

How the *calabacita tallada* transformed our teaching and learning about Latin America



CLAS K-12 Teachers Workshop Series
SP 2020



Overview

- In the next two hours we will explore together:
 - Part 1: *What* you know and *what* you teach about Latin America and why. With a reflection on **Diversity**, it's importance in relation to **Decolonial Education** and pedagogy anchored in **Cultural Humility**



Overview

- Part 2: *How you learned about Latin America and how you teach.*

In this section we pay particular attention to Latin American perspectives and ways of producing knowledge (**Latin American Epistemologies**);

And introduce the notion of **Threshold Concepts**, the nature of **Hegemonic Frameworks**, and the principle of **Integrity of Learning**



Overview

- Part 3: Hands on workshop that explores how we might introduce and engage with Latin American indigenous epistemologies in the classroom and why.

This is an opportunity to:

- apply concepts and reflections presented in Parts 1 and 2,
- explore **inquiry-led approaches**
- and affirm the importance of **modeling habits of mind** for our students.

Overview

- Part 4: Final Reflections and a return to the key question:

Why teach Latin America in K-12 classrooms and *how*?

Objectives

- We hope you walk away with:
 - A broader appreciation not just for the diversity of Latin America but for the compelling reasons behind teaching diversity.
 - An understanding of key concepts and the confidence to use and apply them in your classrooms.
 - An opportunity to practice inquiry-led approaches and model cultural humility as key components within a framework of Decolonial Education and Integrity of Learning.

Part I: What do you know about Latin America?

- What do you think of when it comes to Latin America?

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- What do you think of when it comes to Latin America?
- Is this what you teach in your classrooms?

Calle 13

- Calle 13 - Latinoamérica



- What additional reflections on the diversity of Latin America does this prompt for you?



Why teach diversity?

Cultural Humility

- Learning about other cultures as **ongoing process** that requires **decentering western views and approaches**, and seeing things from a different perspective



Cultural Humility

- The difference between cultural competence & cultural humility:
 - A cultural competence framework calls for expert knowledge about and familiarity with cultural difference
 - A cultural humility perspective challenges us to learn from the people with whom we interact, reserve judgment, and actively bridge the cultural divide between our perspectives.

- Tervalon & Murray Garcia, 1998



Yvy (The Earth) in Avañe'ẽ (Guarani), by Jordan Engel



Urin Awya Yala (South America) in Runa Simi (Quechua) by Jordan Engel









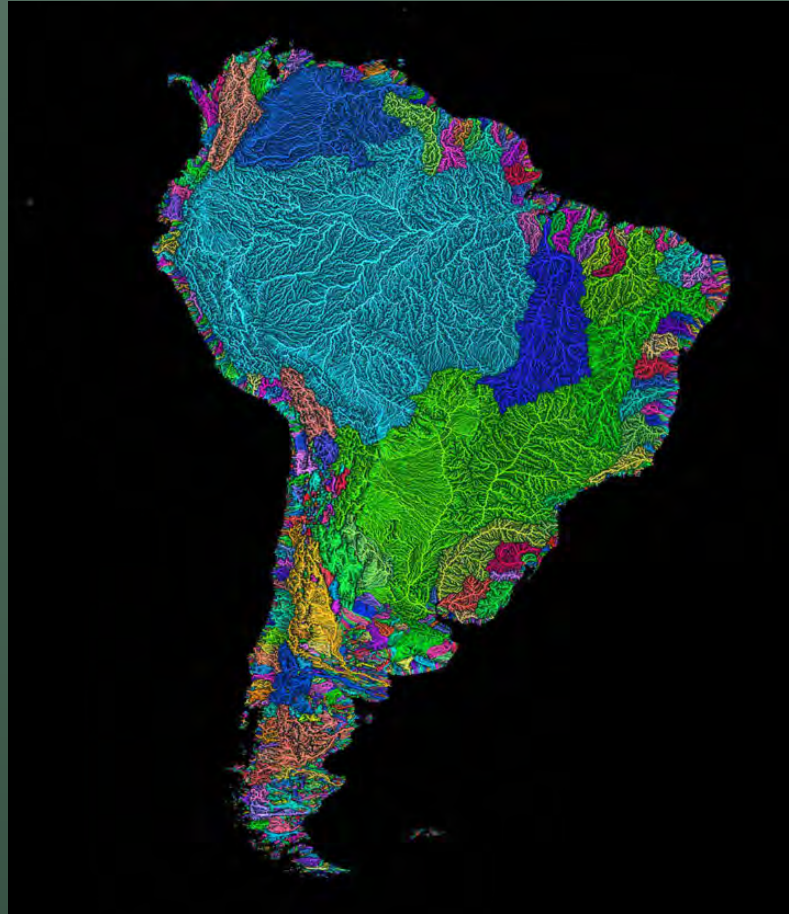








Watersheds of South America

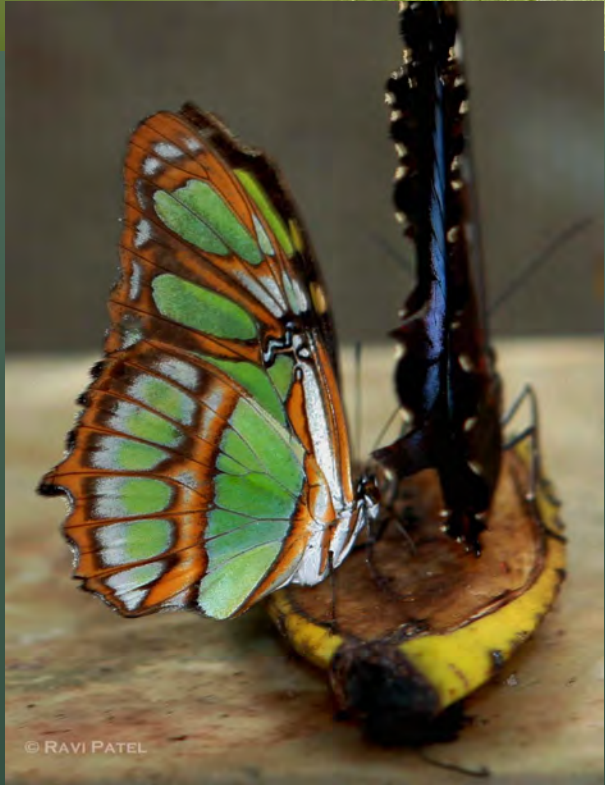






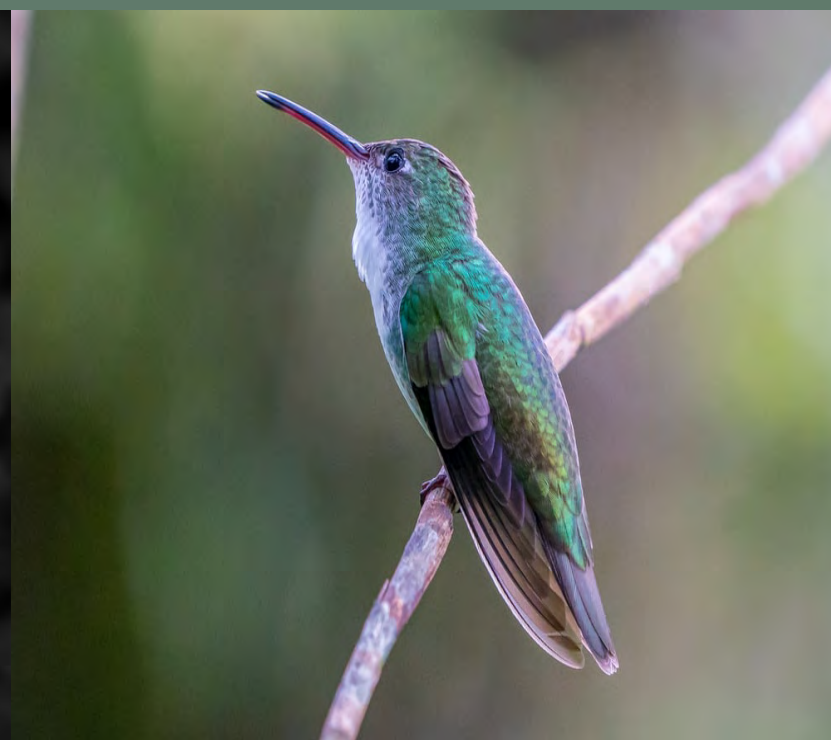
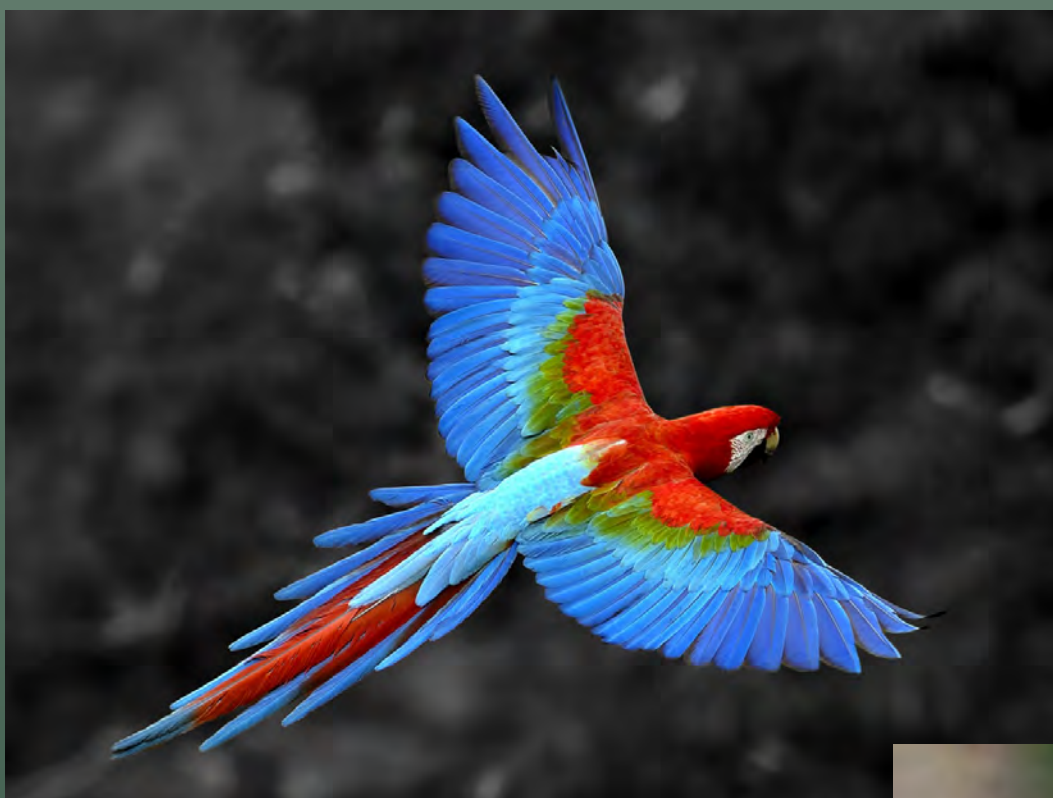










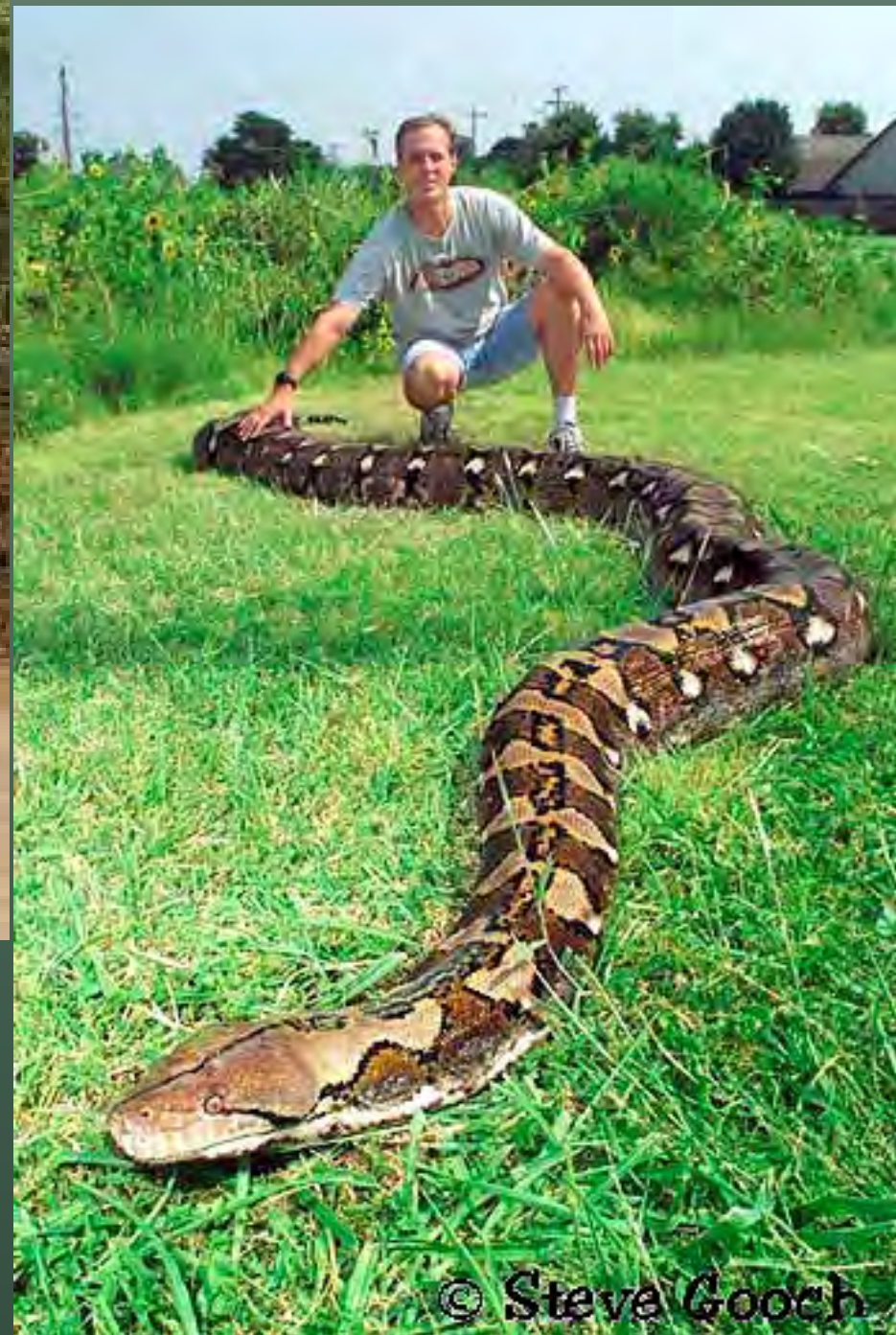
















Diego Machado 09

























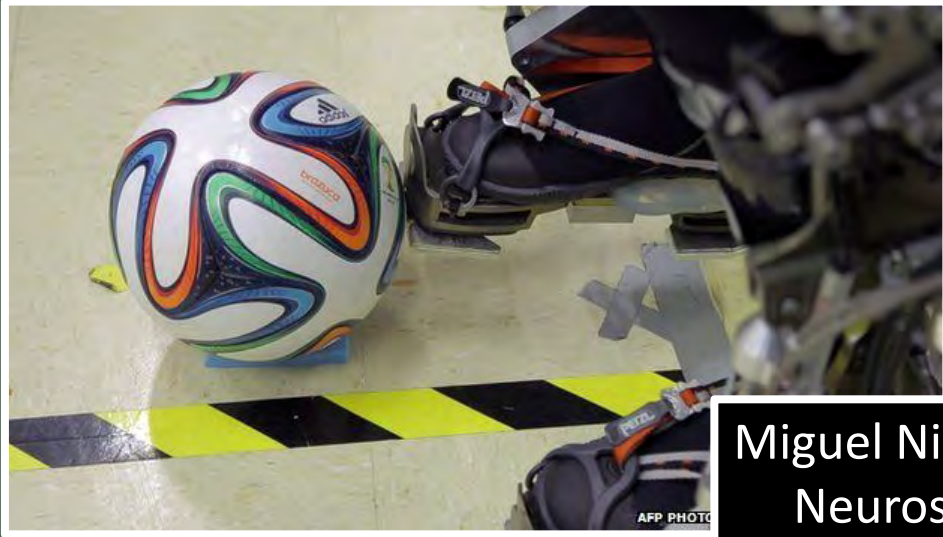


Latin American Inventors

- **Guillermo González Camarena**

- Mexican electrical engineer credited with the invention of a color-wheel type of television.
- First color TV patented in the US and Mexico.
- First color television broadcast in 1963
- Used in 1979 in the Voyager's mission to take pictures of Jupiter





Miguel Nicolelis, Brazil
Neuroscientist
Brain-machine interfaces
2014



Luis Ernesto Miramontes
Cárdenas, Mexico
Co-inventor of the first
oral contraceptive pill
in 1956



Dr. Domingo Liotta, Argentina
Artificial heart, late 1950s
First successfully transplanted
into a human being in 1969



Luis Van Ahn, Guatemala, CAPTCHA codes

Latin American Inventions



Traffic lights for people who are visually impaired, 1983

Indelible ink to prevent election fraud



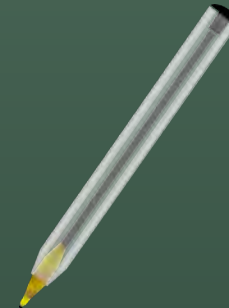
Argentina, 1891
Dactyloscopy System
(fingerprinting)



Brazil, 1709



Chewing gum



Ballpoint pen, Argentina



BBC Article:

[Pedro Paulet, el peruano que se convirtió en el padre de la astronáutica inspirado por un libro de Julio Verne](#)



Pedro Paulet
Credited as the inventor of the
liquid-propellant rocket engine in 1895

Latin American Nobel Laureates

Chemistry

Luis Federico Leloir – Argentina 1970

Mario José Molina-Pasquel Henríquez – Mexico 1995



Literature

Mario Vargas Llosa – Peru 2010

Octavio Paz – Mexico 1990

Gabriel García Márquez – Colombia 1982

Pablo Neruda – Chile 1971

Miguel Ángel Asturias – Guatemala 1967

Gabriela Mistral – Chile 1945



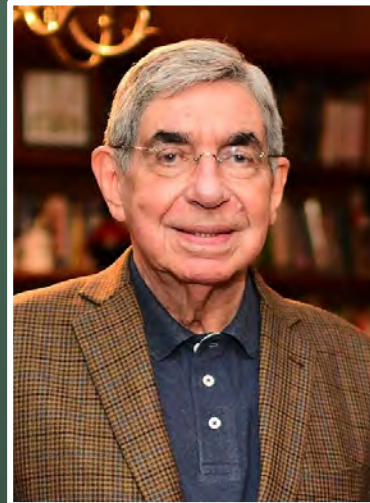
Latin American Nobel Peace Prize Laureates



Juan Manuel Santos Calderón
Colombia 2016



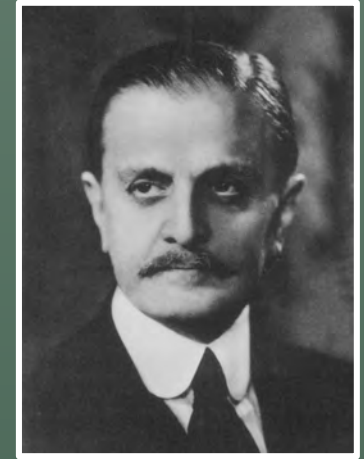
Adolfo Pérez Esquivel – Argentina 1980



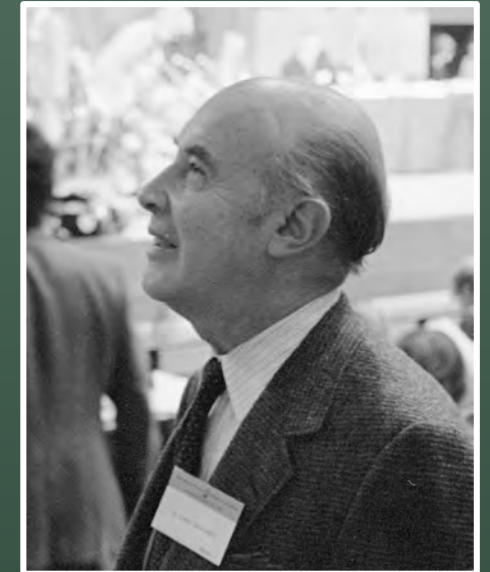
Óscar Arias Sánchez
Costa Rica 1987



Rigoberta Menchú Tum
Guatemala 1992



Carlos Saavedra Lamas
Argentina 1936



Alfonso García Robles – Mexico 1982



Other interesting facts about Latin America

- Angel Falls in Venezuela is one of the largest waterfalls in the world with a height of 1 kilometer
- Colombia produces more than 90% of the world's emeralds.
- Mexico is sinking by around 10 inches every year.
- Bolivia was the first country to expel McDonalds.
- Latin America is the most urbanized continent in the world with 80% of its citizens living in cities.
- Mambo, salsa, cha-cha-cha, rumba and tango dances all come from Latin America..
- The oldest university in North America is the National University of Mexico.
- The Amazon spans eight countries: Ecuador, Peru, Colombia, Peru, Bolivia, Brazil, Venezuela and Guyana.
- Rio de Janeiro carnival is the world's largest street festival.
- Darwin came up with his theory of evolution while visiting the Galapagos Islands.
- 20% of the world's oxygen is created from the Amazon jungle.
- There are 77 uncontacted tribes living in the Amazon Jungle.
- There are over 20 million inhabitants in Sao Paulo making it one of the world's largest cities.
- The highest mountain in South America is Argentina's Aconcagua and stands at over 6,961metres high.
- The world's most southerly city is located at the tip of Argentina and is called Ushuaia. It has around 55,000 inhabitants.
- Costa Rica has been ranked as the happiest country in the world.
- Asia is Latin America's second largest trading partner after the United States.
- Ecuador was the first country in the world to give nature constitutional rights and can be defended in court.

Impressions of Latin American diversity

- What impressed you?
- What surprised you?
- What was familiar to you?
- How might you integrate this information to your teaching?

- How might we formulate a statement about the relevance of teaching about Latin America in the classroom and the importance of emphasizing Latin American diversity?

Part 2: How we teach about Latin America

- The previous section addressed what you know or have learned about Latin America.
- In this section we ask you to reflect on how you were taught about Latin America.
- And how you approach teaching about Latin America

- How do you teach about Latin America?
- What methods, contexts, classes, languages, timeframes, time limitations, frameworks do you use?

- Our commitment at CLAS is to go beyond simply teaching about Latin America and instead to focus on engaging with Latin American epistemologies.

- With this shift we begin to acknowledge not just difference and diversity, but different ways of communicating cultural messages, histories, realities.

- IB/AP: Ways of looking at the world
- N – Identifying Cultural perspectives
- I – Comparing cultural perspectives
- A – Avoiding judgements



Threshold Concepts

- **Threshold Concepts** define ideas or skills that students need to get to the next level of understanding and critical engagement.
- Once we encounter or experience these concepts, they are difficult to un-see.
- Examples: Diversity, Alternative literacies and historiographies, Nonhierarchical histories, Decentering Western epistemologies



- Threshold concepts might prompt questions about:
 - Knowledge and the ways knowledge is produced.
 - What gains entry into our libraries, books, databases as knowledge?
 - What gets left out? Why? And most importantly, How?
 - Whose stories do we not hear and why?



Integrity of Learning

- **Integrity of Learning** refers to striving toward being as inclusive as we can be to the best of our ability.
- Acknowledging that knowledge is not value neutral.
- Being aware that omissions are not accidental oversights.
- Assuming a more activist positioning and doing our best to redress that.

- But how?

Part 3: Introducing the Andean and Amazonian Indigenous Art and Cultural Artifact Collection

- Pair and share
 - Take a minute to explore the items in the collection.
 - What do you make of these artifacts?
 - How might you use them in the classroom?



Part 3: How the *calabacita tallada* transformed our teaching and learning about Latin America

As cultural artifacts stand as texts in their own right, with distinct literary and historical narrative forms, they provide a glimpse into the multidimensional sites of indigenous knowledges and knowledge production.



”We obviously cannot abandon our scholarly endeavor within Western institutions altogether, but if we are to truly engage with indigenous sites of memory, knowledge and meaning making, we must go beyond our established methods and ‘try harder’ to ‘see through indigenous eyes and sensibilities.’”





Rather than continuing to theorize and represent other cultures from our own intellectual standpoint, we might consider taking our cues from cultural agents themselves.



What we glimpse through dedicated engagement with indigenous knowledges and forms of expression is more than additional insight about indigenous cultures.

It is an entry point for comprehending fresh, original, radical conceptualizations and creative alternatives that can contribute to our Western thinking, but that more importantly prompt us to reflect on our own cultural constructs.



What would our libraries look like if they included Andean *calabacitas talladas* as texts in their own right alongside book holdings?

How would our knowledge banks change?

In what myriad ways would our classroom pedagogies be challenged?

What new methods of inquiry would we need to become proficient at?

More specifically, how might our teaching and learning in relation to Latin American peoples and cultures change were we to include these marginalized forms of expression and documentation?

Oral traditions



El chamán tocó el
tambor.

Dabo se llevó la flauta
a los labios y se acercó
donde su abuelo.

Los demas se les
unieron.



*tun-ka-ta-tun, tun-ka-
ta-tun,*

*tun-ka-ta-tun, -tun-
ka-ta-tun, tun-ka-ta-
tun, -tun-tun-tun-tun.*

Fui, fui, fuiiii, fui,
sonó la flauta de Dabo
Otros kauodi llegaron con cara de susto.
¡Mejor nos vamos de aquí!



Los hombres se alejaron a toda velocidad, corriendo y saltando por la maleza. Dabo notó que no bailaban exactamente, pero se habían marchado, lo que significaba que el plan del tambor y la flauta había resultado perfecto.

***Tun-ka-ta-tún, tun-ka-ta-tún,
tun-ka-ta-tún, tun-tun-tun-tún.
Fui, fui, fuiiii, fui.***

“Slice of Life” Tigua Paintings



It is by way of enthralled participation,
that Andean people learn and become
socialized





- Nonlinear narrative
- Story with no beginning and no end that can be “read” in any direction
- Depicts local realities
- Presents simultaneous activity
- Includes three distinct layers
- Is tactile and sonorous
- Features miniaturization

Textiles, Weavings and Knotted Cords





ANDEAN PANPIPE (*SIKURI, ANTARA, ZAMPOÑA*)

Pan flutes found throughout the Andes are known as *sikuris*, *antaras* or *zampoñas*. These reed instruments come in sets of gendered pairs. The *arca* (female, larger pipe) and the *ira* (male, smaller pipe) complement each other, playing in hocket, to create a complete pentatonic melody.



Scan the QR code or visit go.osu.edu/hlt7 to listen to a recording of The Ohio State University Andean Music Ensemble.



Habits of Mind by Arthur L. Costa and Bena Kallick—
Developmental Series published by Association for Supervision and
Curriculum Development

1. Persisting—sticking to it, seeing things through to completion, remaining focused – skills necessary for projects.
2. Managing impulsivity—deliberate, thoughtful action
3. **Listening with understanding and empathy—interviewing techniques**
4. **Thinking flexibly—different perspectives, willingness to consider options and change you mind**
5. **Metacognition—thinking about thinking. Being reflexive—how your words, thoughts affect others. Critical analytical, reflexive analysis**
6. Striving for accuracy—scientific rigor
7. **Questioning and posing problems—develop a questioning attitude. Testing hypotheses. Understanding various sides of an issue thoroughly**
8. Applying past knowledge/personal experience to new situations—empathy, participant observation

- 9. Thinking and communicating with clarity and precision—finding the right words, avoiding overgeneralizations, distortions, deletions—analysis + oral and written representation**
10. Gathering data through all senses—being aware of environment – aesthetics, values,
11. Creating, imagining, innovating. Try different ways of doing things, strive for originality—project development, analysis, ethnographic reporting
- 12. Responding with wonderment and awe—let yourself be intrigued, moved by the world**
13. Taking responsible risks—push the limits of your competence—participant observation in other cultures and even one's own.
14. Finding humor—Laugh at yourself when you can
15. Thinking interdependently—work with and learn from others, including others who think very differently. Inter disciplinary + non disciplinary collaborations
- 16. Remaining open to continuous learning—able to admit you don't know. Resist complacency.**

Pair and share

- What do you think about these cultural artifacts after learning a little bit about them and interacting with them?
- Let's revisit the ways you might integrate some of the methods and meaning making practices they offer.

Part 4: Final Reflections

- Rethinking the relevance and importance of teaching Latin America in K-12 classrooms.
- Why teach Latin America, what and how?

