

March 30, 2022

HOW I LEARNED TO

FLY

An Habla Deep Dive

Habla  
Teacher Institute

DEEPER  
LEARNING

2022



# Building Community

- 3 part handshake
- pass the energy
- merida mosquito





# Story Nuggets

1. Plan, as a group, how you *powerfully communicate* your text—read it, talk about what it means.
  
2. Consider:
  - a. **remixing** the text – repeating, rearranging
  - b. **choral** readings – varying single, pair, whole group
  - c. **minimal** staging



# The Big Ideas



multiliteracies



translanguaging



community



narrative  
plentitude



self directed  
learning



# How We Learned to Fly



Building Community



The Year We Learned to Fly



Narrative Plentitude



Icons



Culminating Exhibition



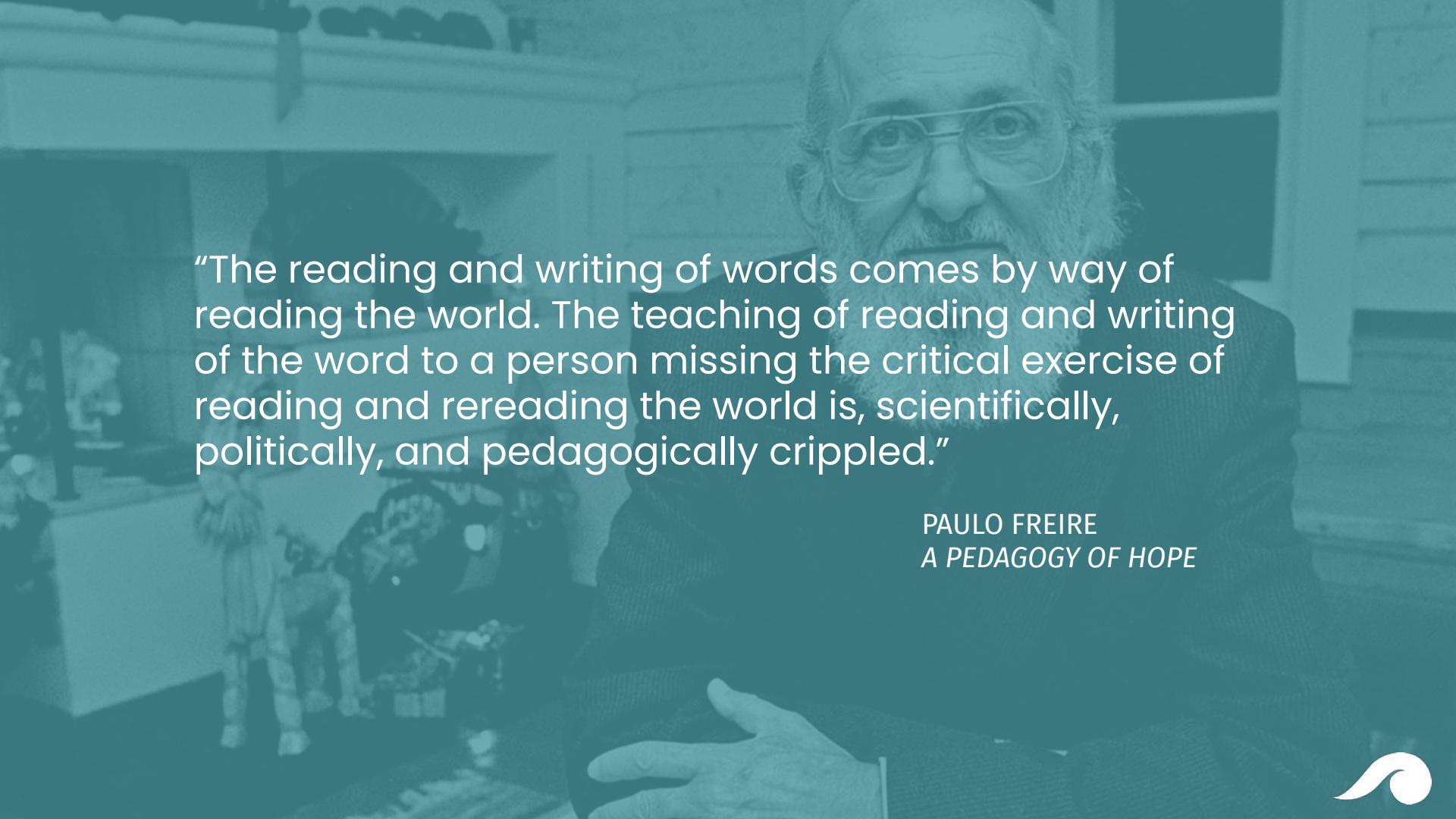


# Sentence-Phrase-Word

*a thinking routine*

1. Identify a **sentence** from the text that was meaningful to you and helped you gain a better understanding of the text.
2. Identify a **phrase** from the text that moved, engaged, provoked, or was in some way meaningful to you.
3. Identify a **word** that captured your attention or struck you as powerful.





“The reading and writing of words comes by way of reading the world. The teaching of reading and writing of the word to a person missing the critical exercise of reading and rereading the world is, scientifically, politically, and pedagogically crippled.”

PAULO FREIRE  
*A PEDAGOGY OF HOPE*



A photograph of a man with short dark hair, wearing a dark t-shirt and jeans, sitting cross-legged on a tiled floor. He is looking directly at the camera with a neutral expression. The background is slightly blurred, showing what appears to be an indoor setting with some furniture and possibly a window.

**"Narrative scarcity** means very few of the stories out there are about you, whoever you happen to be, whatever kind of minority you happen to be coming from. **Narrative plenitude** is when almost all the stories are about you. "

VIET THANH NGUYEN





## I Could Tell A Story

- times in your life when you learned to fly
- people who helped you to fly - from the present, from childhood, from ancestors

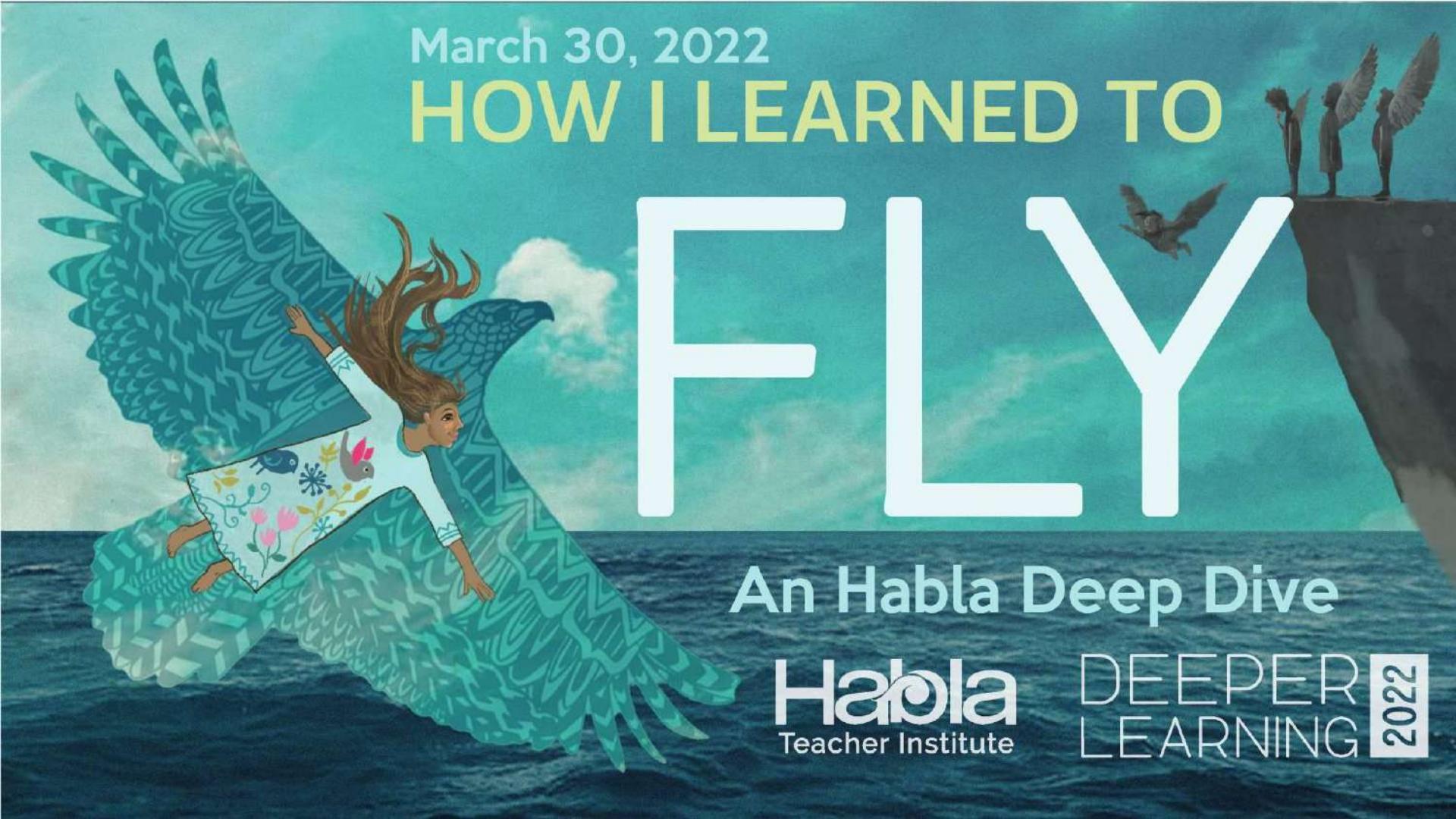




# Story Listening

- Tell your story in 5 minutes to your partner
- Listen as the most “attentive listener” in the world.
- Tell your partner’s story back to them in 30 seconds
- Switch and repeat





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## Story Writing

- Write your story on a notecard
- Begin with the line

“I could tell you a story . . . ”



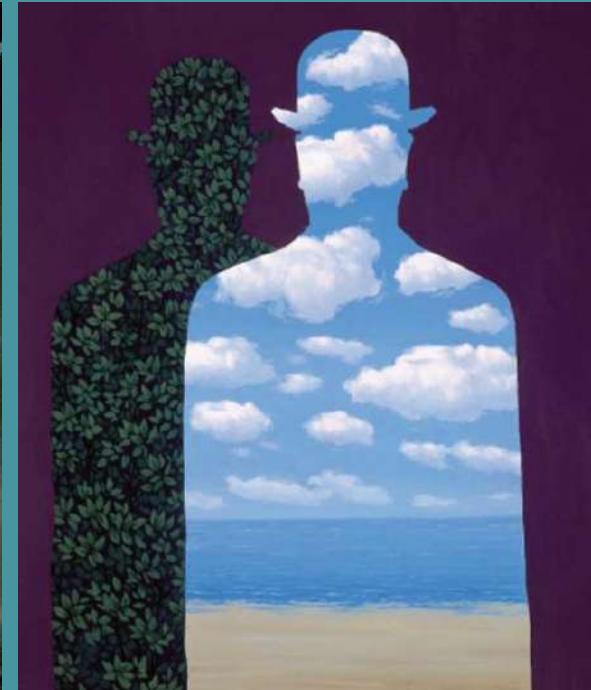
# Auguste Edouart

(1789–1861) was a French-born portrait artist who worked in England, Scotland and the United States in the 19th century.



# Rene Magritte

*(21 November 1898 – 15 August 1967) was a Belgian surrealist artist.*



# Kara Walker

*(born November 26, 1969) is an American contemporary painter, silhouettist, print-maker, installation artist, filmmaker, and professor.*



# Margarita Fick

(20th Century) Mexican paper cut and folk artist, specialized in papel picado, a traditional art that involves cutting out intricate patterns on paper by hand.



# Janelle Washington

*Self-taught paper-cut artist from Virginia. Her artwork explores themes of history, identity, and beauty in African American culture.*



# Habla Student Work





## Silhouette Icons

1. Create a visual representation of your story—think in terms of symbol or image.
  
2. Design Criteria
  - Use either black or brown as your base.
  - Use only cut out shapes.
  - Only scissors, paper, glue (no pens, pencils, or words)

p.s. Scraps are treasures.





# Storytelling

- Move around the group reading your stories and showing your silhouettes.
- Choose one to bring to performance.





## Performing Stories

- Narrator reads the story
- Group silently or vocally helps bring story to life
- Minimal movement, props, chairs etc. - focus on amplifying the power of the narrator's voice



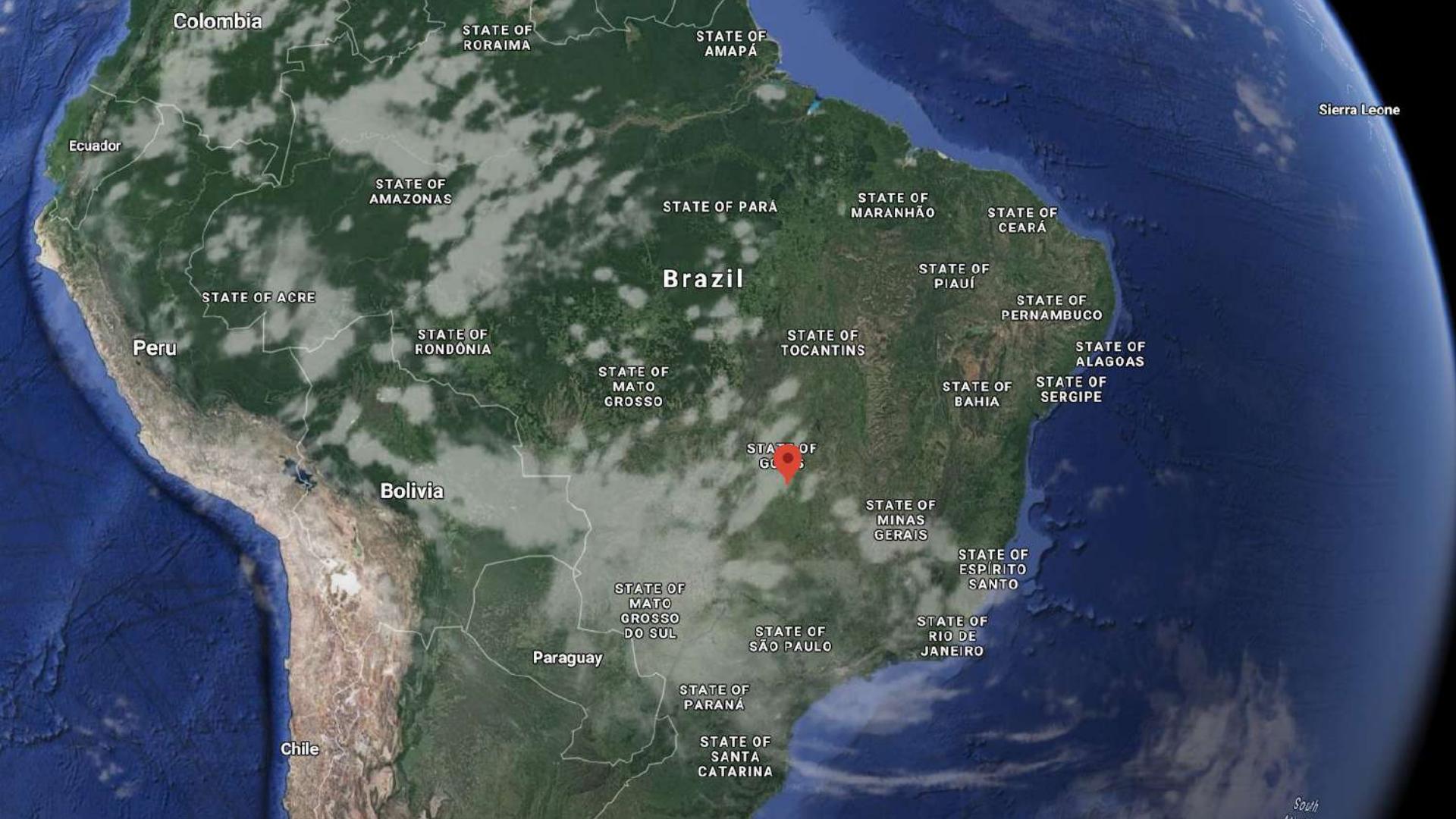


# The Cordel from Brazil





- 18th/19th Century Portugal, Spain, and Brazil
- *literatura de cordel* “cordel literature”



Colombia

STATE OF  
RORAIMA

STATE OF  
AMAPÁ

Ecuador

STATE OF  
AMAZONAS

STATE OF PARÁ

STATE OF  
MARANHÃO

STATE OF  
CEARÁ

Sierra Leone

Brazil

Peru

STATE OF  
ACRE

STATE OF  
RONDÔNIA

STATE OF  
MATO  
GROSSO

STATE OF  
TOCANTINS

STATE OF  
PIAUÍ

STATE OF  
PERNAMBUCO

STATE OF  
ALAGOAS

STATE OF  
BAHIA

STATE OF  
SERGIPE

STATE OF  
GOIÁS

STATE OF  
MINAS  
GERAIS

STATE OF  
ESPÍRITO  
SANTO

STATE OF  
RIO DE  
JANEIRO

STATE OF  
SÃO PAULO

STATE OF  
PARANÁ

STATE OF  
SANTA  
CATARINA

Chile

South



Inhumas, Brazil



FRETE













# Students rally with art to express unity

01:00 AM EDT on Thursday, May 15, 2008

By Tatiana Pina

Journal Staff Writer



Valerie Florez, a sophomore at Central Falls High School, ties one of the many strips of cloth outside the school. The ceremony was part of an art project to help students express their thoughts about two recent shootings.





## TUESDAY REFLECTION

I hope to be able to create lesson plans for my teens class that set them up for success.

How can I work some of these texts into my classroom?

The 1-10 activities in different variations Sound, performance and visual art

- Completing a concise piece of artwork to present as an exhibition at the end of class or every other class is the goal for the next semester.

# WOW

\* It was great to see how easy it was to have all group members make cut-outs of shapes.

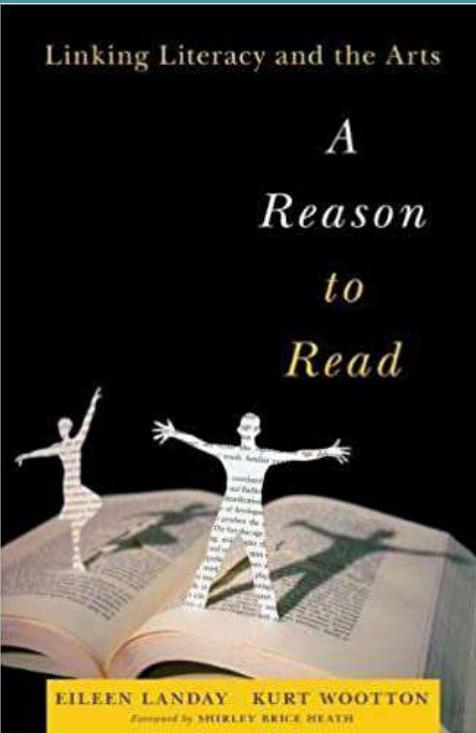
This activity would be helpful for students who have difficulty cutting shapes or who have difficulty thinking of what to cut-out. ALSO it saves time when you are limited in materials at work in the classroom.





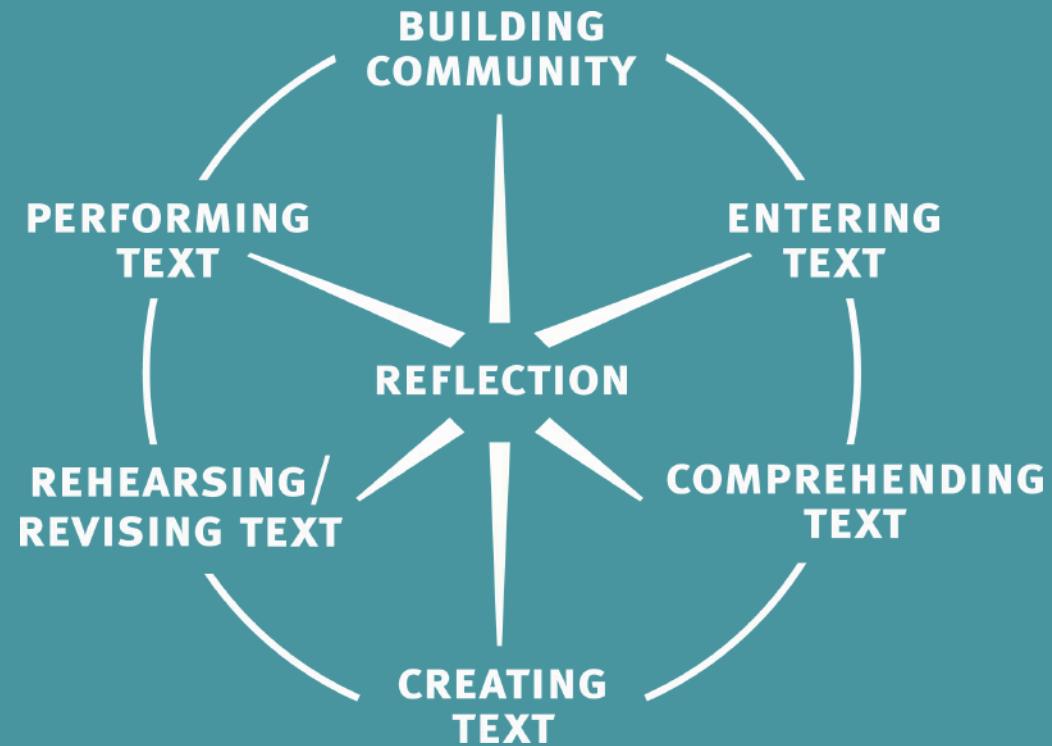
- WOW!
- WONDERS
- Jill Walker





## A Reason to Read: Linking Literacy and the Arts

by Eileen Landay  
and Kurt Wootton



# [hablateacherinstitute.org](http://hablateacherinstitute.org)



**It Hips! It Hops! It Dips!**  
HTH and HABLA in San Diego  
**May 25 – 27, 2022**



**The Summer We Learned to Fly**  
Habla Mérida, Mexico  
**July 18 – 22 2022**





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