REPORT, TEJANO HISTORY CURRICULUM PROJECT

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This report was submitted electronically to the Wal-Mart Foundation in response to its request that we submit a survey detailing how we utilized the grant. The report is organized according to the goals that appeared in our funded proposal to the Walmart Foundation ($100,000), the International Bank of Commerce, and Ramirez Ltd ($34,864). It describes the most important project activities involving collaboration between the Tejano Monument, the University of Texas at Austin (UT), the Austin Independent School District (AISD), and the City of Austin’s Emma S. Barrientos Mexican American Cultural Center (MACC).

I. EXECUTIVE SUMMARY

Overall Goal

The Tejano History Curriculum Project (THCP) sought to provide teacher training and instructional materials supporting effective inclusion of Hispanic historical and cultural contributions to Texas history in the fourth and fifth grade Texas social studies curriculum (the TEKS). The project offered the curricular model to a wider audience of parents, teachers, and youth in a summer camp setting. The project focused on predominantly low and moderate-income Hispanic elementary schools. The THCP highlighted significant historical themes, topics, and related primary records as well as the Tejano Monument, the most important site of Hispanic historical and cultural memory in Texas history.

Activities

• Develop teacher training materials supporting the inclusion of Tejano history in fourth and fifth-grade social studies classrooms and the significance of the Tejano Monument
• Collaborate with leading professional historians to insure effective selection of themes, topics, and primary source materials for the planned curriculum
• Provide curriculum development instruction in Tejano history to undergraduate students in the College of Education at the University of Texas at Austin
• Provide instructional materials to elementary school teacher to support social studies TEKS
• Distribute instructional materials to the teachers and the Emma S. Barrientos Mexican American Cultural Center (MACC) public through a web portal
• Evaluate teacher and undergraduate education student training and classroom materials for effectiveness
• Highlight elementary student exhibit and performance activities at the unveiling ceremonies of the Tejano Monument
• Incorporate THCP materials into the MACC summer camp activities for community enrichment and in teacher workshops throughout the state

Outcomes

• Supported implementing revised 2010 TEKS for fourth and fifth grade social studies through teacher training and classroom materials
  o 40 undergraduate education majors in Fall and Spring courses at the University of Texas at Austin and six current Austin Independent School District teachers (serving 200 students) received training and materials
  o Provided materials to undetermined numbers of teachers and the public via the Tejano Monument web portal
  o Offered exhibit and performance activities by elementary school children to audience of Tejano Monument unveiling
• Developed and provided community-based summer camps incorporating THCP materials and related arts activities serving 75 youth
• Developed and provided 15 teacher training workshops with a total of 1,000 teachers in school districts throughout the state

II. GOALS AND OBJECTIVES

Goal 1. Develop and teach teacher-preparation curriculum for two classes, each with 18 undergraduate students (pre-service teachers) in the Bilingual/Bicultural Program of the College of Education at UT.

The THCP provided teacher training and instructional materials supporting effective inclusion of Tejano historical and cultural contributions to Texas history in the fourth and fifth grade Texas social studies curriculum and offered the curricular model to a wider audience of parents, teachers, and youth in a summer camp setting and in workshops. The one-year project focused on predominantly low and moderate-income Mexican American elementary schools in the Austin Independent School District (AISD).
The THCP highlighted significant historical themes, topics, and related primary records as well as the Tejano Monument, the most important statuary of Tejano historical and cultural memory in Texas history.

The THCP developed curriculum materials in the Fall of 2011 and Spring 2012 in UT’s teacher preparation program. While enrolled in social studies methods courses taught by Dr. Cinthia Salinas, 36 pre-service teachers (undergraduate bilingual certification students) engaged in teaching and learning pedagogies and produced 36 tangible and virtual Journey Boxes. The undergraduates conducted their research and writing on assigned topics and participated in class discussions. Each box contains a teaching module with a guiding summary narrative, corresponding primary sources, and relevant document-based questions (See the following site to be completed by August 2012 for information and images of THCP activities: http://ows.edb.utexas.edu/site/tejano-history-curriculum-project).

The undergraduate students prepared the Journey Boxes in Spanish and English and included visuals (e.g. photographs), texts (e.g. journal entries), maps (e.g. the Texas/Mexico border prior to the Treaty of Hidalgo), and other materials such as flag reproductions. They were also encouraged to see that history can serve as a source of ethnic pride and individual encouragement among the predominantly poor Latino children participating in the THCP.

The Journey Boxes addressed the following topics: the Alabama-Coushatta Tribe, Alonso Álvarez de Pineda, Community Organizations (Masonic orders), Juan Nepomuceno Cortina, Lorenzo de Zavala, Gregorio Esparza, Catarino Garza, La Crónica (editor, Nicasio Idar), La Prensa (editor, Ignacio Lozano), Las Guadalupanas, Kickapoo Indian Tribe, Mescalero Apache Tribe, Mexican-American War Campaigns, the Mexican Revolution, Mission Concepción, Mission San Antonio de Valero, José Antonio Navarro, Álvar Núñez Cabeza de Vaca, Pre-Colombian Texas, Regeneración (editor, Ricardo Flores Magón), Juan Seguín, Tejano/a Defenders at the Battle of the Alamo, Tejano/a Music, the Tigua Tribe (Ysleta del Sur), the Treaty of Guadalupe Hidalgo, Sociedades Mutualistas, Vaqueros, and Andrea Villarreal.

**Goal 2. Research topics on Tejano/a history and collaborate with five professional historians in planning the development of the Journey Boxes.**

The idea of convening professional historians in August and September to guide the preparation of the Journey Boxes was modified since funding was not available until January 2012. Dr. Emilio Zamora, a member of the Department of History at UT and project P.I., met this goal by consulting with fellow historian Dr. Andres Tijerina and Dr. Salinas in August and developed a list of historical topics, sample Journey Boxes, and a timeline to assist the pre-service teachers in their research (See attached list, sample journey boxes, and timeline).
Dr. Salinas and Dr. Zamora met during the academic year to discuss the location and availability of primary source documents and to address questions raised by the pre-service teachers. Dr. Zamora also visited the undergraduate classes—in early September and January—to discuss Tejano/a history and research topics, and to review the contents of the Journey Boxes.

Dr. Salinas’ guidance insured that the pre-service teachers conducted their work. Ms. Patricia Nuñez, project manager and Ms. Nicole Arismeyer, her teaching assistant, assisted her.

**Goal 3. Provide curriculum and additional teaching resources to six AISD teachers working in dual language and/or bilingual programs and make the Journey Boxes available to the MACC.**

Dr. Maria Franquiz selected six exemplary AISD bilingual teachers with impressive academic standing in UT’s Proyecto Maestría: Adeli Cárdenas (Galindo Elementary), Belinda Jimenez (Wooten Elementary), Brenda Ayala Lewis (Dawson Elementary), Erin Murdock (Galindo Elementary), Uvaldo Perez (Wooten Elementary) and Noreen Rodríguez (Dawson Elementary). The Proyecto Maestría program provides graduate training to master teachers who meet highly selective criteria in Bilingual/Bicultural studies.

The THCP staff began providing instructional materials to the teachers—preliminary Journey Boxes, published works, and bibliographic and electronic site references—in November 2012. The Journey Boxes were made available at the beginning of the Spring 2012 semester. Dr. Franquiz—with the assistance of Ms. Nuñez—visited and recorded AISD classroom activities during the Fall and Spring semesters. They provided feedback and technical support to the teachers and provided them peer conferencing and classroom planning opportunities. The THCP also provided the teachers published materials by historians Daniel Arreola, Andrés Tijerina, Arnoldo de León, and Richard Griswold del Castillo and eighteen disks with Tejano/a heritage music produced by Orhoolie Records.

The THCP supplemented the classroom visits by convening the teachers in six, three-hour work sessions throughout the Spring 2012. The sessions—conducted by Dr. Franquiz—allowed the teachers to discuss, plan, and report on additional curriculum materials they were developing and implementing in their classrooms. The sessions—also attended by Salinas, Zamora, and Nuñez—provided the teachers additional instructional materials and technical support.

The THCP also assembled the AISD teachers, the children, parents, the preservice teachers, and the project staff on May 7, at the MACC. The participants reviewed the instructional materials, including the Journey Boxes. They also interacted in workshop settings—with each other and the children—on classroom experiences and
the displayed work of the children. Beginning in early Spring, the THCP also began to share Journey Boxes with the staff of the MACC so that they could begin planning their activities. The original plan was to deposit the Journey Boxes at the MACC, but the lack of space at the center required that we place them at UT and provide their staff and patrons access to the project’s web site.

In addition to the classroom visits and other support activities, the teachers have been encouraged to use the Journey Boxes to develop additional instructional materials, including Learning Boxes, Tejano quilts, and teaching modules. The Learning Boxes are adaptations of the Journey Boxes developed with the fourth graders after individual and group lessons. The teaching modules are provided in English and Spanish and contain instructional plans, historical information, student projects, learning activities, and outcomes statements.

**Goal 4. Enhance the effectiveness of teaching Tejano/a history and insure that the pre-service teachers and the AISD teachers receive at least 6 hours of professional development.**

The THCP staff enhanced the effectiveness of teaching Tejano/a history among the thirty-six pre-service and six AISD teachers by supervising the development and implementation of the Journey Boxes and by providing them opportunities for professional development. The long-term instructional investment in the pre-service teachers grew with their use of web sites containing primary documents and instructional modules on Texas history, as well as from their interactions with the six teachers and their students in two major events, the previously noted May 7 assembly and the March 29 unveiling of the Tejano monument (described below).

The project has also begun to convene four of the AISD teachers during the summer 2012 to review their curriculum and to complete the write-up and translations. The five meetings over a five week period will be followed by the posting of the modules and the 36 Journey Boxes on the project’s web site.

**Goal 5. A one-day curriculum development workshop for teachers and pre-service teachers.**

The workshop could not be carried out because of the late funding. Many of the aforementioned activities (working sessions and workshops, the May 7 assembly, and conference presentations), however, provided the pre-service teachers and AISD teachers ample opportunities for professional development.

The THCP has prepared formal presentations on the project and Tejano/a history at professional conferences organized by the Texas Association of Bilingual Educators, the National Association of Bilingual Educators, the Mexican American School Board Association, the Texas State Historical Association, and the Texas Education Agency. The
public presentations by Dr. Fránquiz, Dr. Salinas, Dr. Zamora, the AISD teachers, and the pre-service teachers brought welcomed attention to the project, offered professional development opportunities, and advanced a public interest in Tejano/a history.

**Goal 6. Enhance the capabilities of the MACC to support cultural and historical research through reference material, including the project's curriculum.**

This THCP continues to provide the MACC the bibliographic and instructional materials necessary to promote Tejano/a history among its patrons. The THCP subcontracted with the MACC to purchase materials for their library and to plan summer camps. Also, Dr. Zamora arranged for book donations on Tejano/a history and related subjects from the Arte Público Press at the University of Houston, Dr. Alan Tully, Chairman of the Department of History at UT, and other private donors. The donated novels, history books, and reference publications contributed significantly to collaboration between the THCP and the MACC.

The MACC has sponsored three public events with elementary and middle school age children and will continue to schedule educational programs in the summer of 2012. A fuller account of this goal will be provided once the MACC completes all of its summer camps. Their staff will incorporate the project’s history curriculum into artistic performances involving Ballet Folklorico, Tejano/a music, dramatic skits, and paper art activities. Also, the THCP will make available electronic copies of the project’s 36 Voyage Boxes and 20 Learning Boxes.

**Goal 7. Incorporate the curriculum into the MACC summer camps.**

The THCP sought to expand its reach beyond the classroom through summer camps sponsored by the MACC. Consultations by Dr. Zamora and Ms. Nuñez with the MACC staff insure a smooth transfer of instructional materials and provide guidance on how to incorporate Tejano/a history into their programming. The MACC staff is especially interested in infusing Tejano/a history information into the cultural and artistic activities that they typically sponsor with youth from poor families in the Austin area. Tejano/a history, we believe, will provide their instructors a new and potentially encouraging dimension to their summer camps. Our hope is that the history content will strengthen their sense of ethnic pride and individual drive to learn.

**Goal 8. Contribute to the unveiling ceremonies of the Tejano Monument on the state capitol grounds in March 2012.**

The THCP participated prominently in the unveiling ceremonies. A number of activities prepared the ground for this. First, Dr. Zamora served as the project’s reporting liaison with the Executive Board of the Tejano Monument and participated in planning the monument activities. This led to the decision by Dr. Zamora, Dr. Tijerina, and Mr. Ramiro Molina (a board member) to prepare for the participation by the
children in the ceremonies by making various presentations on Tejano/a history before three participating classrooms in February.

The Board invited a member of the THCP to participate in the groundbreaking ceremonies for the monument in February. Dr. Salinas was granted a prominent participant in the ceremonies on the capitol grounds. The Board also extended a special invitation to the children, their teachers, the pre-service teachers, and the THCP to participate in the March unveiling ceremonies as well as the parade in downtown Austin. The extended publicity—planned in part by public relations firm of KGBTexas—acknowledged the participation of the THCP throughout the activities associated with the Tejano Monument.

III. MEASURABLE RESULTS

Some of the results of the THCP were planned while others exceeded expectations. The following is organized according to the project’s goals and notes the more salient measurable outcomes, including the number of persons impacted by the project.

**Goal 1. Develop and teach teacher-preparation curriculum for two classes, each with 18 undergraduate students (pre-service teachers) in the Bilingual/Bicultural Program of the College of Education at UT.**

The THCP developed 38 Journey Boxes in the Fall of 2011 and Spring 2012. The boxes were made available to 6 teachers in 4 elementary schools in AISD. The teachers, with THCP staff guidance and support, developed additional bilingual materials, including 20 Learning Boxes, 4 Tejano/a history quilts, and 10 teaching modules.

Over 400 persons participated directly in the project. They included: 3 professors, 36 undergraduates, 2 staff persons, and 2 graduate students from UT; 6 members of the Executive Board of the Tejano Monument, 7 members of the Advisory Board, and 15 members of the conference and parade committee; 4 elementary schools, 6 teachers, 2 staff persons, and 118 fourth graders from AISD; and 6 Executive Board members, 4 staff members, and well over 200 children and other projected center patrons from the MACC.

Dr. Salinas developed 2 new courses during the university’s academic year. Each of the 36 undergraduate students received over 100 hours of pedagogical and history content instruction and at least 10 hours of individual consultations and supervised interactions in professional development settings with the project’s 6 collaborating AISD teachers and their 118 fourth grade students. This involved the preparation of university course syllabi, lesson plans, timelines, bibliographies, topic lists, sample Journey Boxes, final Journey Boxes, program agendas and handouts, the use of archival sources, and accessing at least 4 electronic sites with materials on the history of Texas.
Each of the 36 pre-service teachers developed a Journey Box with an average of 10 primary documents, a 2-3 single-spaced narrative, and a one-page list of document-based questions. The undergraduate students and the project staff translated the contents and made the Journey Boxes available to the 6 AISD teachers, at least 200 participants in MACC summer programs, and an expected public of hundreds of visitors to the project’s web site after August 2012.

The pre-service teachers received additional resources for teaching Tejano/a history, including undergraduate course materials (e.g., syllabi), bibliographic references, electronic site addresses, 4 scholarly books, and 15 compact disks with Tejano/a music.

The service that everyone extended to the mostly Mexican American graders has significance beyond the numbers that are involved. Our premise was that Tejano/a history—if taught as a well-documented and positive source of identity—can encourage agency among the children of predominantly working class families and help them engage Tejano/a history with genuine interest and develop the academic skills necessary for their continued intellectual development.

**Goal 2. Research topics on Tejano/a history and collaborate with five professional historians in planning the development of the Journey Boxes.**

The 5, one-hour consultations with the undergraduates made it possible for Zamora to develop a list of 23 historical topics, 2 sample Journey Boxes, and a timeline to assist the pre-service teachers. Zamora dedicated at least 40 hours to the preparation of at least 3 drafts of materials that totaled 15 pages.

Salinas and Zamora met at least 10 more times for approximately 15 minutes per meeting throughout the academic year to discuss the Journey Boxes. Zamora also visited her classroom in early September and January (approximately 1 hour visits) to discuss the Journey Boxes. He also reviewed the contents of the boxes in the Fall and Spring and advised 18 pre-service teachers in January 2012.

Nuñez and Nicole Arsmeyer assisted Salinas with her class (3 hour courses between September and May). They also assisted Dr. Salinas with at least 36, 15-30 minute student consultations. Nuñez also helped arrange meetings, workshops, and classroom visits.

**Goal 3. Provide curriculum and additional teaching resources to six AISD teachers working in dual language and/or bilingual programs and make the Journey Boxes available to the MACC.**
The 6 AISD teachers the Journey Boxes to develop over 20 Learning Boxes and 10 learning modules, and 4 quilts. They implemented the lessons during the last 2 months of the Spring semester.

Ms. Rodriguez’ class at Brentwood Elementary transformed cereal boxes into 15 biographical story boxes on prominent Tejano/a musicians, writers, politicians, teachers, and activists. Ms. Ayala Lewis’ students at Dawson Elementary assembled 2 tri-fold illustrated packets based primarily on interviews with their parents.

The fourth graders at Galindo and Wooten elementary school constructed one of the quilts (approximately 3’ x 4’) with squares that focused on music. Preparing the quilt involved class discussions on historical symbols, and research and writing assignments on Tejano/a people, events, and the natural environment. In another case, a teacher assigned oral histories with family members on their migration patterns. The teacher used this to develop an understanding of Tejano/a history during the 19th and 20th centuries.

Goal 4. Enhance the effectiveness of teaching Tejano/a history and insure that the pre-service teachers and the AISD teachers receive at least 6 hours of professional development.

Over 150 hours were involved in the professional development of the pre-service and AISD teachers. Dr. Fránquiz and Ms. Nuñez visited their classrooms at least 10 times during the Fall semester and on 23 occasions during the Spring semester to provide them guidance and support. This continued in the Spring semester when the THCP convened the 6 teachers and project staff during 6, 3-hour work sessions (January 26, February 8, February 22, March 21, April 1, and May 2).

The project staff also organized the May 7 assembly which included important interactions between the 6 AISD teachers, 4 members of the THCP staff, 28 pre-service teachers, about 6 parents, and well over 118 fourth graders. Part of the summer has been devoted to yet another set of interactions in curriculum development meetings (5 days of activities between 9 am and 4 pm during June and July). These meetings, supervised by Dr. Fránquiz and Dr. Salinas and attended by Ms. Nuñez have involved 4 AISD teachers. This has earned AISD teachers credit for over 6 hours of professional development to enhance their careers.

The THCP also arranged for Mr. Dan Arellano, a well-known genealogist and Tejano/a history author, to visit 2 AISD teachers and their approximately 40 students in April to discuss Tejano/a history.

Goal 5. A one-day curriculum development workshop for teachers and pre-service teachers.
The project activities noted in Goal 4 substituted for the one-day curriculum development workshop and provided the AISD teachers and pre-service teachers with abundant opportunities to learn Tejano/a history content and enhance their teaching capabilities.

Formal presentations by the AISD teachers, the pre-service teachers, and the staff of the THCP also provided them professional development opportunities and brought significant public attention to the project. The talks by 4 AISD teachers during Tejano/a Monument conference, for instance, helped them develop their instructional and presentation skills and disseminate information regarding the THCP. The participation of Dr. Fránquiz and Dr. Salinas also advanced the importance of Tejano/a history in the public schools and provided Tejano/a historical content and pedagogical advice to large audiences of teachers and university professors. Cases in point are presentations by Dr. Fránquiz, Dr. Salinas, and 2 pre-service teachers at the February 2012 National Association of Bilingual Educators conference before 75 teachers.

Members of the project will continue to reach a combined audience of approximately 150 persons in professional development conferences for public school teachers. Dr. Zamora will be making a presentation on the project at the “Exploring Texas Workshop Series,” sponsored by the Texas State Historical Association and three of the Texas Education Agency’s Education Service Centers (Region VI, X, and XIII) on August 9-10, 2012 at the Bob Bullock State History Museum and University of Texas at Austin. Dr. Zamora has also been invited by the President of the Mexican American School Board Association (and member of the AISD School Board) to address the organization’s 2012 annual meeting in Austin on the work of the THCP. A presentation organized by Dr. Fránquiz will highlight four AISD teachers at the forthcoming annual conference of the Texas Association of Bilingual Educators to be held in the Henry B. Gonzalez Convention Center in San Antonio, October 26-27, 2012.

**Goal 6.** Enhance the capabilities of the MACC to support cultural and historical research through reference material, including the project’s curriculum.

The THCP subcontracted with the center to purchase materials and secure the personnel necessary to organize a series of summer camps for children on Tejano/a history and the arts. The MACC has sponsored three events. In February, it directed a week-long workshop for 25 children that involved learning activities on Tejano/a history. In March, three staff members accompanied 15 children to the Tejano/a Monument parade and unveiling ceremonies. They also sponsored a public celebration after the unveiling ceremonies with performances by a student ballet folklórico group, a student mariachi ensemble from the Rio Grande Valley, and a professional Mexican American conjunto. The event attracted an audience of well over 200 performers, parents, and children. The MACC will also be sponsoring summer camps in June, July, and August (see #7 below)
The THCP was able to exceed expectations in a significant way when Zamora arranged for book donations on Tejano/a history and related subjects to the MACC library. The number of donated novels, history books, and reference publications total 1,200. This doubled the holdings of the MACC library between November 2011 and April 2012. The THCP will also make available electronic copies of the project’s 38 Journey Boxes and teaching modules. Hundreds of patrons visit the MACC every day, and at least 10 of them use the library on a daily basis.

**Goal 7. Incorporate the curriculum into the MACC summer camps.**

The MACC staff will continue to organize camps during the summer. They estimate that 3 additional camps could attract as many as 75 additional children and approximately 10 parents. At least 2 teachers and 3 artists will be using the instructional materials generated by the THCP to organize pedagogically sound cultural activities with Tejano/a history content. The expectation is that the summer camp experience and access to the curriculum in the project’s web site will allow the MACC staff to continue including Tejano/a history curriculum into their educational programs for children.

**Goal 8. Contribute to the unveiling ceremonies of the Tejano Monument on the state capitol grounds in March 2012.**

Dr. Zamora, Dr. Tijerina, and Mr. Molina spoke to about 70 elementary school students in preparation for the unveiling ceremonies and Dr. Salinas participated in the groundbreaking ceremonies and reception that included an audience of about 200 persons. Approximately 140 children from AISD and an additional 15 from the MACC, along with about 10 parents, the 6 AISD teachers, and 20 pre-service teachers participated in the ceremonies on March 29. Six of the students—three boys and three girls—also took part in the unveiling of the boy and girl figures in the statuary. The Executive Board of the Tejano/a Monument had requested that the six students participate and that the entire group of about 140 students lead an audience of well over 1,000 persons of all ages and ethnic backgrounds in reciting of the Pledge of Allegiance.

The children also entered into conversations with members of the audience on Tejano/a history and visited an exhibit of their classroom work at the Capitol building (organized by the THCP staff) that was viewed by hundreds of persons. Approximately 75 of the children, ten parents, the six AISD teachers, and the THCP staff also participated in a parade on April 1 before approximately 2,000 persons of all ages and ethnic backgrounds on Austin’s Congress Avenue.

**IV. Communications Summary**

The grant was promoted in our immediate and more distant communities. The more immediate surroundings included constituencies associated with our collaborating
institutions, especially the Tejano Monument project, the parent organization of the THCP. The project incorporated the Executive Board of the Tejano Monument, the THCP staff, pre-service teachers, AISD teachers, and the elementary school children in all of the well-publicized and well-attended activities leading up to and including the unveiling of the monument in March 2012. These activities included the groundbreaking ceremonies, the unveiling ceremonies, a scholarly conference, and a parade. Members of the Executive Board always encouraged KGBTexas, its public relations firm, to acknowledge the THCP as their most important initiative in promoting Tejano/a history alongside the Tejano Monument. The other collaborating institutions also promoted the THCP and acknowledged its funding sponsors.

The University of Texas consistently described the THCP as an example of the kind of community engagement initiative that they valued. The following selected electronic news articles and announcements from university offices indicate as much: the university media office (http://www.utexas.edu/news/2012/03/27/tejano_monument); the Department of History (http://www.utexas.edu/cola/depts/history/news/4563, http://www.utexas.edu/cola/depts/history/news/4794); the College of Education (http://www.edb.utexas.edu/education/news/2012/tejanos/); and the Texas Exes Association (http://alcalde.texasesxes.org/2012/03/ut-and-texas-celebrating-new-tejano-monument/).

AISD’s Multicultural Outreach Office also gave valuable publicity to its relations with the THCP and collaborating institutions. Their staff provided reports to the members of the school board on their collaborative ties with the Tejano Monument and THCP, used press releases, their electronic schedule of public school events, and AustinTV (Channel 22) to publicize our activities, used different media outlets to announce their support (secured busses for the children to attend the unveiling ceremonies and the parade), and published articles in the district’s web page (http://www.austinisd.org/articles/austin-isd-students-unveil-tejano-monument-teachers-collaborate-university-curriculum).

The MACC also reported on its collaborative activities with reports to its Board that were transmitted to its parent division, Parks and Recreation, and the Austin City Council. The MACC also used its web site to report regularly to its patrons on the different THCP at the Center. Our collaboration with the City of Austin (through MACC and Parks and Recreation) contributed to the decision by the Council to pass a resolution sponsoring the Tejano Monument parade which included children and parents associated with the MACC.

The THCP also reached out to the parents of the 118 AISD children through homework assignments (especially oral histories) and at least 40 of them were motivated enough to participate in various activities including classroom visitations, the unveiling ceremony, and the parade. Other students, parents, and employees in the participating schools also learned of THCP activities in school assemblies and through
announcements. Some results included a decision by the principal of Galindo Elementary School to request that approximately twenty other children from her school be allowed to participate in the unveiling ceremony and the parade. Another group of approximately 20 children from a cooperating school also attended the May 7 assembly.

We reached more distant communities through larger media outlets and professional conferences. Dr. Zamora, for example, published an article in the Austin American Statesman that underscored our collaborative network and the work of the THCP (“Beyond the Tejano Monument,” March 28, 2012, http://www.statesman.com/opinion/zamora-beyond-the-tejano-monument-2267630.html). He also published an article in TeachingTexas.Org (“Teaching Tejano,” May 2012, http://www.teachingtexas.org/enewsletter/may2012) the electronic newsletter of the Texas State Historical Association, the leading professional organization in Texas that promotes Texas history through a number of venues, including teacher training workshops and statewide history competitions among high school students.

We were fortunate to be associated with the Tejano Monument project and its contractual relations with KGBTexas, a highly effective public relations and advertising firm. KGBTexas developed a plan that incorporated the THCP as an adjunct of the Tejano Monument Project. As a consequence, the THCP benefitted from the extensive coverage in the form of press advisories, press releases, and articles as well as the arrangements for media coverage in the form of articles, interviews and reports on our activities and results. In other words, we benefitted from a well-organized and effective outreach that went beyond our already impressive communications noted previously. The television, radio, and print media coverage of the unveiling of the Tejano Monument along includes more than 175 units of coverage (Noted in the next section as: KGBT, “Tejano Monument Unveiling—Media Coverage,” April 2012).

The THCP staff also constructed a digital slide presentation on project activities that it used at the Tejano Monument Conference, at a lunch meeting of UT’s Faculty Association, and a board meeting of the Tejano Monument. We have also developed a web site for the project at the University of Texas. The site—which is still under construction—contains photos, videos, and bilingual narratives that describe and reproduce project activities, including the Journey Boxes, the Learning Boxes, Biography Boxes, quilts, exhibits, links to other learning modules, and suggested classroom activities. We expect the site to be operational by August and serve as a valuable source of instructional materials that conform with the state’s standard curriculum and offer teachers and students an interesting and expanded understanding of Tejano and Texas history.

Although we have promoted results through many of the aforementioned activities noted here and in previous sections, we have begun to share the final outcomes mostly through presentations at professional conferences. These include:
1. The 2011 National Association of Bilingual Educators Conference;
2. The 2012 Texas Education Agency/Texas State Historical Association
3. The 2012 Texas Association of Bilingual Educators Conference;
4. The 2012 Mexican American School Board Association Conference; and
5. The 2013 NABE Conference.

In all of our communications about the project and its results, we have acknowledged our collaborative ties as a model for curriculum development and implementation, our serious commitment to learning among our public school youth, our dedication to the teaching of Tejano history, and our appreciation for the support that we have received from the Walmart foundation, the International Bank of Commerce, and Ramirez Ltd.

V. PROMOTIONAL/MEDIA MATERIALS

The following includes the different kinds of promotional/media materials that addressed various aspects of the THCP, its collaborating institutions, and sponsors. It includes the project’s web site, a slide presentation that introduces the project, media reports, feature articles, newsletter and newspaper articles by Zamora, a list of over 175 media products on the Tejano Monument compiled by KGBTexas. The latter includes numerous items that acknowledged the THCP. The promotional/media aspect of the project was extensive and effective.

2. Project’s slide presentation:
   http://www.utexas.edu/staff/hfsa/pdfs/TejanoHistoryCurriculum.pdf
3. University of Texas media report:
   http://www.utexas.edu/news/2012/03/27/tejano_monument
4. Department of History feature:
   http://www.utexas.edu/cola/depts/history/news/4563,
   http://www.utexas.edu/cola/depts/history/news/4794
5. College of Education feature on Franquiz and Salinas and project:
   http://www.edb.utexas.edu/education/news/2012/tejanos/
VI. SUSTAINABILITY SUMMARY

Our original plan was to devote the first year to creating the curriculum and providing public access. We now wish to devote the next year to two goals: a refinement of our Journey Boxes and Learning Boxes with an expanded set of primary documents that would be included in the project web site; and a fuller dissemination of our results by hosting professional development workshop for public school teachers, in collaboration with the Texas State Historical Association (TSHA) and six of the Texas Education Agency’s (TEA) Educational Resource Centers (Region 1, Edinburg; Region 2, Corpus Christi; Region 4, Houston; Region 13, Austin; Region 19, El Paso; and Region 20, San Antonio).

One of our unexpected challenges was the difficulty in obtaining primary documents for our boxes. We provided our teachers with sufficient materials to develop their learning modules, however, they often found themselves in need of additional documents. We wish to continue the research to identify additional materials (at least 3-5 more documents) and to post them in the electronic copies of our Journey Boxes.

We also plan to use the model established by TEA in collaboration with the Texas State Historical Association to provide teachers from throughout Texas the opportunity to advance their content and pedagogical knowledge on Tejano/a history in workshop settings. The TSHA/TEA’s “Exploring Texas Workshop Series” offers guidance and advice from scholars, master teachers, organizations known for their expertise in Texas history.

We wish to use our experience and project outcomes to form four teams of presenters consisting of one master teacher and one scholar from our project and host professional development workshops with 20-30 elementary and secondary teachers at each of the six Educational Resource Centers. The content of our audio-visual presentation will feature the project’s teaching modules and techniques for the implementation of Tejano/a history in elementary and secondary grades. We will underscore the relation of our modules to the state’s standard curriculum and encourage the teachers (especially the secondary school teachers) to use our web site as a resource for advising students on statewide history competitions (e.g., TSHA’s History Day and the University of Texas’ Historia y Comunidad essay competition on Tejano/a history).

The experience of developing and implementing curriculum on Tejano/a history by an extraordinary group of professionals and students encourages us to plan a second year of research and dissemination activities. Our hope is that other school districts
may be encouraged to promote Tejano/a history as an important subject matter in itself and as an excellent means for teaching important academic skills and encouraging sound learning practices. This goal acquires special importance when one considers that the Latino-origin student population is growing exponentially and that our schools should implement curriculum that encourages improved understanding across ethnic divides.

Our hope is that the Walmart Foundation would be favorably disposed to entertain a proposal for a continuation project. The Executive Board of the Tejano Monument Project is approaching other possible funding sources, but its members have decided that the Walmart continues to be a logical partner in our initiative to develop, implement, and now disseminate our much needed curriculum on Tejano/a history.

VII. Lessons Learned

Our major setback occurred when we did not receive the expected funding until four months after the date of the start of the project. This meant that we had to re-design the project in September, but maintain a commitment to it in the event that we received the necessary funding. We first decided to abandon some plans, including consultations with a group of professional historians and a professional development workshop for the pre-service and AISD teachers.

Despite this problem, the THCP continued with its basic plans. Dr. Salinas taught the curriculum development class with pre-service teachers. Dr. Fránquiz arranged for the six AISD teachers to agree to work with us and to begin discussions on how to implement Tejano/a history materials already at their disposal. Dr. Zamora initiated the research and began to advise the pre-service teachers on the construction of the Journey Boxes.

As suggested above, we learned that our level of commitment to the project and the required collaboration was high. We were also encouraged by the interest in our project shown by representatives of the collaborating institutions, especially the members of the Executive Board of the Tejano Monument Project. The members of the Board offered continued encouragement to the point of promising to secure funding to insure that the project succeeded. This turned out to be an important development since Walmart was only able to grant us $100,000. Mr. Renato Ramirez, a member of the Executive Board, helped us secure an additional $34,864, the rest of the funding for the project.

We also learned that the internet is not yet capable of providing access to the large number of documentary and archival material that we wanted for our Journey Boxes. As it turned out, we were able to identify and secure a sufficient number. In some instance, we had to visit archival collections to secure additional materials. This is not an economical approach especially since we were facing time and funding restrictions in the Fall semester. In other words, we were dependent on internet sources that we thought would provide us with a voluminous amount of material. We conclude
that the field of Mexican American history and its subset of Tejano/a history is still in its infancy and that we need to digitize additional materials to enrich our instructional materials. This is the reason why we are now requesting that a continuation grant from an institution like the Walmart Foundation fund research activities for 2-3 months that can lead to a more robust collection of digitized documents on Tejano/a history.