

History in Literature: Mother Tongue by Demetria Martinez

Mother Tongue is a book that is set in Albuquerque, New Mexico’s Old Town neighborhood in the midst of the Sanctuary Movement during the 1980s. The war in El Salvador pushed many *Salvadoreños* to seek asylum in the U.S. and Canada.

Demetria Martinez, a native New Mexican writer, was a journalist writing for the National Catholic Reporter which was covering the Sanctuary Movement and the experiences of Salvadoran refugees. Her journalistic work paved the way for the writing of Mother Tongue. Demetria says writing this book was a “magical experience.” Even though Mother Tongue is a fictional story, it helps us understand the *historical significance* of New Mexican Chicana/o involvement in the Sanctuary Movement and the experience of a Salvadoran refugee man as he confronts war trauma. Mother Tongue is an example of a social justice testimony detailing the love we have for one another and the importance of being in solidarity with one another as we advocate for a healthier society and for all people to live in peace and with dignity.

Compelling Questions	How do we develop social awareness about issues happening in the world? How do we develop political awareness about ourselves, our place, our community, the country, and the world?	
	<p style="text-align: center;">High School World History</p> <p>1900–1980: Conflict and Self-Determination Expand Topics may include but are not limited to Mexican Revolution, Pinochet in Chile, Cuban Revolution, Cold War, etc.... EL SALVADOR</p> <p>EL SALVADOR CIVIL WAR 1979-1992 – US Presidents during this time were Jimmy Carter (1977-1981), Ronald Regan (1981-1989), and George Bush (1989-1993)</p>	
Standards and Practices	<p>Anchor Standard <i>The student demonstrates an understanding of:</i></p>	<p>Performance Standard <i>Therefore, the student is able to:</i></p>
	<p>History 15. Historical Change, Continuity, Context, and Reconciliation</p>	<p>9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.</p> <ul style="list-style-type: none"> ● 9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies. ● 9-12.WH.21. Examine how historical events and development
Staging the Question	How do we become aware of what is happening in the world? What do you know about El Salvador?	

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What do you know about El Salvador? What do you know about El Salvador during the 1980s? What do you want to know about El Salvador? Why is it important to learn about El Salvador? Why is it important to learn about different countries in the world?</p>	<p>What do you know about the Sanctuary and Solidarity Movement in New Mexico? What do you know about the Sanctuary and Solidarity Movement in the United States? Do we still need Sanctuary and Solidarity movements in the US? Why or Why not? Why is the book called <u>Mother Tongue</u>?</p>	<p>How do poetry and music impact the way we see and think of ourselves in the world? How do poetry and music impact the way we see and think of our community, our country and the world? Why is spirituality important in a movement or when people decide to take action?</p>
Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3
<p>1. Whole Class Activity, before reading the book, read/listen to the sources below:</p> <p>a. Who is Demetria Martinez? Read about the author</p> <p>b. Read the 7 pillars of colonialism and discuss questions</p> <p>c. Read <u>Wilfred, a boy from El Salvador</u></p> <p>d. The War in El Salvador/Salvadoran Civil war 1979-1992</p> <p>e. Listen to Demetria Martinez and how she learned about El Salvador.</p> <p>2. Discuss as a whole class, or in groups, what students have learned about El Salvador and Demetria Martinez.</p> <p>3. Read excerpt: <u>Mother Tongue Chapter 1</u></p> <p>4. Write/Think/Draw: Form Group Dialogue Circles and co-write Journal entry for Chapter 1</p> <p>5. Whole Class: Listen to Demetria's Advice - compare advice to what the character Soledad offers the reader</p>	<p>PART 1</p> <p>After Formative Performance Task 1,</p> <ol style="list-style-type: none"> Listen to how Demetria learned about El Salvador, the Sanctuary Movement, and the Solidarity Movement <p>Read Book: <u>Mother Tongue Chapter 2</u></p> <p>Write/Think/Draw: Form Group Dialogue Circles and co-write Journal entry for Chapter 2</p> <p>Groups share with the whole class</p> <p>PART 2</p> <ol style="list-style-type: none"> Listen to song by Ali Perros Read the poem, "Nativity," by Demetria Martinez Listen to Demetria talk about her trial Read poems by Roque Dalton More poems by Pablo Neruda More poems by Claribel Alegria <p>Read Book: <u>Mother Tongue Chapter 3</u></p> <p>Write/Think/Draw: Form Group Dialogue Circles and co-write Journal entry for Chapter 3</p> <p>Groups share with the whole class</p>	<p>PART 1</p> <p>After Formative Performance Task 2,</p> <ol style="list-style-type: none"> Listen to Demetria Martinez explain why music and poetry are important Violet Parra- listen and analyze music Victor Jara- listen and analyze music Yolocambo- listen and analyze music Aretha Franklin- listen and analyze music <p>Read Book: <u>Mother Tongue Chapter 4</u></p> <p>Write/Think/Draw: Form Group Dialogue Circles and co-write Journal entry for Chapter 4</p> <p>Groups share with the whole class</p> <p>PART 2</p> <p>Read Book: <u>Mother Tongue Chapter 5 and Epilogue</u></p> <p>Write/Think/Draw: Form Group Dialogue Circles and co-write Journal entry for Chapter 5 and Epilogue</p> <p>Listen to Demetria Martinez's process of writing the book, what characters meant to her, and what she believes the book is about.</p> <p>Discuss and Share final thoughts</p>

		about the book.
Featured Sources	Featured Sources	Featured Sources
OPEN FOLDER: 1. Formative Performance Task -SOURCES Inside folder, you will find: <ol style="list-style-type: none"> 1. Pre-reading Instructions for Chapter 1, links in folder. 2. Demetria Martinez’s biography 3. Before reading, listen to Audio Clip “Demetria Martinez where she grew up and how she developed a political consciousness” 4. 7 pillars of colonialism and discussion questions 5. “Wilfred, a boy from El Salvador” 6. Instructions for Dialogue Circle and Group Journal for Chapter 1 7. Student Handout: Dialogue Circle & Group Journal Chapter 1 8. Audio Clip: Demetria Martinez’s advice to youth 	OPEN FOLDER: 2. Formative Performance Task -SOURCES Inside folder, you will find: <ol style="list-style-type: none"> 1. Pre-reading Instructions for Chapter 2, links in folder. 2. Audio Clip: How Demetria Martinez learned about El Salvador 3. Group Dialogue Circle and Journal Questions Chapter 2 4. Pre-reading Instruction- for Chapter 3 5. Audio Clip: Demetria Martinez’s Trial 6. Group Dialogue Circle and Journal Questions Chapter 3 7. Student Handout: Dialogue Circle & Group Journal Chapters 2 and 3 	OPEN FOLDER: 3. Formative Performance Task -SOURCES Inside folder, you will find: <ol style="list-style-type: none"> 1. Pre-reading Instructions for Chapter 4, links in folder. 2. Audio Clip: Demetria Martinez on the importance of music 3. Group Dialogue Circle and Journal Questions Chapter 4 4. Group Dialogue Circle and Journal Questions Chapter 5 5. Audio Clip: Demetria Martinez’s on her characters 6. Audio Clip: Demetria Martinez’s on the process of writing her book 7. Audio Clip: Demetria Martinez on what she believes the book is about 8. Student Handout: Dialogue Circle & Group Journal Chapters 4, 5, and Epilogue

Summative Performance Task	Argument	What are lessons we learn from El Salvador? How will you take this information to inform the way you look at the world and US politics, economics, civil war, war, refugees, asylum seekers and genocide? Explain. In addition, think about how your community can support people who are seeking refuge, and who might be fleeing genocide, war, persecution, hunger/etc... what support systems do people need?
	Extension	Throughout the book, we read poems. How have poems and music impacted the way you/we see and understand the world, the US, the state, and your local community? How have these poems and songs impacted the way you live your life and/or the way you want to live your life? How and Why? Explain.
Taking Informed Action	Archiving violence that is happening in our community and its impact in order to prevent it from happening again. Review the website <i>Surviving Memory in Postwar El Salvador</i> https://www.elsalvadorsmemory.org/ The website says they are documenting and archiving the war in El Salvador from 1980-1992	

because they do not want something like this violence to happen again in the future. Do you think projects like this one will prevent violence in the future? How? Why? Does this website help to raise our political conscious on the effects of war, violence and genocide.

How can we document the violence we are living so it does not happen again in our community?

Create a living archive in order to prevent harm and violence in our community:

1. Think about ways we can stand in solidarity with people seeking refuge, asylum? Create a plan of action to support refugees and people seeking asylum in your community.
1. Are we a sanctuary school? City? State. If not, what are ways we can become a sanctuary city, and/ or school?
2. Think about ways we can fight for peace/no war/no genocide. What actions can you take as a class to advocate for a peaceful world?
3. Write a poem song that can inspire future generations to keep fighting for humanity, people, peace, etc...