



Emma S. Barrientos
 Mexican American
 Cultural Center



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

ACTIVITY TITLE: Juárez-Lincoln University: Community, Space, and Education

<p>Activity Description</p>	<p>Activity Description: Students will learn about Mexican Americans' struggle to keep and create space and place in their community. Local archives help students gain broader understandings of educational and cultural spaces in building relationships and promoting cultural heritage. Students will learn about Juárez-Lincoln University and Cultural Center and its role in local Mexican American history.</p> <p>Artistic Medium(s): Students will create a plan for their own community educational/art space including pedagogical strategies, programming, branding, and facilities. Students may employ a variety of artistic mediums to support their projects including PowerPoint, Prezi, poster board, Photoshop, and Publisher.</p>
	<p>4 Guiding Questions for the Session: How is space distributed in a community? How do educational and cultural centers work to create and distribute community-based knowledge? How can we re-imagine communities to be inclusive and to honor the cultural heritage of those who live there?</p>
	<p>The ESB-MACC; How does this curriculum address the ESB-MACC and the Education Department's mission?: The curriculum speaks to the evolution of spaces in the Mexican American community in Austin. The lesson encourages students to think about the value of community and their relationship to community-based centers for art and education.</p>
	<p>In what ways does this curriculum incorporate the six learning principles? (Actively built/constructed, Experiential, Reflective, Evolving, Collaborative, Problem-Solving): This curriculum encourages students to learn and reflect on community-based centers as spaces of learning and transformation. Students will collaborate to create their own community spaces and expand their awareness about their surroundings.</p>
	<p>What Core Content Areas connect to your lessons?</p> <p>Reading/ELA: Students will read professional reports on space/space in Austin.</p> <p>Mathematics: Students may use math to construct their designs for their facilities</p>

	<p>and for calculating the expected enrollment/participation in their spaces.</p> <p>Social Studies: Students will learn about the relationships between communities and spaces/places specifically, community-based universities and cultural centers in Austin or in your own town.</p> <p>TEKS: What are the state standards that this activity addresses?</p> <ul style="list-style-type: none"> • English Language Arts and Reading • Social Studies • Mathematics • Technology Applications 	
	<p>Lesson Objectives:</p>	
	<p>Lesson 1: Introduction to Juárez-Lincoln University in Austin, Texas including pedagogy, symbols, and staff. Students will get details about final projects-- Community Educational Spaces Reimagined.</p>	<p>Lesson 4: Students will learn about historical and contemporary struggles for space and place in Austin and in the United States. Students delegate roles for final project.</p>
	<p>Lesson 2: Discussion of space and place. Review documents concerning Juárez-Lincoln University programs.</p>	<p>Lesson 5: Students will complete yarn activity to show the importance of community networks.</p>
	<p>Lesson 3: Students will learn about the cultural arts and activism in the Austin Chicano community through films and discussion. Students will be divided into teams to begin brainstorming final project.</p>	<p>Lesson 6-8 Student Workdays and Final Share</p>
	<p>Culminating Activity: Students will create a plan for their own community educational/art space including pedagogical strategies, programming, branding, and facilities.</p>	
<p>Materials & Resources</p>	<p>Materials: Computer with projector hook-up. Chicanos and Film: Representation and Resistance Sol Rojo Productions "We Will Always Be Here: The</p>	<p>Unit Resources/Partnerships:</p> <p>Guest speakers from local arts organizations would be great partners here.</p>

	Battle of Juarez-Lincoln II"	
School Day & Family Connection	School Day Connection: This lesson connects to better understanding the styles of pedagogical models used by the students' own schools as well as the role of educational centers in the community.	Family Connections: Students will have homework that discusses historical and contemporary struggles for education in Austin. Students should be encouraged to ask their parents about their own struggles in educational spaces/systems.
Reflections	<p>Activity Reflections: Please fill out after the last lesson of this activity/unit.</p> <p><i>What are some modifications you made along the way? How did you know students learned? How did you know parents/families learned or were engaged? How would you assess student/parent/family impact on the community or results of this (service-learning) activity? What are some things you would do differently?</i></p> <p><i>Student Voice: It is important to get student reflections and ask them about their thoughts. Ask your students: What things did they like/dislike? How would they change this activity (to make it better)? What are possibilities for this activity to extend it? How can parents/families be brought into it more?</i></p>	



Emma S. Barrientos
**Mexican American
 Cultural Center**



L L I L A S B E N S O N
 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Juárez-Lincoln University: Community, Space, and Education*

Lesson: One

Ages/Group: 9-12

<p>GOALS/OBJECTIVES</p>	<p>Students will be introduced to Juárez-Lincoln University and various Latinx cultural centers including their unique pedagogical models, symbols, and staff. Students will get overview about final projects—Community Educational Spaces Reimagined. Students will be encouraged to think about alternative models of education versus traditional ones.</p>
<p>How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)</p>	<p>This lesson teaches students about Mexican American history in Austin and works to create cultural memory about the surrounding spaces and places that are no longer in Austin. Students will expand their knowledge about institutional processes of geographical and knowledge erasure.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Students will go around the circle and say their favorite place in their own neighborhood.</p>	<p>5</p>
<p><u>Warm-Up/Introductory Activity:</u> Students will draw a rough map from their house to their favorite place—encourage creativity over scale here.</p>	<p>10</p>
<p><u>Core Activity:</u> Instructor will introduce students to Juárez-Lincoln University in Austin, Texas including pedagogy, symbols, and staff. Students will get details about final projects--Community Educational Spaces Reimagined—a project where students will create their own community-based educational and/or arts space.</p> <p>Resources Juárez-Lincoln Slide Show Texas Archival Resources Online Juárez-Lincoln University Records University of Texas Juárez-Lincoln University: alternative higher education in the Chicana/o Movement, 1969-1983 by Jaime Rafael Puente. Austin Public Library Juarez-Lincoln University</p>	<p>40</p>

<p><u>Homework:</u> Listen to Onda Latina: Alternative Education</p>	
<p><u>Check-Out/Closing Ritual:</u> Students will reflect with one thing they learned in class.</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. Blank paper and colored pencils and/or markers.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
---	---



Emma S. Barrientos
 Mexican American
 Cultural Center



L L I L A S B E N S O N
 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Juárez-Lincoln University: Community, Space, and Education*

Lesson: Two

Ages/Group: 9-12

GOALS/OBJECTIVES	The goal of this class is to begin a discussion of space and place. Students will review documents concerning Juárez-Lincoln University programs and begin thinking about their own programming for their project space.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about the effects of gentrification through the learning about Juárez-Lincoln University/cultural center. Students will engage with each other as they discuss current spaces they like to frequent and what would happen if they were taken away.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will share their favorite subject and why they like it.	5
<u>Warm-Up/Introductory Activity:</u> Group discussion about the homework assignment, listening to the Onda Latina video.	5
<p><u>Core Activity:</u> Instructor will lead a discussion of space and place. Students will review documents concerning Juárez-Lincoln University programs and watch "We Will Always Be Here" for an introduction to Juárez-Lincoln the cultural center. Students will listen to clips from ESB-MACC Oral History Project that speaks to the importance of Juárez-Lincoln to the community.</p> <p>Digital Archives Sol Rojo Productions "We Will Always Be Here: The Battle of Juarez-Lincoln II" (Resource available at Austin History Center) Juárez-Lincoln program documents.</p> <p>Austin History Center Clips from Interview with Raul Valdez and Roén Salinas. (Full interviews available at the Austin History Center)</p>	45

<p>Homework: Read excerpt from Chon Noriega's "Between a Weapon and A Formula: Chicano Cinema and its Contexts." in Chicanos and Film: Representation and Resistance</p>	
<p><u>Check-Out/Closing Ritual:</u> Students will share one thing that they learned from the class.</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. Chicanos and Film: Representation and Resistance Sol Rojo Productions "We Will Always Be Here: The Battle of Juarez-Lincoln II"</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
---	---



Emma S. Barrientos
**Mexican American
 Cultural Center**



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Juárez-Lincoln University: Community, Space, and Education*

Lesson: Three

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about cultural arts and activism in the Austin Chicano community through historical films and discussion. Students will be divided into teams to begin brainstorming final project.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about the role that cultural arts play in activism in Austin's Mexican American community and extend their knowledge about Chicano history.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will share their favorite afterschool activity and why they like it.	5
<u>Warm-Up/Introductory Activity:</u> Discussion of the first half of Chon Noreiga's article: "Between a Weapon and A Formula: Chicano Cinema and its Contexts."	10
<p><u>Core Activity:</u> Instructor will lead discussion about film, cultural arts, and activism in the Austin Chicano community. Students will be divided into teams to begin brainstorming final project.</p> <p>Resources</p> <p>KLRU Austin Revealed: Chicano Civil Rights: El Despertador: Activism and Organizing.</p> <p><u>Homework:</u> Continue reading excerpt from Chon Noriega's "Between a Weapon and A Formula: Chicano Cinema and its Contexts."</p>	40
<u>Check-Out/Closing Ritual:</u> Students will share one thing that they have learned in the class.	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. <u><i>Chicanos and Film: Representation and Resistance</i></u></p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
--	---



Emma S. Barrientos
**Mexican American
 Cultural Center**



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Juárez-Lincoln University: Community, Space, and Education*

Lesson # Four

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about historical and contemporary struggles for space and place and the Austin community and in the United States. Students will delegate roles for their final projects.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about gentrification in the Austin community and its effects on residents. Students will reflect on their own experiences with space and place in their community.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Student groups will share ideas for their final projects.	5
<u>Warm-Up/Introductory Activity:</u> Discussion of second half of Chon Noriega's article: "Between a Weapon and A Formula: Chicano Cinema and its Contexts."	10
<p><u>Core Activity:</u> Through digital archives and discussions, students will learn about historical and contemporary struggles for space and place in the Austin community and in the United States. Students will delegate roles for final project.</p> <p>Digital Archives/Resources IUPRA "Those Who Stayed: The Impact of Gentrification on Longstanding Residents of East Austin." https://liberalarts.utexas.edu/iupra/_files/Those-Who-Stayed.pdf East Austin Stories "Letters for Las Manitas" https://rtf.utexas.edu/east-austin-stories/letters-las-manitas East Austin Stories "Holly"</p> <p><u>Homework:</u> Onda Latina: Asociación De Reclamantes Vs. The United Mexican States: A Legacy Of The Treaty Of Guadalupe Hidalgo</p>	40

<p><u>Check-Out/Closing Ritual:</u> Students share one thing they learned in class.</p>	<p>5</p>
---	----------

<p>PLANNING</p>	<p>REFLECTION</p>
<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. Arts supplies and computer for students to start designing their final projects.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>



Emma S. Barrientos
**Mexican American
 Cultural Center**



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Juárez-Lincoln University: Community, Space, and Education*

Lesson: Five

Ages/Group: 9-12

GOALS/OBJECTIVES	Students increase their awareness about the importance of community networks and relationships. Students will learn about the effects of gentrification and placemaking and receive theoretical support for final projects.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will continue discussion about the effects of gentrification on the Mexican American community in Austin and discussion current topics in education for marginalized communities. Students will reflect on their own ideas about placemaking.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will ask questions they have about their projects and troubleshoot solutions with their classmates.	5
<u>Warm-Up/Introductory Activity:</u> Students will discuss Onda Latina episode from their homework.	10
<p><u>Core Activity:</u> Students will toss ball of yarn around, holding on to one end, and sending it to someone along with a compliment about that person until a circular web is created. One by one, the instructor asks people to let go of their part of the string to show how communities are broken up through gentrification. Instructor will lead discussion about education and institutional racism. Drawing on excerpts from "Creative Placemaking" article and Artscape website, instructor will lead group discussion about how places are created and valued.</p> <p>Resources KUT Austin ISD Board Votes To Change Names Of Schools Honoring Confederate Figures http://www.kut.org/post/austin-isd-board-votes-change-names-schools-honoring-confederate-figures</p>	40

<p>Austin American Statesman: AISD administrators want to modernize Sanchez instead of Metz, Zavala https://www.mystatesman.com/news/local-education/aisd-administrators-want-modernize-sanchez-instead-metz-zavala/rJGkavOz0OgWojgaOJXJtL/</p> <p>National Endowment for the Arts Creative Placemaking https://www.arts.gov/sites/default/files/CreativePlacemaking-Paper.pdf</p> <p>Artscape D.I.Y Creative Place Making</p> <p><u>Homework:</u> Students will work on their own respective portions of the group projects.</p>	
<p><u>Check-Out/Closing Ritual:</u> Student will share one thing they learned from class.</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. Art-making and digital supplies to make final project.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
--	---



Emma S. Barrientos
**Mexican American
 Cultural Center**



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: Juárez-Lincoln University: Community, Space, and Education

Lesson # Six-Eight

Ages/Group 9-12

GOALS/OBJECTIVES	Student Workdays and final share. Instructor will extend the lessons as needed to fit time and for students to finish projects.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will extend on what they have learned about Juárez-Lincoln University and placemaking by creating their own final projects centered on the topic. Students will reflect on their own communities and reconsider previous ideas about who places are organized.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students give updates on projects.	10
<u>Warm-Up/Introductory Activity:</u> Students will share how their views on space and place have changed during the class.	5
<u>Core Activity:</u> Student Workdays and final share. Instructor will extend the lessons as needed to fit time and for students to finish projects.	40
<u>Check-Out/Closing Ritual</u> What is one thing that you learned from class today? Are their questions about the class or assignments? What additional materials or advice do you need to finish your project?	5

PLANNING

REFLECTION

Special Supplies Needed/Things to Prepare Ahead of Time Computer/projector with Internet connection.

Challenges/Successes/Notes for Coordinator