



Emma S. Barrientos
 Mexican American
 Cultural Center



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

ACTIVITY TITLE: *Américo Paredes: Chicano Studies, Ethnographic Analysis, and Digital Activism*

<p>Activity Description</p>	<p>Activity Description: The students will learn about Chicano Studies pioneer Américo Paredes through reading his work and the context surrounding his life. Students will learn about ethnographic observations and analysis. Students will come away with a historical perspective of the value of oral transmission of heritage such as the corrido, oral histories, and ethnographic documentation.</p> <p>Artistic Medium(s): Students will compose a video featuring their poetry, a digital cuentos, or an interview a family member or community elder.</p>
	<p>4 Guiding Questions for the Session: How can we use oral histories and digital technology to challenge the mainstream versions of history? Why is it important to learn about and produce alternative narratives? Who was Américo Paredes and how does his work contribute to Mexican American Studies today? What is ethnographic observation and analysis and how can we use it to understand society?</p>
	<p>The ESB-MACC; How does this curriculum address the ESB-MACC and the Education Department's mission? This lesson helps to promote and preserve local histories as well as Mexican American cultural heritage. Students will learn about the legacy of Dr. Américo Paredes and the origins of Mexican American Studies.</p>
	<p>In what ways does this curriculum incorporate the six learning principles? (Actively built/constructed, Experiential, Reflective, Evolving, Collaborative, Problem-Solving) Students will actively engage in the construction of new oral history archives by creating their own collaborative works. Students will assist each other with filming and documentation along with editing of final projects. Students will reflect on what they have learned from the process and connect this to their evolving knowledge of Mexican American studies.</p>
	<p>What Core Content Areas connect to your lessons?</p> <p>Reading/ELA: <i>Students will learn about Américo Paredes through reading and analyzing his written work.</i></p> <p>Math: <i>Students will apply basic math skills to the recording and editing of their final projects.</i></p>

	<p>Social Studies: <i>Students will learn about world events and local history such as the world wars, the Chicano Movement, and Texas history.</i></p> <p>TEKS: What are the some state standards that this activity addresses?</p> <ul style="list-style-type: none"> • English Language Arts and Reading • Social Studies • Fine Arts • Mathematics 							
	<p>Lesson Objectives:</p> <table border="1" data-bbox="354 636 1446 1360"> <tr> <td data-bbox="354 636 846 888"> <p>Lesson 1: Introduction to Américo Paredes and ethnographic observation and analysis. Students will receive instructions and notebook to begin recording field notes.</p> </td> <td data-bbox="846 636 1446 888"> <p>Lesson 4: Overview of digital cuentos. Share “Where I am From Poems.” Students will select digital project to work on and select a partner to help with video production.</p> </td> </tr> <tr> <td data-bbox="354 888 846 1182"> <p>Lesson 2: Introduction to Oral Histories through the musical genre of the Corrido. Students share their progress on observing and taking field notes. Class will read excerpts from <i>With a Pistol in His Hand</i>.</p> </td> <td data-bbox="846 888 1446 1182"> <p>Lesson 5: Students will learn of the struggles that Paredes faced with the Mexican American Studies program at the University of Texas. Students will continue working on digital projects. Instructor will go over basics of interviewing and filming with smartphones.</p> </td> </tr> <tr> <td data-bbox="354 1182 846 1360"> <p>Lesson 3: Discussion of Américo Paredes poetry and his connections to Mexican American historical and contemporary poets.</p> </td> <td data-bbox="846 1182 1446 1360"> <p>Lessons: 6-8 Student workdays and final digital share.</p> </td> </tr> </table> <p>Culminating Activity: Students will produce a poetry video, digital cuento, or oral history interview that they will share with the class and post to project website.</p>		<p>Lesson 1: Introduction to Américo Paredes and ethnographic observation and analysis. Students will receive instructions and notebook to begin recording field notes.</p>	<p>Lesson 4: Overview of digital cuentos. Share “Where I am From Poems.” Students will select digital project to work on and select a partner to help with video production.</p>	<p>Lesson 2: Introduction to Oral Histories through the musical genre of the Corrido. Students share their progress on observing and taking field notes. Class will read excerpts from <i>With a Pistol in His Hand</i>.</p>	<p>Lesson 5: Students will learn of the struggles that Paredes faced with the Mexican American Studies program at the University of Texas. Students will continue working on digital projects. Instructor will go over basics of interviewing and filming with smartphones.</p>	<p>Lesson 3: Discussion of Américo Paredes poetry and his connections to Mexican American historical and contemporary poets.</p>	<p>Lessons: 6-8 Student workdays and final digital share.</p>
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<p>Materials & Resources</p>	<p>Materials: <i>Computer/projector with Internet connection. Digital cameras and computers with movie editing software such as iMovie. Field journals-bounded lined notebooks. “Where I Am From” poem templates.</i></p>	<p>Unit Resources/Partnerships: <i>Partnerships could be made with local filmmakers and spoken word poets. It would be great to invite guest speakers from these groups to speak with the students. Students may also visit local history centers or archives to checkout local history initiatives.</i></p>						
<p>School Day & Family</p>	<p>School Day Connection: Teachers may partner with music, literature,</p>	<p>Family Connections: Students will observe and interview family members and/or</p>						

Connection	and history classes to coordinate various elements of final projects.	community members for final projects. Teachers may provide discussion questions to take home to engage with family.
Reflections	<p>Activity Reflections: 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>Student Voice: <i>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>	



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 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Américo Paredes: Chicano Studies, Ethnographic Analysis, and Digital Activism*

Lesson: One

Ages/Group: 9-12

GOALS/OBJECTIVES	Instructor will introduce Dr. Américo Paredes with a biographical snapshot and slide show. Students will learn about ethnographic observation and analysis. Students will receive brief overview of final project and a notebook to begin recording field notes.
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 their knowledge about Chicano Studies by learning about the subject's founder, Dr. Américo Paredes. Students will explore the possibilities of ethnographic research and digital archives. Students will evaluate their own knowledge of Mexican American educators.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will check in by saying the name of one Mexican American educator.	5
<u>Warm-Up/Introductory Activity:</u> Observation game: Instructor will lie out several objects on a table and cover with a sheet. Students will be give one minute to observe the objects before they are re-covered. Students will then write a description, as detailed as possible, of what they saw and share with the larger group.	10
<p><u>Core Activity:</u> In this introductory class, the instructor will introduce the subject, Américo Paredes, with a biographical snapshot, slide show, and videos. Students will learn about ethnographic observation and analysis supported by a review of Paredes field notes from Japan. Students will receive brief overview of final project and a notebook to begin recording field notes and observations.</p> <p>Resources Ethnographic Notes from Japan Sorenson Center for Discovery and Innovation Ethnographic Research LLILAS-Benson Américo Paredes Los del Valle Series Américo Paredes Texas Archival Resources Online Biographical Note Américo Paredes</p>	40

<p><u>Homework:</u> Observe house members. How do they communicate? Do they have any special linguistic codes, slang, or languages? Record observations in your field journal. Please have at least one page worth of notes.</p>	
<p><u>Check-Out/Closing Ritual:</u> What is one thing that you learned from class today? Are their questions about the class or assignments?</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/Projector with Internet connection. Several objects for observation and a sheet to cover them up.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
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Curriculum Title: *Américo Paredes: Chicano Studies, Ethnographic Analysis, and Digital Activism*

Lesson: Two

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about Oral Histories and the musical genre of the Corrido. Students will share their progress on observing and taking field notes. Students will engage with excerpts from <i>With a Pistol in His Hand</i> and other related media.
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)	In this lesson, students will learn about Mexican American knowledge production and transmission through oral histories and the musical genre of the corrido. Students will compare histories of the US-Mexico borderlands with contemporary borderlands issues.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will share what they learned about how their family communicates.	10
<u>Warm-Up/Introductory Activity:</u> Students will play charades by enacting different emojis. The goal of this activity is for students to enact and observe various emotions so that they will be better equipped to observe them in their field research.	5
<p><u>Core Activity:</u> Students will learn about Oral Histories and the musical genre of the Corrido. Students will engage with excerpts from <i>With a Pistol in His Hand</i> and other related media. Instructor will lead students in discussion about oral histories and how they transmit knowledge differently than other forms of historical records.</p> <p>Resources: Gregorio Cortez Proclamation Onda Latina—“Origins of the Corrido.” YouTube Ramon Ayala: “Gregorio Cortez”</p> <p>Excerpts from <i>With a Pistol in His Hand</i> selected by instructor.</p> <p><u>Homework:</u> Students will observe their house members and record their</p>	40

<p>observations in their field journals. Students will specifically attempt to identify rituals that they or their family members carry out daily or periodically.</p>	
<p><u>Check-Out/Closing Ritual:</u> What is one thing that you learned from class today? Are their questions about the class or assignments?</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/Projector with Internet connection. Book: <i>With a Pistol in His Hand</i> by Américo Paredes.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
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Curriculum Title: *Dr. Américo Paredes: Chicano Studies, Ethnographic Analysis, and Digital Activism*

Lesson: Three

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about the poetry of Dr. Américo Paredes and how it connects to Mexican American historical and contemporary poets' work. Students will begin their own poetry in based on George Ella Lyon's "Where I Am From."
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 explore the poetry of Mexican American scholar, Dr. Américo Paredes. Students will engage with the context and subjects of Paredes work.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will share what they observed through their field observations of their homes.	10
<u>Warm-Up/Introductory Activity:</u> Students will complete a one-word story by standing in a circle and, with each student taking a turn, add a word to the group story.	5
<p><u>Core Activity:</u> Students will learn about the poetry of Dr. Américo Paredes through his work and watch videos of historical and contemporary Chicano poets. Instructor will lead discussion on how Paredes work connects to Mexican American historical and contemporary poets' work. Students will watch poem by George Ella Lyon and begin working on their own "Where I Am From" poems—see assignment handout.</p> <p>Resources Mexico-Texan Black Roses Selections</p> <p>YouTube "I am Joaquin" YouTube NMPBS ¡COLORES! Jessica Helen Lopez</p>	40

<p>YouTube Georgia Ella Lyon "Where I am From."</p> <p><u>Homework:</u> Complete <i>Where I am From</i> fill in the Blank Poem. Continue observance of house members. This time, focus on the spaces that their house members use—i.e. how are they arranged? What are their functions? Who has access to/uses them? Are they public? Private? Why do you think so?</p>	
<p><u>Check-Out/Closing Ritual:</u> What is one thing that you learned from class today? Are their questions about the class or assignments?</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/Projector with Internet connection. "Where I am From" handouts.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
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Lesson: Four

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about digital cuentos. Students will share "Where I am From Poems." Students will select digital project to work on and select a partner to help with video production.
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 how digital cuentos help Mexican Americans and other marginalized groups transfer knowledge to large audiences. Students will share their own poetic productions that help to extend their own self-awareness and value of their own voices in preserving history.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will check-in with what they learned from their field observations.	10
<u>Warm-Up/Introductory Activity:</u> Two or three volunteers will read their, "Where I Am From" poems.	5
<p><u>Core Activity:</u> Students will learn about digital cuentos through seeing and discussing examples. Instructor will distribute and explain detailed instructions about final project. Students will chose if they want to make poetry video, oral history interview, or digital cuento. Students will select digital project to work on and select a partner to help with video production.</p> <p>Digital Resources Paredes written Interview with Sharon Reynolds YouTube Tejano Talks Dr. Américo Paredes UNM CCS: Digital Cuentos</p> <p><u>Homework:</u> Review Chicana Por Mi Raza website and select one historia to share in the next class. Continue to observe house members. What are the tools they use to carry out their daily activities?</p>	40

<u>Check-Out/Closing Ritual:</u> What is one thing that you learned from class today? Are there questions about the class or assignments?	5
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PLANNING	REFLECTION
<u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/Projector with Internet connection.	<u>Challenges/Successes/Notes for Coordinator:</u>



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Lesson: Five

Ages/Group: 9-12

<p>GOALS/OBJECTIVES</p>	<p>Students will learn of the struggles that Paredes faced with the Mexican American Studies program at the University of Texas. Students will continue working on digital projects. Instructor will go over basics of interviewing and filming.</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>Students will learn about the difficulties in creating the Mexican American Studies programs at the University of Texas and elaborate on the importance of these programs to students and the nation.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Share what you learned from observing your household members.</p>	<p>5</p>
<p><u>Warm-Up/Introductory Activity:</u> Describe one of the historias you engaged with from Chicana Por Mi Raza website.</p>	<p>10</p>
<p><u>Core Activity:</u> Students will learn of the struggles that Paredes faced with Mexican American Studies program at the University of Texas. Students will continue working on digital projects. Instructor will go over basics of interviewing and filming.</p> <p>Digital Resources Letter to Dr. Américo Paredes from Ralph Guzman and Herman Blake From the President: Administrative Responses to the Issues Raised by Mexican-American Students by President Stephen H. Spurr Letter to Colleagues in the Mexican-American Studies Program, Students, and Other Interested Parties from Dr. Américo Paredes Ethnic Studies Program Brochure El Despertador De Tejas UT Austin MAYO December 1970 Vol. I Number The Daily Texan "Paredes: 'ethnic studies' meaningless."</p>	<p>40</p>

<p>The Texas Tribune Texas education board approves course formerly known as Mexican-American studies</p> <p><u>Homework:</u> Continue to observe household members. What are the power dynamics of the household? Who, how, why, and when do members exert their power?</p>	
<p><u>Check-Out/Closing Ritual:</u> What do you need to continue your digital project? Do you have questions about the final project?</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/Projector with Internet connection.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
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Lesson # Six-Eight

Ages/Group 9-12

GOALS/OBJECTIVES	In these days students will complete their final projects and review any previous activities they may have missed.
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)	Student's final projects will work to promote local histories through their digital projects. Students will explore digital technology as a form of activism. Students will engage with their community and family members on final projects.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students give updates on projects.	10
<u>Warm-Up/Introductory Activity:</u> Students will share project challenges and how they solved them.	0
<u>Core Activity:</u> Students continue working on final projects.	45
<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

<u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/Projector with Internet connection.	<u>Challenges/Successes/Notes for Coordinator</u>
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