



Webinar

Cultural Chronicles

The Significance of Mexican American Studies

October 19, 2023 at 3:30–5:00 pm CT

<https://idra.news/CulturalChronicles>





Goal: To review essential information and support for Mexican American Studies (MAS) teachers

- Warm –Up
 - Using the Jamboard apply a levels-of-culture framework useful in organizing the content of an ethnic studies class
- Review the importance of teaching Mexican American Studies (MAS)
- Focus on MAS education as student centered and driven, inherently motivating, pedagogy
- To examine lessons and resources for teaching MAS
- To explore online resources and key references



Aurelio

Setting the Climate

- On the CULTURE page of the Jamboard, create stickies for words or phrases that come to mind with the word CULTURE.
- Think of a couple of memories about your family that connect to traditions, your care for them or memorable incidents.
- Write a few-word description of the memory on a sticky on the Jamboard

Aurelio



**Mexican American Studies
Rationale & Essential Characteristics**

- Identity
- Inclusion
- Reimagined education
- Academic achievement

Lillie: Identity: Mexican American Studies is essential because it helps students of Mexican American heritage connect with their cultural roots and develop a strong sense of identity. By exploring the history, literature, and contributions of Mexican Americans, students can gain a deeper understanding of their own heritage, fostering pride and self-esteem that can positively impact their overall educational experience and self-image.

Inclusion: Teaching Mexican American Studies promotes inclusivity by acknowledging the diverse cultural fabric of the United States. By incorporating this curriculum into schools, we ensure that the experiences and perspectives of Mexican Americans are represented in the educational narrative. This inclusivity not only helps Mexican American students feel valued but also educates all students about the rich tapestry of American history and culture.

Reimagined education: Mexican American Studies offers a pathway to a more holistic and diverse education system. It encourages educators to rethink traditional curricula and embrace a multidimensional approach that incorporates the stories, struggles, and achievements of Mexican Americans. By doing so, we not only provide a more accurate portrayal of American history but also create a more engaging and relevant

educational experience for all students, inspiring critical thinking and empathy.

Ethnic studies classes have proven to increase academic achievement especially of students who previously have shown less interest in their classes.

Student Centered & Driven

- Building Relationships through Poetry Writing
- Journal Writing
- Reflection and Dialogue
- Sentence for Each Key Idea



Gilbert: The teacher implements a Culturally sustaining pedagogy that reflects the cultural identities of their students and nurtures students' identities through intentional lesson planning. **Building Relationships through Poetry**

Writing: Teachers and students build relationships through poetry writing. Students write "This Is for My People" poems to express their cultural norms. Warm-up activities involve categorizing cultural norms into tiers, starting with basic aspects like food, religion, and community and progressing to more complex topics like politics and history. Students share their completed poems with the class.

Journal Writing: Journal writing is used as a consistent strategy throughout the year. Students use journals to record personal experiences, thoughts about school, and self-assessment. The focus is on creating a space for students to reflect without the pressure of grades.

Reflection and Dialogue: Reflection and dialogue exercises are conducted daily. The teacher acts as a dual learner in the classroom, not as a judge. Participants, including the teacher and students, share what they have learned. The teacher listens, weaves together experiences, and clarifies any misconceptions from the day's

lesson.

Sentence for Each Key Idea: In this approach, the teacher adapts their teaching style to align with the diverse cultural backgrounds of the students, nurturing their identities through well-thought-out lessons.



Cross Curricular Framework

- **Integrating Platform for multi-media and various subjects**
- **Literature Circles**
- **Social media**
- **Creative expression**



Araceli - Integrating Platform for multi-media and various subjects

Mexican-American Studies offers a cross-curricular framework when it serves as a platform for integrating various subjects, such as film, media, art, music, literature, history, and math, within its flexible curriculum.

Literature Circles nurture language exploration, meanings and perspectives

Literature circles enhance comprehension and perspective. Literature circles are a valuable tool, where students read different sections of a text and engage in diverse activities like exploring vocabulary, highlighting significant phrases, and offering insights, enabling them to share varied perspectives on the text with their peers.

Social media spurs research, recording thoughts and creating content

Incorporating media engages and empowers students. The course capitalizes on students' enthusiasm for media by encouraging them to use social media, record their thoughts, and create content that reflects their learning. This approach ensures that students actively participate and express their understanding.

Creative expression fosters holistic, cross-curricular creations catering to diverse styles and preferences

Mexican-American Studies not only incorporates media but also encourages creative expression through activities like movie reflections, writing a short play or film script, songwriting, and poetry, fostering a holistic, cross-curricular learning experience that caters to diverse learning styles and preferences.



Resources: IDRA's School Resource Hub

- Culturally Sustaining Education
- Diverse Lesson Materials
- Innovative Teaching Framework
- Positive Impact on Students
- Continual Expansion and Accessibility

<https://www.idra.org/resource-center/idra-school-resource-hub-provides-tools-for-teaching-about-race-and-gender/>



Christie / Aurelio

Lessons



Education In Action

- Check out lesson plans for culturally sustaining instruction and healthy classroom conversations about this nation's past and present.
- <https://idraseducation.org/hub/lesson-plans/>
- In breakout rooms you have 30 minutes to dive into **one** lesson. Your breakout room facilitator will provide you with that lesson.
 - Using the [Jamboard](#) give feedback.
 - How would you adapt this lesson?
 - What did you like about the lesson?
 - What would be a challenge?

Webinar facilitator notes: You have been assigned a lesson and a group number. Using the assigned lesson review and point out highlights and have participants respond to the material. You have been assigned a lesson and a group number. Using the assigned lesson, review and point out highlights and have participants respond to the material. Your group number and assigned lesson can be found on the Jamboard

Culturally Sustaining Education: The IDRA School Resource Hub is designed to support educators in providing culturally sustaining schooling. It offers a wide range of resources to help students learn about the history and experiences of different communities, particularly focusing on the Mexican American community, to prevent erasure and ensure cultural representation.

Diverse Lesson Materials: The hub features over 120 lesson plans, instructional best practices, and historical resources that cover topics related to race and gender. These resources are available in both English and Spanish, making them accessible to a broader range of students.

Innovative Teaching Framework: IDRA introduces the "America Is Me" (AIM)

framework, emphasizing intercultural skills such as solidarity, social awareness, social-emotional wellness, sociocultural exchange, and social change. This framework encourages educators to incorporate these skills into their teaching across various academic subjects.

Positive Impact on Students: The hub's resources have received positive feedback from both students and teachers. Students expressed regret for not having access to such lessons earlier in their education, and teachers reported that the lessons engaged and positively impacted their students.

Continual Expansion and Accessibility: The School Resource Hub is continually updated with new lesson plans and resources, allowing educators to find materials that align with federal, state, and district standards. The platform is user-friendly, offering search filters for subject, topic, resource type, and grade. Additionally, IDRA provides training for educators on how to effectively use the hub and its featured lessons, ensuring accessibility and ease of use.



America Is Me (AIM) Lessons

Link <https://idraseduc.org/hub/lesson-plans/>

List of all lessons with grade level and summary

Five Critical Intercultural Skills

- ✓ **Solidarity (Unity Building)**
- ✓ **Social Awareness (My Impact on Others)**
- ✓ **Social-Emotional Wellness (Healthy Self Concept)**
- ✓ **Sociocultural Exchange (Cross-Cultural Communication)**
- ✓ **Social Change (Difference Making)**



Christie

Resources

www.idraseen.org



Lesson Plans 1-2-3 for Teaching in a Climate of Classroom Censorship

1. Go to www.idraseen.org
2. Click Resource Hub
3. Select Lesson Plans



1 IDRA
Knowing the Issues Organizing My Community Making Change News Discussion & **2** Resource Hub

Hub Home
3 Lesson Plans
Teaching Tools
Policy News
Advocacy News

Search by topic, subject or grade level

Search Terms Filter

- +Hub Subjects
- +Hub Topics
- +Hub Grade Levels
- +Hub Resource Types

School Resource Hub

- Lesson Plans
- Teaching Tools
- Policy News
- Advocacy News

Over 135 lessons and teaching tools

Spiel on the website resources

- Acuña, Rodolfo F., **Occupied America: A History of Chicanos**. New York: Harper Collins, 1987

- Colón, David Colón and Krochmal, Max. **Latinx Studies Curriculum in K-12 Schools**

- **A Practical Guide**. (TCU Press, 2022)

- German, Lorena Escoto. **Textured Teaching: A Framework for Culturally Sustaining Practices** (Heinemann, 2021)

- Vargas, Zaragosa ed., **Major Problems in Mexican American History: Documents and Essays** (New York: Houghton and Mifflin, 1999)

The collage features four main elements:

- Top Left:** The cover of the book *Latinx Studies Curriculum in K-12 Schools: A Practical Guide* by David Colón, Max Krochmal, and Contributors. It has a dark green background with a colorful, abstract illustration of figures and patterns.
- Top Right:** A screenshot of a blog post titled "WHAT IS TEXTURED TEACHING?" by Lorena Cermán. The post features a vibrant illustration of a woman's face with red skin and purple hair. The text below the illustration reads: "The following is excerpted from *Textured Teaching: A Framework for Culturally Sustaining Practices* by Lorena Escoto German."
- Bottom Left:** The cover of the book *Occupied America: A History of Chicanos* by Rodolfo F. Acuña. It features a painting of a desert landscape with a large saguaro cactus in the foreground and a blue sky with clouds.
- Bottom Right:** The cover of the book *Major Problems in Mexican American History: Documents and Essays*, edited by Zaragosa Vargas. The cover is light-colored and features a colorful illustration of a family (a man, a woman, and children) gathered around a table, possibly in a classroom or community setting.



Cafecito & MAS

This gathering is for teachers, students, families, community members and everyone interested in ethnic studies, social justice and civil rights. A morning of sharing, planning and dialoguing. **Join us!**

Saturday, May 7, 2022

UTSA Downtown

Race, Ethnicity, Gender & Sexuality Studies Department

9:00 a.m. - 12:00 noon

Register:

<https://idra.news/Cafecito&MAS>

*Students 18 or younger need to get a parent sign off.

This is a **free** event. If you have questions, please send an email to:
aurelio.montemayor@idra.org or allie.salazar@idra.org



San Antonio's MAS Community-of-Practice

Date Forthcoming

**MEXICAN AMERICAN STUDIES
TEACHERS' ACADEMY**



mas.ssacademy@gmail.com
mas_teachers
@masteachersacademy



Please fill out the evaluation
<https://forms.office.com/r/JcFAuW59r6>



Presenters



Lilliana Patricia Saldaña, Ph.D. Associate Professor
University of Texas at San Antonio



Aurelio Montemayor, MEd.
Senior Education Specialist
IDRA



Araceli 'Celi' Manriquez
Mexican-American Studies
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Gilbert Flores
Mexican-American Studies
San Antonio ISD



Gilbert Flores: Mexican-American Studies Teacher; Breckenridge High School, San Antonio ISD; 17 years of teaching experience; Teaching Mexican-American Studies since 2016

Lilliana Patricia Saldaña, Ph.D. Associate Professor; Mexican American Studies; Race, Ethnicity, Gender and Sexuality Studies Department, University of Texas at San Antonio

Araceli 'Celi' Manriquez
Middle School Maestra ◇ Middle School Teacher at San Antonio ISD; Studied at UTSA - The University of Texas at San Antonio; Lesson developer for Warrior Girl



*Presentation Designed by:
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Achieving equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college