

Lesson #3 - Hispanics in Flagstaff

Delaware History Standard Four: Students will develop historical knowledge of major events and phenomena

9-12 - Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: Civil War and Reconstruction (1850-1877) Development of an industrialized nation (1870-1900) Emergence of modern America (1890-1930) Great Depression and World War II (1929-1945) Postwar United States (1945-early 1970s) Contemporary United States (1968-present)

Performance Objective

SWBAT listen to oral histories and read articles IOT understand what oral history is and why it is important to the historical record of Hispanic people living in the Flagstaff area.

Work Period

Opening

1. Ask students to write down a response to the question: **What is history?**

This could be in one-word, quick responses, or a paragraph response to a writing prompt. Have students share responses in a class discussion. See where students have similar ideas about what defines history.

2. Follow-up question: **How do we know what happened in the past? Who writes history?**

a. There are many ways we know about what happened in the past (journals, objects, legal documents, photos, letters). Discuss the students' answers and how they relate to what we know about the past.

b. Point out that historians look at a lot of different topics when they study history. They might study politics, wars, big national events, and important things we might see on the news. Historians also study the everyday lives and activities of "regular" people.

Instructional Procedures

Lecture:

Discuss as a class why oral history is important. Emphasize that it is important to understand people's stories and their experiences related to an event.

Background information One way we know about the past is by doing oral history. Oral history is the systematic collection of living people's testimony about their own experiences. Oral history is not folklore, gossip, hearsay, or rumor. Oral historians attempt to verify their findings, analyze them, and place them in an accurate historical context. Oral historians are also concerned with the storage of their findings for use by later scholars. In oral history projects, an interviewee

recalls an event for an interviewer who records the recollections and creates a historical record. Oral history, well done, gives one a sense of accomplishment. By collecting oral history, we have a sense of catching and holding something valuable from the receding tide of the past. Oral history depends upon human memory and the spoken word. The means of the collection can vary from taking notes by hand to elaborate electronic aural and video recordings. The human life span puts boundaries on the subject matter that we collect with oral history. We can only go back one lifetime, so our limits move forward in time with each generation. This leads to the Oral Historian's Anxiety Syndrome, that panicky realization that irretrievable information is slipping away from us with every moment.

Source (Oral History Background info): http://dohistory.org/on_your_own/toolkit/oralHistory.html

Activity

Part I - Oral History collection

Students should select one of the oral histories from the Los Recuerdos del Barrio en Flagstaff Collection, 1900-2015 found on the Arizona Archives Online site (http://azarchivesonline.org/xtf/view?docId=ead/nau/Los_Recuerdosextras.xml) and answer the following questions.

- a. Take note of the interviewee's full name, age, date of birth, occupation, and where they lived.
- b. Take note of 4-5 significant events mentioned during the interview.
- c. Take note of 4-5 details about the interviewee's personal and family life as they grew up.

Part II - Research

Using local newspaper articles, research three stories about Hispanics in your local community. Take note of any names, ages, occupations, and any significant events shared through the newspaper articles.

Part III Focus Group Discussion Questions - Each student will serve as an expert for the oral histories they listened to (Los Recuerdos del Barrio en Flagstaff Collection..) and the local newspaper articles they researched. Each student will present to their small group by answering the following questions.

- a. What were the economic challenges that faced the individual you explored?
- b. What were the social challenges that faced the individual you explored?
- c. What were the political challenges that faced the individual you explored?
- d. What parallels did you notice between the experiences of Hispanics in Flagstaff from the Los Recuerdos del Barrio en Flagstaff Collection, 1900-2015 and the experiences of Hispanics in your local community?

Closing

Thinking about the oral histories you listened to and the newspaper stories you researched, what can you learn from this experience?

Assessment

Reflecting on a community's progress is an ongoing strategy that can prove to be an effective best practice. Imagine, you are a resident of a town that seeks to be a utopia, write a letter to the mayor about three issues impacting Hispanics and provide a solution for each problem that would place your community on the path to becoming a true utopia.