

CHASING WINDMILLS

Building Imaginary Worlds

August 14-17, 2018

Habla TEACHER
INSTITUTE
in Chicago, Illinois



ITINERARY

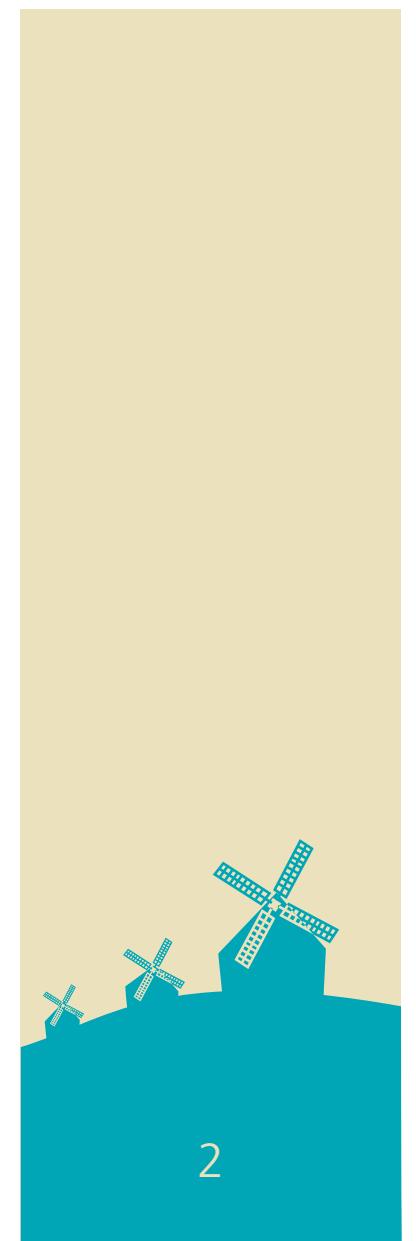
TUESDAY,
AUGUST 14

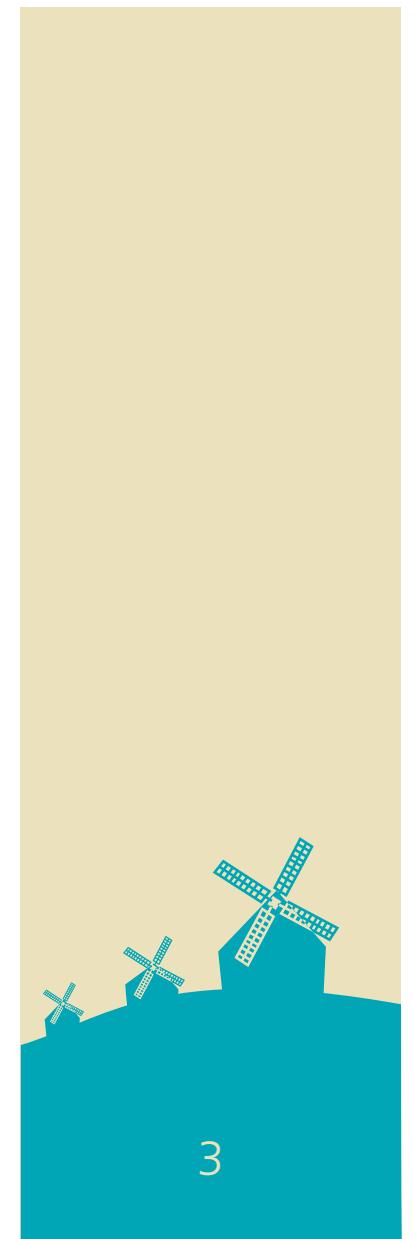
8:00am-8:30am	ARRIVE AT NATIONAL MUSEUM OF MEXICAN ART
8:30am-9:00am	WELCOME
9:00am-12:00pm	SOMEWHERE IN LA MANCHA: IDENTITY AND LEARNING a language and literacy workshop with Kurt Wootton and Maria del Mar Patron Vazquez
12:00pm-12:45pm	LUNCH
12:45pm-3:00pm	THE MASKS WE WEAR a visual arts and literacy workshop with Cynthia Weiss, Kurt Wootton, and Tommaso Iskra

WEDNESDAY,
AUGUST 15

8:15am-8:45am	CAPTURING EXPERIENCE: MORNING REFLECTION reflection on the previous day
8:45am-12:00pm	WHERE I'M FROM: A VISUAL AND POETIC COLLAGE a visual arts workshop with Fannie Medina, Cynthia Weiss, and Maria del Mar Patron Vazquez
12:00pm-12:45pm	LUNCH

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12:45pm-1:45pm

WHERE I'M FROM: A VISUAL AND POETIC COLLAGE
a visual arts workshop with Fannie Medina, Cynthia Weiss,
and Maria del Mar Patron Vazquez

1:45pm-3:00pm

UNIT PLANNING

**THURSDAY,
AUGUST 16**

8:15am-8:45am

CAPTURING EXPERIENCE: MORNING REFLECTION
reflection on the previous day

8:45am – 11:00am

CHASING WINDMILLS: REMIXING DON QUIXOTE
a literacy and art-making workshop with Maria del Mar Patron
Vazquez and Kurt Wootton

11:00am-12:00pm

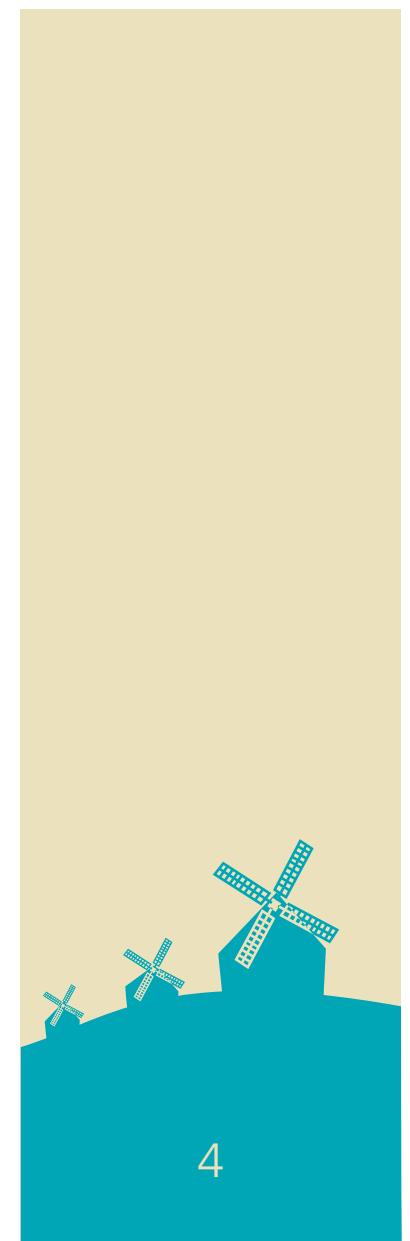
UNIT PLANNING

12:00pm-12:45pm

LUNCH

12:45pm-3:00pm

MUSEUM AS TEXT
a gallery experience



**FRIDAY,
AUGUST 17**

8:00am-8:15am

8:15am-9:15am

9:15am-11:00am

11:00am-12:00pm

12:00pm-1:00pm

1:00pm-1:20pm

1:20pm-2:20pm

2:20pm-3:15pm

TBA

ARRIVE AT THE ART DEPARTMENT

CAPTURING EXPERIENCE: MORNING REFLECTION

reflection on the previous day and overall institute

CHASING WINDMILLS PREPARATION

a rehearsing/revising experience

CHASING WINDMILLS: A COMMUNITY EXHIBITION

LUNCH

SURVEYS AND EVALUATIONS

LLUVIA DE IDEAS: SHARING UNIT PLANS

FINAL INSTITUTE REFLECTION

CLOSING FIESTA

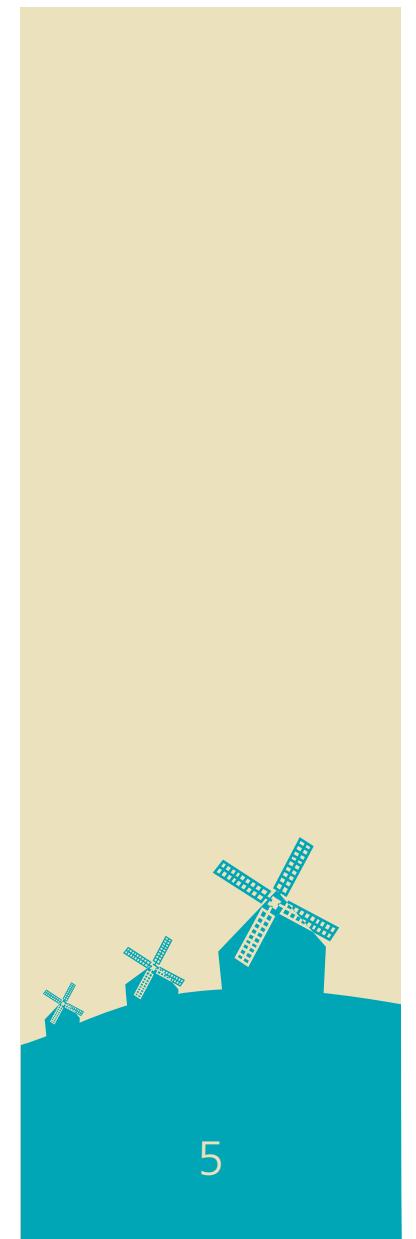
PRESENTERS 2018 TEACHER INSTITUTE

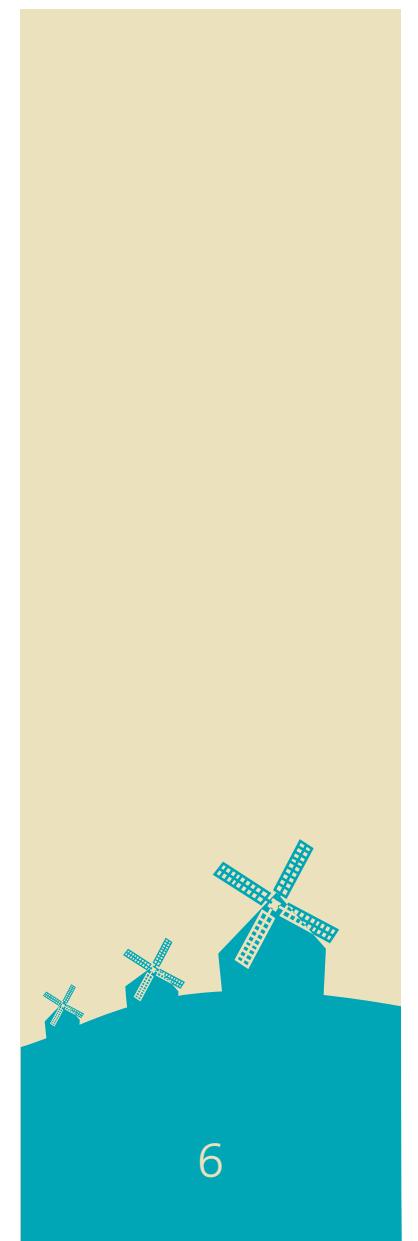
Jon Baricovich

is a life-long educator dedicated to the field of bilingual education and multi-lingual studies. As the Director of English Learner Programming in Summit School District 104, he was fundamental in establishing a Two-Way Spanish-English Dual Language program. His professional interests lie in the areas of linguistics, social justice and arts integration. Born and raised in Chicago and the son of an immigrant parent, his interest in multi-cultural studies and identity formation is grounded in his own personal lived experiences. He currently lives in the Pilsen neighborhood with his wife and two beautiful, precocious, bilingual and multi-cultural daughters.

María del Mar Patrón Vázquez

was born in Merida, Yucatan, Mexico where her family has lived for generations. She studied literature at Universidad de las Américas in Puebla, Mexico and then went on to a graduate degree in Hispanic Studies at Brown University in the United States. Her work is focused on how reading and literature can be part of the daily life of communities. At Brown she received the prestigious Presidential Teaching Award for her teaching of Spanish language classes to university students. Her unique approach to teaching involves the literature and culture of the language. Marimar has presented talks and workshops on language teaching in a variety of settings including Brown University, Florida Atlantic University, and for SmART Schools, an arts-integration organization. Perhaps the greatest lessons she's learned about teaching are from her children Sandra and Luis who are growing up bilingual.
is an award-winning public artist, painter, mosaic artist and



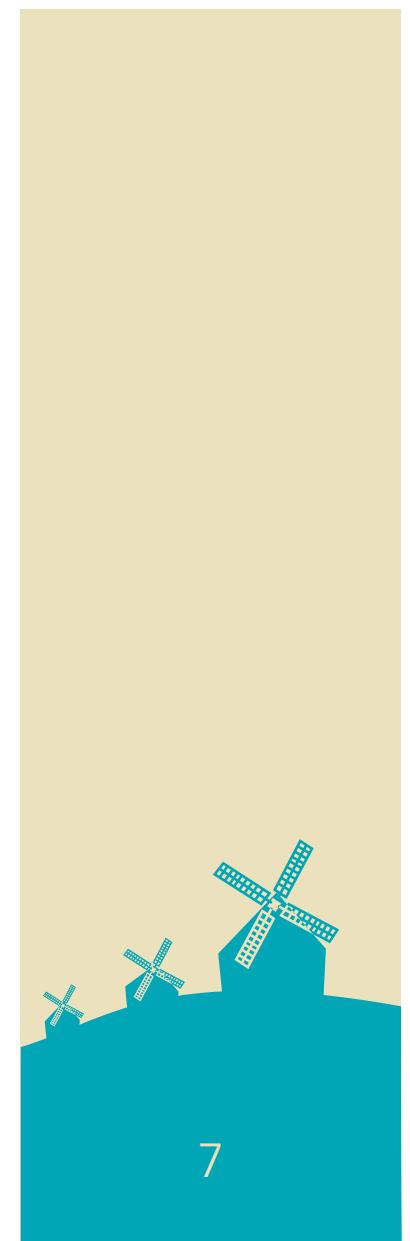


Cynthia Weiss

educator. She is the Director of Education at Marwen, a free visual arts program for underserved youth in Chicago. She is also an adjunct faculty member at Columbia College Chicago. Cynthia is co-editor with Amanda Leigh Lichtenstein of; *AIMprint: New Relationships in the Arts and Learning*, Columbia College Chicago (2008), and co-editor with Gail Burnaford and Arnold April of *Renaissance in the Classroom: Arts Integration and Meaningful Learning* (2001). Cynthia adores teaching at Habla, is fluent in Spanish, and is always inspired by translations across art forms, language, and culture.

Tommaso Iskra De Silvestri

was born in Milan, Italy in 1986 and moved to Mexico at a very young age, when his passion for art bloomed. Tommaso studied Fine Arts at the Accademia di Belle Arti of Urbino in Italy. During his undergraduate studies, Tommaso found another passion: working with kids. In 2010, Tommaso moved to Merida and participated in the Habla Teacher Institute to further pursue his enthusiasm for early-childhood education. This opened the door for him to become a teacher at Habla. Today he continues his work at Habla as an artist in residence and English teacher. Whenever he can, Tommaso attends art and teaching workshops to enhance his creativity in his professional and personal work. His passions include painting, videography, photography, animation, music, and yoga. Watching the excitement his students express when creating art and exploring their own imagination is what drives his passion for teaching.
is a co-founder and director of Habla: the Center for Language and



Kurt Wootton

Culture and is one of the founding directors of the ArtsLiteracy Project in the Education Department at Brown University. He has piloted several lab schools in the United States, Brazil, and Mexico and has worked with Boston, Hartford, St. Paul, Providence, and Central Falls on multi-year, district-wide initiatives. He is the coauthor of *A Reason to Read: Linking Literacy and the Arts* published by Harvard Education Press. *The New York Times* writes, "Mr. Wootton remains every bit as convinced of education's power to transform lives. He has changed his tool of choice, however, from a mirror in which students see only reflections of themselves to a window that opens onto the rest of the world."

Arnold Aprill

founded the Chicago Arts Partnerships in Education (CAPE) in 1993 and the Radical Compliance Arts and Learning Laboratory in 2012. He comes from a background in professional theater as an award-winning director, producer, and playwright. He has taught at the University of Chicago, National-Louis University, Columbia College, and the School of the Art Institute of Chicago. He is one of the co-editors with Cynthia Weiss and Gail Burnaford of *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. He consults nationally and internationally on the role of the arts in effective school improvement and has been recognized for exceptional leadership by the Chicago Community Trust and the Ford Foundation. The Fulbright Scholar's program has named him as an arts education Senior Specialist.

is an educator and recent Master of Science in Social Work

Madeline Beath

graduate from the University of Tennessee. She has a passion for working with teens and is interested in youth violence prevention, community empowerment and trauma-informed practice. Madeline is currently linked with Habla: The Center for Language and Culture, EdúcaTE Yucatán and PICIP (Comprehensive Participatory Community Intervention Program). In the latter two, she works in project development and implementation as well as curriculum development for youth programs. Madeline strives to promote an interdisciplinary collaboration between educators and social workers to take on the challenges youth face in and out of the classroom.

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habla.org
contact@habla.org
 hablamerida

