

Artifact #1 Reflection

Artifact #1 Reflection-Contemporary Curriculum Synthesis Project

CI 5703

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Artifact References of Department Goals: Intellectual and Ethical

Artifact's Relation to Department Goals, Explained:

Intellectual - Demonstrates content, cultural, and technological knowledge as well as pedagogical content knowledge.

Ethical - Exhibits ethical behavior in all their interactions with all populations. Embrace diversity as a value by demonstrating respect and empathy in social and professional interactions across cultures.

Artifact Context:

Co-creating this amazing six-week workshop for families in the community with Ann Marie Loreda was so much fun. As we were exchanging stories and learning to grow in our education, we took this project into the depths of our histories in education and also to the community and classroom. At the time we created this project, I was teaching 5th grade ELAR and Ann Marie was teaching 4th grade ELAR, back in 2022. When we read Tracy Flores's article, *The Family Writing Workshop: Latinx Families Cultivando Comunidad through Stories,* we knew this was what the community of learners needed. Our efforts to preserve the Hispanic Heritage culture for all diverse learners was our goal, so we planned this to coincide with the National Hispanic Heritage Month.

We shared great stories and some great laughs. Resonating factors from this task was that we are "Loreda" women, she married into it and I am blood kin to it. My personal growth exceeded expectations as I finally found a person who wasn't a blood relative that had the same last name as me. People with the last name "Loreda" always know it is not very common, and so it is an immediate compass-filled questioning and diasporic storytelling of how displaced we came to be, and yet no one knows if we are truly blood-related or not, and there is such a

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melancholy-feeling that overcomes me, at the end of every short-lived, answer-digging conversation of how I got my last name. The Loredos of Poteet, TX, and our histories are meshed with the pain of migration or some kind of pressure that caused a long pause in familial connections: silence.

Moving onto the unspoken critical perspectives of the nation's southern borderlands, Ann Marie Loredos and I found friendship as we found deeper meaning to develop this project of a great connection to our Mexican American students and their families who needed language-rich connections from home to the classroom, and also I got to meet her husband in the process. We agreed when we were done with the semester, or when we graduate, that we shall exchange more stories about the Loredos clan that she, her husband, and I know and also the ones we long to get to know and discover because as educators we must continue our storytelling and our findings too.

Artifact Development in My Role of Creation & Promotion of Learning

When reading the articles for class, I remember what Flores mentions in the article, and I discovered she was just like me, when she states, "As a second-generation Chicana born and raised in Arizona, I know firsthand the implications of English-only mandates on generations of children" (Flores, Page 60). The more we worked on this, the more I realized I only spoke English in my early grade school years, because both of my parents mostly spoke Spanish and they were told to make my older sisters teach me English, instead of them. This was the heartache of curriculum and instruction to Hispanics, not because we were unable to learn, but because we were smart, intelligent, but learned two languages all mixed together since birth, and so the notion of "struggling readers" of Hispanics living on American soil were labeled "slow learner" or "illiterate." Because Hispanics and their parents and grandparents before them were

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abused into speaking English, Chicanas and Chicanos like me, are learning, growing, and paving the way and teaching children and adults that their culture, language, and diversity is to be embraced, celebrated, archived, and collected, NOT omitted.

Ann Marie and I became proud of our work; but we realized there is a lot of work to be done for many years to come, and that will require our expertise to improve the future of children and students in public schools this side of Texas: the South Texas Borderlands to which we live so near.

Agenda-filled, political-violence views arise over and over again at the border, all the while the children are affected to which mental health and physical states of being and belonging is a common factor in Hispanic culture that still exists. No remedy. This novel *Efren Divided* by Ernesto Cisneros is what we chose for our community project. We chose it because we knew after the pandemic the shift of literacy was going to be affected. Sadly, as teachers in Elementary we saw that literacy was lowered due to the lack of schooling during the global pandemic shutdown in 2020. Now in 2024, it seems it is another literacy issue on top of social media and digital assistance interruption, which is still language barriers. This book shows humanitarianism as it shows the rough side immigration and deportation and its effects on children. When Efren's mother is deported after an ICE raid, Efren takes on responsibilities from taking care of siblings and making money, and while Efren's friends and classmates were worried about their school life learning and growing in the classroom, Efren was worried about maintaining the family while mom is away.

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Yearning and Learning through these Changes in Humanities and My Future

No spoiler alert here, but the ending is heartbreaking. A hard reality. Educators need to encourage students that a Diploma, Degree, Certificate, or GED, is a paper no one else can take from you: documentation of success! In my Latino Literature course, I just finished reading *The Lost Child Archive* by Valeria Luiselli. Her novel depicts migration and deportation mostly through the lens of children. They either travel alone or feel alone. “They weren’t looking for the American Dream as the narrative usually goes. The children were merely looking for a way out of their daily nightmare” (Page 19). A displaced child and a hurting mom who at one time shared the same blood and lived off the same heart, are no longer together with no answers, ugg heart-wrenching. This book captivated my heart and it’s in pieces for these moms, it made me think of my paternal bio-grandmother who also thought of her 2 boys and never really knew their daily life, whom she did not raise, but at least she got to meet when they were adults, the last one she at least got to meet was right before she died. For her, for my dad, for me, for my kids, for my grandkids, and so on and so forth, I need to keep this notion that migrant students are important and educated and assist in building their skills. In the “Questions and Answers” section of the novel on page 50-51, “Most people think of refugees and migrants as a foreign problem...They come from a barbaric reality...Central America cannot be deported immediately and must be given a court hearing before they are deported...at least we’re not keeping the Mexican children, because there’s a policy that “allows” us to send them back quickly.” Ouch!

For Humanities and my future, comparing the character Efren and his mother to the representation of the “Lost Children” and their mothers, we must think of them in that anytime their parents go to work or shopping the kids are left at home, wondering if they will return. Parents sending children to the “land of opportunity” only to be left in a field abandoned and

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alone, waiting for trial or some miracle of escape. This novel is timely and relatable, students and educators must come to the realization of the importance of delivering diverse education.

We need to promote education as my parents did when they said, “the best thing to receive is an education.” So if you are reading this, encourage students to have a voice. If they don’t tell their stories, who will? Hopeful that families and students get a sense of belonging in education because even though they live in chaotic environments with fears they don’t talk about, they can still survive in the real world. As for my future in education, you can bet I will conduct community projects like this again.

References

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