

PORTRAIT OF A MEMORY

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For this project, we are asking you to think back on everyday moments from your life that helped to shape who you are today. You will be creating a portrait of one of these memories.

FAMILY PICTURES

CUADROS DE FAMILIA



Introduction / Introducción
SANDRA CISNEROS

Paintings & stories / Cuadros y relatos
CARMEN LOMAS GARZA



I felt for me personally that I wanted to do images that were celebrative of our culture, of our lives—things that were from the everyday life, you know, things that we grew up with. So I very purposefully chose to go back to my childhood. I remember distinctly the things that people were doing, even the smells, and the sounds and the colors, most especially the colors.

Carmen Lomas Garza



From *Family Pictures • Cuadros de familia* by Carmen Lomas Garza

Hammerhead Shark

This picture is about the times my family went to Padre Island in the Gulf of Mexico to go swimming. Once when we got there, a fisherman had just caught a big hammerhead shark at the end of the pier. How he got the shark to the beach, I never found out. It was scary to see because it was big enough to swallow a little kid whole.

Tiburón martillo

Este cuadro trata de las veces que mi familia iba a nadar a la Isla del Padre en el Golfo de México. Una vez cuando llegamos, un pescador acababa de atrapar a un tiburón martillo al cabo del muelle. Cómo logró llevar al tiburón a la playa, nunca me enteré. Daba mucho miedo ver al tiburón, porque era tan grande que hubiera podido tragar a un niño pequeño de un solo bocado.



STEPS

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1

Locating Memories

Take 5 - 10 minutes to write a list of any formative, everyday memories that come to mind. This list is just for yourself, so use only as many words as you need to identify the memory for yourself.

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1. The kite that got away, Caro
2. Listening to "Daydream Believer," back of the Vega, Wendy's parking lot, sun through the windows
3. Woke up on the wrong bus, 1st semester of Hampshire
4. Downed glider pilot, middle of Nevada
5. Climbing the maple tree
6. Grandma's filozes
7. Construction project, Jones Drive
8. Setting World Records with CC
9. Thunderstorm, canoeing on Wick's Lake
10. The dog and the porcupine
11. Early morning, day before S was born
12. Riding around in the Rambler, hole in the floorboards
13. RFD Boys playing at the Pretzel Bell
14. When John saved the man from electrocution, VT, general store
15. Picking citrus at Grandpa's
16. Tracing the patterns of Persian carpets
17. Tornado warnings in the school basement

STEPS

2 Selection

Choose one of the memories from your list. Here are some considerations for your selection:

- Choose a memory you're comfortable sharing with others in the course.
- Choose a memory that helps shape who you are today, or that communicates something important about your family culture.
- Choose a memory that has strong visual and other sensory components.

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Inspiration

There are infinite ways to gather inspiration to help spark your own creative process:

- Explore other works by [Carmen Lomas Garza](#).
- Take a look at this presentation of various artworks.
- Spend time in nature.
- Listen to music.
- Watch a film that has an aesthetic which interests you.

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What You Might Gather from these Sources of Inspiration

- Ideas on use of artistic media
- Color schemes
- General moods
- Textures or patterns

STEPS

4

Planning and Experimenting

- Create a quick sketch or two to start to work out how you might communicate the memory visually.
- Experiment with artistic media and choose what artistic media you would like to use.
- You can add notes to your sketch or media experiments to help capture ideas and discoveries that will inform the artwork.

STEPS

4

Planning and Experimenting

- Create a quick sketch or two to start to work out how you might communicate the memory visually.
- Choose what artistic media you would like to use
- Experiment a bit with those media to prepare for creating your piece.

Questions to Consider in the Planning Phase

- From what vantage point will you show your memory?
- What colors will you use?
- How abstract or representative will your work be?
- How large or small?

STEPS



5

Create an Artwork that Visually Communicates your Memory

- Be kind to yourself as you work and give your piece time to take shape, free of judgement.
- Be open to your piece heading in a different direction than how you originally envisioned it.
- Step back from your piece from time to time, or take a break and return as you consider next steps and the process of elaborating your idea

STEPS

6

Create a Written Narrative to Accompany Your Portrait of a Memory

- For this project, the visual and written components work together to tell the story of your memory
- What sensory or narrative elements might you capture in writing that cannot be captured visually
- If the memory played out in a language besides English, consider writing your narrative in that language

7

Post your Portrait of a Memory on [Padlet](#)

- If you are comfortable sharing your artwork with the rest of the class, then you can also upload your images to the [Portrait of a Memory Padlet](#) found under the Padlets for Sharing page from the left-hand site menu. For help with uploading to a Padlet, you can watch the video tutorial [“Uploading Files to Padlet”](#) on the Tech Tutorials page.

TESOL's
6 Principles for
Exemplary
Teaching of
English Learners

1. Know Your Students

Teachers embrace and leverage the resources that learners bring to the classroom to enhance learning.

[Teachers] try to determine what gifts and talents students bring to the classroom, what interests motivate them, what life experiences they have had that are curriculum-related, and what else in their backgrounds has influenced their personalities and beliefs.

2. Create Conditions for Language Learning

Teachers promote an emotionally positive and organized classroom, with attention to reducing students' anxiety and developing trust.

Teachers invite and support students' home languages and cultures as essential to building rich understandings.

Teachers prompt students to make connections from their learning to their own lives.

Teachers build a repertoire of learning tasks that students enjoy and experience as inherently motivating.