

Salma Parra Oral History Lesson Segment 1
Curriculum-Thinking “Behind” the Lesson
 Constructed by Sharon Apple

Note: This lesson was drafted with thoughtful consideration of these [“curriculum-thinking” prompts](#)

Lesson Segment #1 Curriculum-Thinking

Step 1: Reflect on the role oral histories play in ethnic studies.	
<i>Why should they be utilized and examined in a classroom?</i>	The oral history about Salma Parra should be utilized because it is a primary source for students to connect with her experiences.
<i>What makes an oral history an ethnic studies-specific oral history?</i>	Salma Parra’s oral history focuses on how her race/ethnicity and other intersections such as being a woman and socio-economics affects her identity.
<i>What is their power?</i>	The power of this oral history is that she is alive and she is reflecting on her upbringing as it relates to her community, race/ethnicity, education, and socio-economic status.
<i>Why is it important to hear the actual voice of the storyteller?</i>	Hearing the voice of the narrator makes it more personal. And we live in a time where students are listening to music, listening to the media, etc. Using oral histories engages students at that level.

Step 2: Write down the relevant characteristics/ assets of the young people you are teaching and the communities from which they derive.
<p><i>I teach junior Critical Thinking and Social Change paired with American Literature.</i></p> <p><i>About 70% of the students in this class had me for 9th grade English and Introduction to Ethnic Studies. This is relevant because they know me and we were able to build a community pretty quickly.</i></p> <p><i>According to the profile information in powerschool. There are 34 students enrolled in the class; 85% identify as hispanic; 11% identify as black; 3% identify as Vietnamese; 47% of the students identify as</i></p>

female; 53% identify as male; 26% are long-term English learners; 18% have an individualized education plan; and 3% identifies as gate.

Most of the students live in City Heights and matriculated from Wilson and Clark middle school

The students' families are from Venezuela, Guatemala, Mexico, Honduras, and Guam.

How might this be relevant in helping you make oral history selections ?

Salma Parra is close to their age and she was raised in City Heights. In her oral history she celebrates Mexican-American culture. Most of my students identify as Hispanic

Think about the importance of students connecting with the lesson. (When you go to create the lesson in Step 8, you will come back to this).

It is important for students to connect with Salma Parra's story so they may begin to process their own experiences.

Step 3: Identify Ethnic Studies Oral History Excerpt(s) with which you and your students will work. ([ROHP website](#))

Selected oral history and excerpt(s): [Salma Parra Oral History](#)

(You may want to start with this): Which Ethnic Studies knowledge/concepts will be the focus of this lesson segment and why?

Giving background on oral histories will be the focus of this lesson segment. Listening to someone without visuals to compliment could make it difficult for students to glean information because they haven't practiced that skill. In this first segment the students are going to stretch their listening skills through metacognitive analysis


How will students connect with the significance of ethnic studies oral histories for the knowledge/concepts of focus?

The students will connect to the significance of Ethnic Studies oral histories by seeing that it's a tradition that has been lost in curriculum and it requires us to adapt to listening skills. Also using oral histories of someone who lived in their community will encourage them to tell their story. I hope they realize that their story is just as important as anyone else's.

Step 4: Analyze the Ethnic Studies Oral history.

- Use this [tool](#) or create your own to capture critical themes, concepts, connections, and reflections.

<p>Of the <u>4 Is of Oppression</u>, which is/are being reflected? How so?</p>	<p>All of the 4 I's of Oppression are evident in Salma Parra's oral history. Parra suggested that she went to Kearny High School because the "education system around my community wasn't the best." This is institutional oppression because the schools located in low-socio economic neighborhoods wasn't good. Additionally the comment she made could also reflect ideological oppression, which is a belief that schools south of the 8 freeway are not as good as schools north of the 8 freeway. Furthermore, when she went to Kearny High School she felt isolated, which suggest interpersonal oppression. Lastly, we can infer how Salma internalized that isolation.</p>
---	--

<p>Step 5: Identify people, concepts, events, structures, or systems that you need to learn more about.</p> <ul style="list-style-type: none"> • Oftentimes, excerpts will make indirect or direct reference to phenomenon important for understanding the interviewee's context. • Oral histories can be helpful for connecting personal narratives to historic events and/or larger systems and structures. • Now is your chance to learn more and connect what you learn to your specific students/ community. 	
<p>Link any useful sources that may be helpful later (to you or to others).</p>	<p><u>Recording History Through Oral Tradition</u></p> <p> familyoralhistoryguidelines_2.2.21.pdf</p>

<p>Step 6: Decide what is powerful or significant for students and why.</p>	
<p>Write a series of bullets or a short narrative about what you see as critical/ powerful/ significant for your students in the excerpt(s) you have selected and why. In your explanation consider:</p> <ul style="list-style-type: none"> • experiences of the interviewee, your connections and connections students might make • historical or present-day events • structures, systems, and processes <p>Identify:</p>	<p>How Salma identifies, how she came to know those identities and the struggles she experienced will be helpful for students to reflect on their own identities.</p> <p>Identifying what she is proud of about her culture will also prompt some reflection on each student's cultural wealth.</p> <p>When Salma reflects on her ethnicity, gender and socio-economic status lends itself to learning about intersectionality and the complexities of living in this society dominated by one culture.</p> <p>At one point, Salma states, "the education system around my community wasn't the best" would be great to unpack with the</p>

<ul style="list-style-type: none"> • <i>Ethnic Studies concepts/themes you are hoping to illustrate/ develop/ examine with your chosen excerpt(s)</i> • <i>How your students might be challenged in connecting with this oral history.</i> 	<p>students to see if they feel the same.</p> <p>What could we do for folks to have a more positive view of schools in the southeast?</p> <p>At the end of the lesson, students will be asked to interview an elder or someone in their community with the same questions from Salma Parra's interview. Then they would create a symbolic representation of them.</p>
--	---

Step 7: Consider how the above ideas fit in with your semester or year-long curriculum.	
<p><i>Which unit of study might best accommodate your ideas? Does a new unit of study need to be created?</i></p>	<p>This unit would be great at the beginning of the school year. It allows students to understand who they are and why they are. Stories will be used to understand self. This unit will span at least 4 weeks at the beginning of the semester. The end product of this unit will be for students to complete an oral history project with another student on whomever they would like, using this resource: Familyoralhistoryproject</p> <p>The two lesson segments in this plan is the first lesson, which introduces oral history. The second lesson instructs students on intersectionality.</p>

Step 8: Construct a lesson segment that incorporates the ethnic studies oral history excerpt(s).
<p><u>Consider these questions:</u></p> <p><i>How will you connect students' interests, histories, geographies, experiences, insights, or aspirations to the oral history excerpts and/or the larger lesson(s)?</i></p> <p><i>Are there other text(s) that complement the oral history and/or provide a different perspective?</i></p> <p><i>What questions will you pose to your students, or which directions might students generate questions?</i></p> <p><i>What type(s) of thinking will you expect your students to do?</i></p> <p><i>What tools will you use to help students analyze and reflect upon the ethnic studies oral histories?</i></p> <p><i>What Ethnic Studies pedagogies (reflective of your intentions) will you use?</i></p> <p><i>What are ways you will check your students' understanding of the critical/ powerful/ significant elements you identified above?</i></p>

Lesson Segment #1

Essential Questions:

How does listening to oral history **cultivate** well-being?

What **connections** exist between Salma Parra's experiences and my own?

How do oral histories **center** and value people of color?

How can we use oral histories as a **celebration** of our community?

Opening

Agree or Disagree-Students will agree and/or disagree with the following statements.

Teenagers would rather listen than read someone's story.

Oral Histories are easier to understand.

Oral Histories should ONLY be about famous and/or dead people.

Oral Histories challenge students to improve their listening skills.

Oral traditions are important to preserving your culture.

Interviews and oral histories are the same.

Technology has made oral histories more accessible.

Oral histories have survived generations.

Every culture has an oral tradition.

Show the video: [Recording History Through Oral Tradition](#)

Guided Instruction:

Before you play the segment: The purpose of this step is to get students acclimated to listening to oral history. Consider these questions as you listening to Salma Parra:

- What information do you remember from the recording of Salma Parra?
- Why did that detail(s) stick with you?
- How did it make you feel?
- How did you focus on the audio recording?

Play this segment of Oral History

MS: Hello Salma, my name is Marco Siu and I am an Ethnic Studies major and I am here to interview you. Can you tell me a little bit about yourself? Your name, your intended major, your grade, and just anything you want to talk about.

SP: Okay! So, my name is Salma Parra. I am 18 years-old. I go to Kearny School of Science Connections and Technology. I am a senior there; I actually don't live in Kearny Mesa, I live in City Heights and I've grown up there my whole life, but I am planning on attending UCSD and Muir College to major in Public Health and also in Chican@ Studies. In my Public Health major I think the focus that I want to go into is epidemiology, which is research. The research of disease and study of disease, so I'm really interested in that aspect of science, so that's where I'm looking to go into My family is just four people, it's my mom, my dad, and my younger sister who is two and a half- exactly two and half years younger than me. She is a Sophomore and she also goes to the same high school.

MS: All right. So, the first question: What do you identify as and how did you come to know-come to understand these identities?

SP: So I identify as Mexican-American, a Chicana-Latina and I just came to understand it just based on like family's ethnicity and our culture. So both of my parents are Mexican, my dad is from TJ and my mom is from Durango which is another state in Mexico but they actually met in Tijuana. And- But actually some of my mom's ancestry is Spanish and Italian, but that kinda explains my second last name which is Pulgarin. I identify more as... There's also the Mestiza aspect, but I identify as just Mexican-American.

Have students share the information they learned and the other answers in small groups then whole class. The hope is that the students will reflect on their listening skills:

- **What information do you remember from the recording of Salma Parra?**
- **Why did that detail(s) stick with you?**
- **How did it make you feel?**
- **How did you focus on the audio recording?**

Refer back to the video and say that we are going to gain some knowledge about ourselves and each other by listening to oral histories. A tradition that has been a way for us to tell our stories from generation to generation. A tradition that we need to practice.

- Pass out a copy of the segment
- Students will mark the text identifying Salma Parra's identities.
- Then ask students to write down each characteristic of her identity on a 3 by 5 card. For example, write "Spanish" on one card and then "Italian" on another.
- Then the groups will sort them into categories such: race, gender, career, neighborhood, etc.

Independent Work

Students will create an identity wheel/map about who they are.

Closing: Go back to the opening statements. Have you changed your opinion?