

InsideART, Fall 2020 — *The Neighbors: Slide Shows for America*

Title

Mexicans and Americans: A Shared History and Culture

Estimated Time for Completion of Lesson

1-2 class periods

Concept/Main Idea of Lesson

This lesson provides a brief history of the 19th century U.S.'s cessation and acquisition of the southwest region from Mexico. This demonstrates a shared history between the two countries. Kathya Maria Landeros's brings students to contemporary Mexican-American life in the southwest. Students will engage with the definitions of culture, biculturalism, and diversity, and how these concepts are depicted in contemporary, Mexican-American music.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

- Visual Arts Middle School:

VA.68.C.1.2: Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

- VA.68.C.3.3: Use analytical skills to understand meaning and explain connections with other contexts.

- VA.68.H.1.1: Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

- VA.68.H.1.3: Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

- Social Studies Middle School:

- SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

- SS.8.A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources.

- Visual Arts High School:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

- VA.912.H.1.1: Analyze the impact of social, ecological, economic, religious, and/or

political issues on the function or meaning of the artwork.

- VA.912.H.1.4: Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

- Social Studies High School:

- SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

- SS.912.P.10.1: Define culture and diversity.

National Standards for Arts Education

Anchor Standard 4: Understanding the visual arts in relation to history and cultures.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

National Council for the Social Studies

- Culture

Middle School: In the middle grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior.

High School: As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

- Time, Continuity, and Change

Middle School: Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry. They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions.

High School: High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past, and draw on their knowledge of history to make informed choices and decisions in the present.

- Individual Development and Identity

Middle School: In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures.

High School: At the high school level, students need to encounter multiple opportunities

to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

Instructional Objective

The student will:

- Analyze historical maps of the southwest United States before and after the Mexican-American War;
- Evaluate selected photographs of Kathya Maria Landeros;
- Define culture, biculturalism, and diversity;
- Evaluate how these concepts emerge in the song *La Bamba*.

Learning Activities Sequence

Pre-Active Teaching

- Review the information provided in the “Notes View” of the PowerPoint and then view the PPT in “slide show” mode to become acquainted with the animations embedded.
- Make photocopies of the song lyrics handout.

Attention-Getter:

Activate PPT titled *Mexicans and Americans: A Shared History and Culture*.

Advance to slide 2: Ask students to analyze the map on the slide. From the list of questions below, select 2-3 questions from each category. Discuss as a class.

(Observe)

What do you notice first?

What on the map looks strange or unfamiliar?

What place or places does the map show?

What, if any, words do you see?

(Reflect)

Why do you think this map was made?

Who do you think the audience was for this map?

How do you think this map was made?

How does it compare to current maps of this place?

What does this map tell you about what the people who made it knew and what they didn't?

If this map was made today, what would be different? What would be the same?

(Question)

Invite students to ask questions that lead to more observations and reflections. What do you wonder about... who? • what? • when? • where? • why? • how?

Learning Activities:

Advance to slide 3: Explain to students prior to the Mexican-American War (1846-1848) most of the present-day southwestern U.S. belonged to Mexico.

Advance to slide 4: Explain to students

- The first Mexicans to become part of the United States never crossed any border. Instead, the border crossed them.
- *Treaty of Guadalupe Hidalgo* (1848): California was ceded to the United States following the defeat of Mexico in the Mexican–American War.
- *Gadsden Purchase* (1853): U.S. buys southern Arizona and New Mexico for \$10 million.
 - Almost overnight, thousands of Mexican citizens became residents of the United States.

Formative Assessment: How do you think the Mexican-American War and the Gadsden Purchase affected settlers in the region?

Advance to slide 5: Introduce contemporary, Mexican-American artist Kathya Maria Landeros. Explain to students Landeros focuses her photography on the Mexican-American experience. She draws inspiration from her own family. Landeros writes, “My great-grandfather worked in the mines in Arizona. My grandfather was a Bracero, part of a bilateral government sanctioned agricultural work program. And my grandmother and parents worked as farmhands when they first came to the United States. My family’s legacy of migration has allowed me to better understand the inextricable ties between the two countries and its people, and has also led me to my interest in exploring U.S. to Mexico immigration from the perspective of longstanding Mexican-American communities.”

Brief Artist Biography and Sample Works:

Advance to slides 6-10: Engage students in visual teaching strategies and/or primary source analysis. *Visual thinking strategies* foster critical thinking, communication, visual literacy, and reflective skills. Students’ contributions are accepted and considered neutral so the class learns to accept multiple perspectives. (For more on VTS, see https://www.educationworld.com/a_lesson/teaching_visual_thinking_strategies.shtml) *Primary source analysis* is a necessary skill for the social studies. This fosters critical thinking skills, allows students to consider multiple viewpoints, and construct knowledge.

Visual Thinking Strategies

(For the VTS approach, each question below must be asked one at a time.)

1. Look closely at the picture and answer questions:
2. What is going on in this picture?
3. What do you see that makes you say that?
4. What more can you find?

Primary Source Analysis

Author: Who created the image? What do you know about the author? What is the author's point of view?

Place and time: Where and when was the image produced? How might this affect the meaning of the image?

Prior knowledge: Beyond information about the author and the context of its creation, what do you know that would help you further understand the image? For example, do you recognize any symbols and recall what they represent?

Audience: For whom was the image created and how might this affect the reliability of the image?

Reason: Why was this image produced, and how might this affect the reliability of the image?

The main idea: What is the purpose of the image? What message is it trying to convey?

Significance: Why is this important?

Advance to slide 11: Explain to students that the shared history of Mexicans and Americans has led to the emergence of a unique Chicano (combination of Mexican and American) culture that is part of U.S. history.

Advance to slide 12: Ask students how they would define culture. Share with students the academic definition of culture. Ask students what they think biculturalism means. Share with students the academic definition of biculturalism.

- (Optional): Ask students to describe their own culture.

Advance to slide 13: Ask students how they would define diversity. Share with students the academic definition of diversity.

Advance to slide 14: Discuss the life of Richie Valens (birth name: Richard Stevens Valenzuela). Valens was born in Los Angeles, CA. He was a self-taught musician, and learned how to play the drums and guitar. He grew up listening to Latinx and American music, and was able to combine songs and music from both cultures. Valens is acknowledged as a pioneer of rock and roll and Chicano rock.

Advance to slide 15: Explain to students Chicano cultural representations are part of contemporary society. One example is the song *La Bamba*. Discuss the history of *La Bamba*.

- Play the original version of *La Bamba* by Richie Valens.

Closure:

Distribute photocopies of *La Bamba Rebelde* lyrics handout.

Advance to slide 15: Explain to students *La Bamba* has many versions. Recently, Las Cafeteras, a Chicano music group from east Los Angeles, came out with *La Bamba Rebelde* (English translation: The rebellious *La Bamba*). This version combines the folk song with traditional Mexican instruments and tells a modern-day story of Mexican-Americans.

Instruct students to review the *La Bamba Rebelde* lyrics handout. The handout provides the original Spanish version alongside an English translation. As students watch the video and listen to the song, they can write notes in the third column. The meanings and significance of certain terms and phrases are listed on the second page.

Play the video with handout of the lyrics in Spanish and translated to English.

Activity: After students finish watching the video, ask them to identify and reflect on two socio-cultural and/or political issues mentioned in the song. Ask students:

1. What do you know about the issues?
2. What are your thoughts on these issues?
3. How are culture and diversity represented in these issues?
4. What do you consider possible solutions for these issues?

Evaluation

- Formative assessment
- Closure activity

Optional Extension Activities

Critical Journalism Activity

1. Ask students to interview a family member or friend who immigrated to the United States. Students should develop questions (no more than five) that explore reasons for and feelings about the journey prior to the interview.
2. Take one to three picture(s) that represent(s) the interviewee's story.
3. Create a 5-8 minute presentation that displays photo(s), key words and/or quotes from the interview, and a brief and relevant history of the cultural

- intersections revealed in the immigrant's story.
4. Deliver presentation to the class.

Materials and Resources

- Computer
- Projector
- Screen
- External (audio) speakers
- PowerPoint presentation- *Mexicans and Americans: A Shared History and Culture*
- Handout: *La Bamba Rebelde* (bilingual song lyrics)
- Paper, pencils or pens for writing

Special Learner Accommodations

- Extra time for note-taking
- Translation dictionaries for ELLs
- Printed song lyrics
- Visually-rich PPT
- Small group discussions
- Alternative assessment options

References

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