

Artifact #3 Reflection

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CI 5703

Summer 2023

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Artifact's Relation to Department Goals, Explained: Intellectual, Critically Conscious

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

Critically Conscious-Understand the interrelationships among sociocultural, historical, and political contexts by applying inquiry-based knowledge and critical thinking.

Artifact Context: (The Loredos Strike Again! Just Kidding! Or am I?)

Working with Ann Marie Loredos with this project was another hit! Haddad loved it so much he said we should write a curriculum book on it and we would be known as Loredos & Loredos. Hmm? Not a bad idea. We developed a curriculum for using Hispanic Culture by using the works of Duncan Tonatiuh. It was in the curriculum I was teaching at the time, and it was through F & P. That's how I fell in love with Duncan's work and his passion to get these silent stories that are not written but told and known as they are passed down generation to generation. Duncan's mission was to get these stories known before they disappear. That is why I am passionate about reading his stories and to have students and parents participate in their storytelling too.

Artifact Development in My Role of Creation & Promotion of Learning

Born and raised in South Texas, the years of attending public school and college did not give me the culture of Hispanics. I often found myself struggling through the sensitive subjects of slavery, racism, capitalism, empire, and the list goes on of relationships, hardships, and struggles that was often in literature, but not on the public school "educational agendas" of learning blocks. Being that I was taught to never engage in conversations of politics and religion, and being that was my culture in my realm in that I am a second generation Latina I just had to embrace my education as it came with the flow of things. I was taught to consider myself lucky

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that I was even able to read. So I'm very aware of my learning gaps which are far and wide, but I am eager to learn new ways and make things right for my students and my children, which are our future.

Fast forward to today's agendas and work spaces, I am teaching and learning in the classroom and seeing it all in a different light. I am a product of the majority, with a colonial background representing South Texans. Standing on American soil and never having left it, for too long, I know that there is a call for reshaping the histories and eras in our schools and learning institutions. So in teaching the classics in literature, I realized there wasn't much for Hispanic children. As present-day scholars and educators, we must teach the skills of evaluating the media and series that are being produced and aired in hopes of trying to represent or contradict the agendas of swaying or covering up the raw truths in the background.

Struggling to teach an array of different perspectives and backgrounds, this broader, accurate view will begin the start of something new for generations to come, and hopefully the new generation of learners won't be as I am with "backwards" learning. Because yes, not being anti-semitic in any way, we all learned of the tragic Holocaust and the heartbreaking diaries of Anne Frank beginning in the fourth grade, but what if we can now compile more truths and works from the BIPOC narratives, so that western civilization can learn truth as we as educators owe it the next generation of learners and educators. Education must change for the safety and learning of all who hunger to grow and make a positive change in humanity for 2024 and beyond.

When I read this quote, "When viewing curriculum through Kliebard's (2002) sociocultural and political lens, it becomes clear that curriculum choice does not simply involve an individual student, parent, or teacher voluntarily choosing what and where to learn. Instead, it

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is a political act to fight against a set of sociopolitical norms that is already given to someone with a limited option” (A.M. Ryan ET AL., Pg 82), it made sense to me that others were in charge of my learning. So I immediately knew the work of Duncan Tonatiuh would be a good representation of the borderlands and Hispanic Heritage to my students. The bittersweet lessons learned were so fun and engaging but also real and raw about migration, love and loss, and careers for Hispanics, and my students enjoyed the lessons and asked questions about the characters. They were invested in the lessons because it had their ancestors and our region mentioned in it. I am so very thankful for Duncan Tonatiuh and his love and compassion for all students to learn about the borderlands.

Often wondering where I was in the curriculum when I was younger in grade school taught me that I needed to make history in my own life and in the world. The only problem was that I had no history to speak of or learn about, other than hard working fields and labor stories or motherhood and family survival. So I became stronger, better, and faster at reading and math and learned the skills needed to obtain the highest grades in the classroom. I also knew about growing plants and picking weeds as I tended to their classroom plants well, and I also loved packing snacks and lunches for anything any day as it was necessary, and I often shared mine with the class because eating healthy was important to growing children like my mom said. But all that tending and taking care of plants and humans was easy, but reading and math was hard but I worked hard at it. As I had only really learned English by my sisters, not my parents, my foundation of learning came from all sorts of angles, I loved learning and was hungry for knowledge too. Though I was never in the top ten nor in the gifted and talented group, I comprehended more than my teachers thought. I understand now that it is and was hard to decide on curriculum for all, and I always hoped the decision-makers of curriculum made good choices

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in good faith for all of the community's and schools' children learners for the better sakes of themselves and for generations to follow.

Holding growth and potential back from people with diverse backgrounds was not frowned upon by lawmakers and curriculum designers at the time, in fact, it was a tactic being revealed now. When the article reads, "The manual training movement, which consisted of a curriculum based in preindustrial hand labor, largely kept people of color namely African Americans and Indigenous peoples from advancing economically...This was met with resistance from African American intellectuals like W.E.B. DuBois and others...eventually industrial education took the form of vocational education during the Progressive Era in early twentieth century" (Ryan, pg. 83). Why would anyone think it's ok to hide agendas and risk authenticity? I'll never know the true answer to that other than the desire to have advantage and capital over the other minorities.

Yearning and Learning through these Changes in Humanities and My Future

While it seemed to be a bad plan on the majority rulers and decision makers of curriculum to stomp minorities growth in education, they ended up making minorities get the skills of working hard but also of being on steady for vocational jobs. The careers varied and the opportunities offered to anyone with interest and motivation is a good comeback and minorities learned to keep their families clothed and fed, so it was still a great thing. It's what we know and it worked. There are so many people who want to work in the fields and do farming, trucking, oil field, plumbing, welding, etc. these days, some people do not have the desire to go to college anymore. And that is ok, to each their own, and besides those jobs never hurt anyone. My question is why and how did Dewey get ignored so bad that when he called for teachers to give students a great learning experience, why didn't they put it to practice?

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With that question, I answer that I do plan on making a difference in the literacy of the education world in Poteet and surrounding cities and colleges. I know it's going to inspire others like a fire spreads in a wildfire, like the chisme in a small town, I want the love of reading to rise up like the speed of light! Pablo Freiere and Dewey and all the pioneers of improving education will get recognition in my future lesson planning.

Anything that requires change also has "growing pains", so I like the ending of the article where it talks about basal reading whole book methods, and how the fourth grade bilingual reading teacher Florry Sommers said she know that a lot of teachers were not going to be on board with "whole books" (pg, 103). But she was willing to take a chance and believed it was going to be the beginning of something new and exciting to see as students will improve in school. That is me too. So that is where Ann Marie and I saw inspiration to use Duncan Tonatiuh's children's books.

Works Cited

Ryan, A., Tocci, C., & Moon, S. (2020) *The Curriculum Foundations Reader*. Palgrave Macmillan.