



Boulder County Latino History Project

Lesson Plans

Title: *Remedios*: Traditional Home Remedies

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Overview

Lesson Overview	<p>Home-produced remedies (<i>remedios</i>) are widely valued in Latina/o communities. Latinos often continue to love and use shared remedies for cures and prevention. Many Latina/o students carry a wealth of knowledge related to the <i>remedios</i> used for health and wellness within their families and communities. All student can share and learn from home-based <i>remedios</i> that have been used for centuries.</p> <p>Students will draw historical and community connections by creating a writing instructional sample which will be a “how to” make and use a home remedy.</p> <p>Students will create a collective Remedies/<i>Remedios</i> book in dictionary format.</p>
Author(s)	Rosalinda Rojas
Grade Level/ Course	Elementary, K-3
Standards	<p>2nd Grade Social Studies Standard (SVVSD)</p> <ul style="list-style-type: none"> • Identify history as the story of the past preserved in various sources (1.1.d) DOK 1 <p>2nd Grade Writing Standard (SVVSD)</p> <ul style="list-style-type: none"> • Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format (3.2.b)
Time Required	1-3 days, 30-45 minutes per day
Topics	Families, Health/medicine/healing, Women Outline topic: Health and medicine
Time Periods	1900s-1910s, 1920s-1930s, 1940-1965, 1966-1980, 1980s-1990s, 2000-2013
Tags (keywords)	Remedies, remedios, family, Families, Health/medicine/healing, Women

Preparation (*Links to worksheets, primary sources and other materials*):

Materials	<ol style="list-style-type: none"> 1. Paper with sequencing transition words to do 'How to' 2. Pencils, colors paper 3. An example of a remedy that you use or would use 4. Chart paper
Resources/Links	<p>Primary source set: "Food, Health, and Medicine, 1900-1980" http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/Primary-source-set - Food-Health-and-Medicine-1900-1980 .pdf</p> <p>Alicia Sanchez, who founded the Clinica Campesina in Lafayette: http://bocolatinohistory.colorado.edu/photograph/alicia-juarez-sanchez-and-her-award</p> <p>Prior to around 1950, and for some Latino families long after that, going to the doctor or a hospital when they were sick or had a minor injury was not an option. Few people had the money, resources, or time away from work to go to see doctors. Likewise, professional /medical people rarely spoke Spanish and many Latina women kept personal issues private; therefore, they often did not reveal specific female issues to male doctors. The responsibility for preparing remedies and taking care of those who were ill therefore fell upon family members, particularly senior women. Many had wide knowledge of plants and how they could be used to treat illness or injuries, and they grew common ones they needed as specific ingredients for remedies. They were thus practicing alternative / non-traditional medicine, prevention, and health practices long before these became fashionable. Starting in the late 1970s, the Clinica Campesina in Lafayette, founded by Alicia Sanchez, provided access to other kinds of medical care.</p>

Lesson Procedure *(Step by Step Instructions):*

<p>Day 1:</p> <ol style="list-style-type: none"> 1. Start lesson by asking students if their families use remedies or natural resources to cure themselves. If you have any, share one or two. Give them some history on how remedies were used for centuries. 2. Write down on chart paper if students have any ideas on what remedies are. 3. Tell them that they will be making a "How to Remedy" class dictionary.



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4. Tell students to ask their parents when they go home if they use any home remedies to cure themselves and how they do that. Tell students to take notes for their class remedy book.

Days 2 -3

1. When students come back with their notes, show students an example on how to write your remedy (may include pictures/illustration).
2. Have them start their writing for their remedy. If any student does not have notes, have them work in pairs or groups (if working in groups, they can divide jobs: illustrator, author, editor, etc.).
3. Editing will have to happen in the following days.
4. Collect final product to create a Home Remedy Book and have students put collective remedies / *remedios* in a class remedy dictionary book.

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

1. Collect paper draft of remedy process sheet
2. Final product = dictionary book

Students will need to understand and make connections as part of history through a writing sample on “how to” use a home remedy.

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