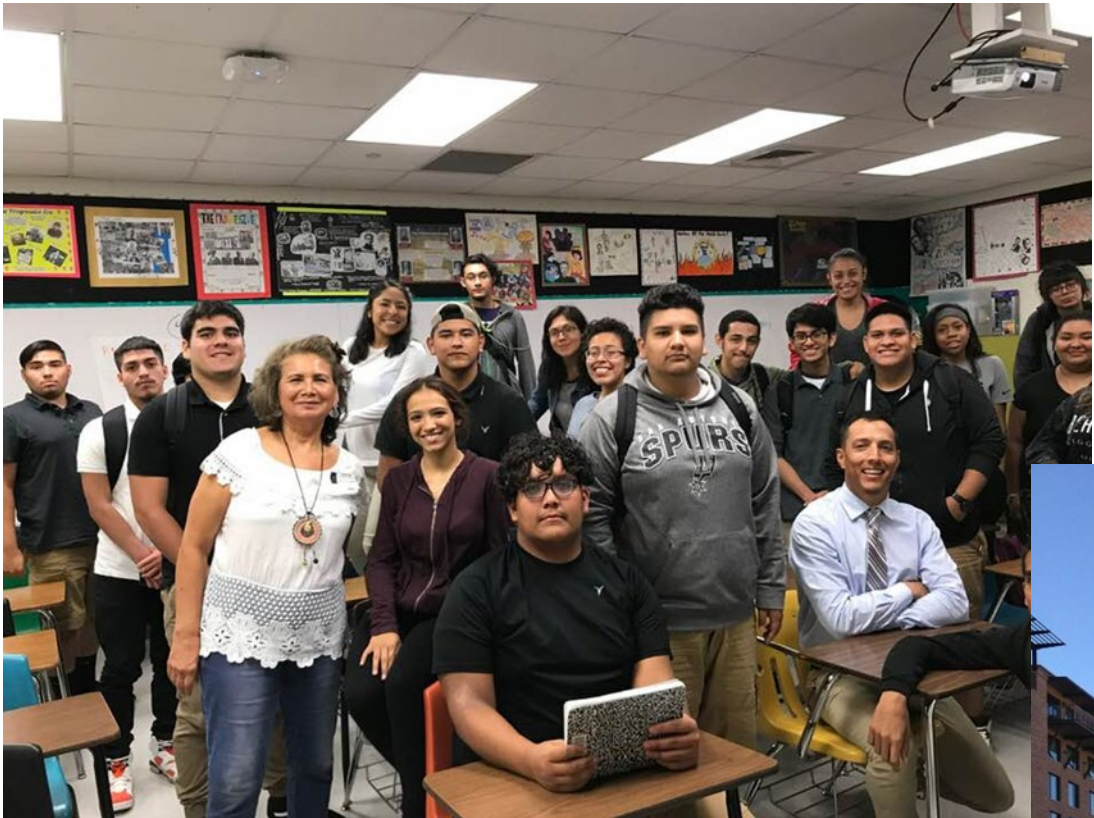
FIRMA DEL PORTADOR
Angela U. de Jimenez
Angela U. de Jimenez.

...fundada cada dos años.











This is for my people

- This is for my people....
- Students share aspects of their cultural community by describing aspects of their way of life such as food, clothes, transportation, music, politics, family, friends, leisure and institutions such as sports and education
- Teachers and Students share their poems establishing positive relationships and a safe classroom for diverse discussions in the future.
- “This is for my people.....”

Starting the Family History Project

- ***Make each step a grade to ensure every one stays together*****
- Grade. Selecting a family relative. Usually involves finding the oldest able relatives with knowledge of other older relatives.
- Grade. Establishing a time/date.
- Grade. Questioning: Students script 10 open ended questions over various topics. Students are instructed to audio record their interviews then manually transcribe later. For example: Who is the oldest relative you have knowledge about? Describe what you know about him/her?

Starting the Family History Project

- Grade. Recording the Interview
- Grade. Transferring interview manually
- Grade. Choosing a method to convey our history.
- Grade. Draft
- Grade. Final Copy
- Grade. Reflection
- Grade. Presentation

Elements of Historical Memoir

- 1. Voice and Authenticity. Charisma. Keeping it real, telling your own truth. If you speak Spanish at home then naturally the DIALOGUE can reflect that. If you code switch, then code switch. Language can be romantic with carinos but it can also have malas palabras. This is acceptable with class, or purpose of course.
- 2. Literary tools: Characterization. Many characters in our family extended family, Tone: Grandpa serious, Tia is Carinosa, joking, solemn, caring, Main idea, Inferences, foreshadowing, Dialogue, metaphor, conflict, tension. Plot. Middle and End.
- 3. Avoid the Linear story or chronology.
- 4. Listen. Pay attention to what is not said. To what is alluded. Unspoken.

Elements of Historical Memoir

- 5. No judgements
- 6. Secrets. There are ways to write without hurting others. But you are also helping all of us by writing and avoiding the same mistake.
- 7. Ownership. This is your story. Not tias. They have to tell their own story.
- 8. Surprise us with the ending, doesn't have to be "The End", "riding off into the sunset", or typical happy ending. There maybe some questions unanswered.
- 9. Be vulnerable. No place for the Ego in creative writing. Trust your story. Let the heart guide.

- 10. Epistolary: letter writing, memoirs, journals, diaries.
- 11. Murals: teacher provides outline for mural drawing

Examples

- Barbara Gonzales, “Lost But Not Forgotten”
- Jenny Dominguez, “Dear Nietos”
- Monique Davila, “Mural of my family”

Questions

- Framework
- Curriculum
- Best Practices/Approach