

Resource Guide: Contextualizing the 70s in Latin America



INTRODUCTION:

This resource list is intended to serve as an additional aid to help contextualize some of the developments, events, movements, and differing community and individual responses that are referenced throughout this collection of children's art from the 1970s. While this list is by no means definitive, it does offer resources for those looking to incorporate this history, artistic responses, and differing experiences across the region into their own work or for those who wish to learn more about this time and region. The years of the 70s in Latin America has often been described as turbulent. As these works illustrate, the realities and lived experiences throughout this time vary across place and individual. While this time period has often been examined in political, academic, and activist circles, the works of these young artists invite us to examine what the lives of children looked like during this period. How were young students shaped by the events surrounding them? What did children highlight in their drawings? Why? How?

For those seeking further information about what may be referenced in these works, please explore the Latin American & Iberian Institute's K-12 Education and Outreach Team's many resources on this period. Whether an educator or a learner, these resources are intended to help those curious minds across generations. We invite you to learn more. Our website has more information on a variety of other topics, that you can explore at <https://lail.unm.edu/info/k-12-educators/index.html>. On campus, you can find us at the Latin American & Iberian Institute, in addition to a large collection of academic literature on the 70's (as well as a substantial collection of texts on the region across a variety of disciplines) that is available for community use and collected by the LAIL.



THE 60'S

(Dominican Republic): Before we were Free Educator's Guide



<https://laili.unm.edu/info/k-12-educators/assets/documents/literature-guides/before-we-were-free-educators-guide.pdf>

This Educator's Guide serves as a companion to Julia Alvarez's book *Before we were Free*, which tells the story of 12 year old Anita de la Torre and her struggle to overcome her fears and to ultimately make a dramatic escape to freedom once faced with the harsh realities of disappearances and family migration resulting from the political realities of the Dominican Republic in the 1960s. This educator guide includes links to resources such as an author's corner, ideas for lesson plans and activities designed for common core geography, history, social studies, literary interpretation, and author study in addition to guided reading questions and additional resources.

(Cuba): Educator's Guide to Margarita Engle's "Enchanted Air: Two Cultures, Two Wings"




<https://laili.unm.edu/info/k-12-educators/assets/documents/literature-guides/enchanted-air-educators-guide.pdf>

This Educator's Guide serves as a companion to Margarita Engle's book *"Enchanted Air: Two Cultures, Two Wings"*, a poetic memoir in which the acclaimed author tells of growing up as a child of two cultures during the outbreak of revolution in Cuba, the Bay of Pigs Invasion, and other tensions between her two worlds during the Cold War (1950s-1964). This educator's guide includes more information about Engle in addition to lesson plans and activities for History and Social Studies, Literature Studies, Guided Reading Questions, and Reflective Writing Questions.

THE 70'S

(Chile): Stitching Resistance: Chilean Arpilleras Resource Collection



 <https://laii.unm.edu/info/k-12-educators/curriculum/stitching-resistance.html>

 <https://laii.unm.edu/info/k-12-educators/assets/documents/stitching-resistance/complete-guide.pdf>

These resources focus on the history and sociopolitical context of the Chilean dictator, Pinochet, and the related art form known as arpilleras. Arpilleras, a type of textile, became the most visual (and visible), poignant, and widespread manifestation of opposition to authoritarianism, violation of human rights and the disappearance of loved ones associated with the military government that ruled Chile until 1990. These materials were developed in conjunction with a series of workshops held in Spring and Fall 2013: "Bringing an Art Form to Life in the Classroom," "Chilean Arpilleras in the Classroom," and "The History of Chilean Arpilleras." All workshops were held in partnership with the National Hispanic Cultural Center (NHCC) and were based on the NHCC's exhibition of arpilleras entitled "Stitching Resistance."

The UNM Latin American & Iberian Institute (LAI) developed this educator's guide in conjunction with professional development workshops held in Spring and Fall 2013 through a partnership with the National Hispanic Cultural Center. The workshops were organized to explore teaching about the exhibition "Stitching Resistance: The History of Chilean Arpilleras," on display at the NHCC from October 19, 2012, through January 31, 2014. The intent of this powerful and extensive exhibit was to help illuminate the artistry and the history of arpilleras and arpilleras in the hope that what happened to Chileans between 1973 and 1990 is never forgotten - and that the artists who stitched it are forever recognized.

As a first recommendation, we suggest that educators review another wonderful resource available online at no cost: The Making History Series "Stitching Truth: Women's Protest Art in Pinochet's Chile" from Facing History and Ourselves. This document includes a series of readings and comprehension questions to help students learn both about the history of Chile and the use of art as a form of political protest. Facing History and Ourselves has also provided complementary lesson plans on their website. You can access both "Stitching Truth: Women's Protest Art in Pinochet's Chile" and the complementary lesson plans at <http://www.facinghistory.org/resources/publications/bordando-la-verdad-arte-de->

To support that resource and expand upon it, we have provided here a short overview and introduction to the relevant themes and topics which may be raised through discussing Chilean arpilleras, including politics and authoritarianism, women and community, abductions and desaparecidos (the disappeared ones), human rights and exile, and significant events after 1990.

THE 70'S & 80'S


(Guatemala): Colibrí Educator's Guide



 <https://lail.unm.edu/info/k-12-educators/assets/documents/literature-guides/colibri-educators-guide.pdf>

This Educator's Guide serves as a companion to Ann Cameron's book *Colibrí*, which tells the story of a young girl from Guatemala City who was kidnapped at four and has spent the past eight years traveling throughout the highlands with her "Uncle", who grows increasingly threatening. This book is partially inspired and informed by Cameron's experience living in Mayan communities during the 70s and 80s. This educator guide includes links to resources such as an author's corner, ideas for lesson plans and activities designed for common core social studies and history, and includes guided reading questions for each chapter in addition to reflective writing questions.

(Guatemala): Educator Guide to Rigoberta Menchu's "First Visit to the Finca"


 <https://lail.unm.edu/info/k-12-educators/assets/documents/literature-guides/literature-guide-i-rigoberta-menchu-me-llamo-rigoberta-menchu.pdf>

I, Rigoberta Menchú, an Indian Woman in Guatemala/Me llamo Rigoberta Menchú y así me nació la conciencia, is the testimony of a Quiché Maya woman during the Guatemalan Civil War (1960-1999). Her story attracted international attention and, after fleeing Guatemala, Menchú committed her life's work to the struggle for indigenous peasant rights. She won the Nobel Peace Prize in 1992. The book gives students a new perspective on a number of themes, including indigeneity, education, poverty, social hierarchies, human rights, feminism, and justice. This educator guide was produced by Sheena Chakeres on behalf of the Latin American and Iberian Institute (LAI) at The University of New Mexico as part of a series of lessons for high school English students or advanced Spanish language students. The purpose of these lessons is to expose students to the voices of Latin American and how their stories relate to the political history of the region. Included are activities and chapter excerpts in both Spanish and English.

THE 70'S & 80'S

(Guatemala): A Spanish Language Educator's Guide to "Radio Ambulante El Juez"




 <https://lail.unm.edu/info/k-12-educators/assets/documents/podcasts/podcast-guide-el-juez.pdf>

This guide accompanies an episode of Radio Ambulante. It was produced by Sheena Chakeres on behalf of the Latin American and Iberian Institute (LAI) at The University of New Mexico as part of a series of lessons for advanced Spanish language students. The purpose of these lessons is to deepen students' understanding of the sociopolitical and historical issues facing contemporary Latin America while strengthening their listening skills. Each lesson includes background information on an episode's country and topic of focus, vocabulary from the episode, suggestions for presentation, and worksheets with comprehension/discussion questions. This episode, El Juez, explores an ancestral Maya judicial system called xic'a'y in Guatemala's Quiché departamento and the ensuing conflicts. What happens when this system confronts the aftermath of the violence wrought during Guatemala's Civil War?

(Haiti): Educator's Guide to Edwidge Danicát's Krik? Krak!



 <https://lail.unm.edu/info/k-12-educators/assets/documents/literature-guides/krik-krak-educators-guide.pdf>

This guide accompanies Edwidge Danicát's novel "Krik? Krak!". Born in 1969, Danicát grew up amidst and was exposed to Haiti's transition from pre-democracy to the country's first democratic elections in 1990. While this text does not neatly fit into the category of the "70s", Haiti's changes and evolution was no less affected by them. In reality, we are still feeling the social and political ramifications of this time period, just as the years of the 70's were informed by the years before them. This collection of nine gritty short stories encompass both the cruelties and the high ideals of Haitian life. They tell of women who continue loving behind prison walls and in the face of unfathomable loss; of a people who resist the brutality of their rulers through the powers of imagination. The result is a collection that outrages, saddens, and transports the reader with its sheer beauty. This educator's guide includes a Haitian history timeline, literary interpretation, guided reading questions and writing prompts, and additional resources about the author.

MAPPING "LATIN AMERICA"



World Map: Curatorial Input Chart



<https://lail.unm.edu/info/k-12-educators/assets/documents/exploration-and-conquest-in-the-americas/world-map.pdf>

This activity is adapted from a GLAD teaching strategy that encourages students to make links across regions by labeling their own map of the world. While this activity is intended for world mapping, the resources available in conjunction with this children's art exhibition offer an opportunity to focus on mapping Latin America specifically. What connections can students make? What do students notice when mapping that may be less apparent when reading the other resources available in this resource guide? This may also be an excellent opportunity to connect across time periods in one region by comparing how the map and events change over the centuries or decades students are studying.