

# Culture Book



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## Culture in the Futura Classroom:

**Futura's Cultural Vision:** At Futura we believe that culture and language cannot be separated. You cannot know a language without understanding the cultures it represents and you cannot understand the depth of a culture unless you speak its language. We also recognize that students typically fall in love with a language because of their passion for culture. While inspiring students through cultural instruction, you have the opportunity to support our mission of Creating Lifelong Language Learners.

### Culture instruction is comprised of two parts:

*Notas culturales:* These are small snippets of culture mentioned during and related to vocabulary or grammar instruction. For example: when introducing food vocabulary bring in exotic fruits or vegetables that are popular in Latin America or when talking about house vocabulary discuss the difference of houses in Spanish speaking countries-often not a yard or a basement, sometimes have a courtyard, etc. These quick 1-minute mentions can be a part of your every-day classroom.

*In Depth Culture Instruction:* This will consist of topics that you will spend more time discussing. There are many lesson plans and supplementary materials in this resource ready to be shared with your students. The timeframe for these materials range from 10-minute discussions to several day units. Incorporate as much culture as possible into your classes to keep your students engaged and excited about the Spanish language and the Latino culture.

*\*Please note that culture is an addition not a replacement for academically-focused instruction in your classroom.*

### How to use this Culture Book: (Please do NOT write in this book!)

- **Tracking-** Use the tracking template at the end of the book (pp.192-195) to keep track of what lessons and supplements you use throughout the year with each grade level to vary the material for future years as much as possible. There may be some overlap with holiday materials from year to year but do your best to vary the rest of the material.
- **Complete Lesson Plans-** There are several full lesson plans included in this book that can be used as time permits. The lessons vary from one to several class periods and include a "Procedure" as well as resources needed to execute the topic. Consider preparing the copies and materials for one of the lessons and having them ready in case of an emergency for a substitute to follow and implement. Be sure the lesson(s) are age appropriate for your classes.
- **Supplementary Material with Optional Question/Fact sheets-** There is an extensive amount of printable information pages that can be added in throughout the year. A variety of optional

question sheets can be used in conjunction with the informational pages (pp.130-140) to create a longer discussion, an in-class activity, or a homework assignment.

- **After each assessment-** Use one of the printable info pages (with or without one of the question sheets) after each written assessment. Students can pick up the info sheet when they turn in their assessment giving them something quiet and constructive to complete while classmates are finishing up the quiz or test. Discuss as a class after all assessments are turned in, or assign for homework and discuss during the next class if time is limited.
- **"Cultura Jueves" (or similar)-** Using the resources in this book, create a weekly culture time in your class at the beginning or end of a particular day. Get students excited about the material and have them keep a "Cultura" section in their binders to track all of the wonderful cultural information they learn throughout the year.
- **Holidays and Special Events-** Choose from the plethora of "printables," lessons and information sheets to help educate your students about holidays. You may also use the information as a resource to educate yourself and for talking points to discuss and explain various holidays to your class.
- **Internet Supplement-** If you have access to the Internet in your classroom, preview and show video clips that correlate with the cultural material you are sharing with your classes. For example: If you are discussing Costa Rica and zip lining through the Cloud Forest is mentioned, have clips ready to show during the discussion. Another example might be playing Mariachi music when discussing Mexico's Independence Day or showing photos and clips of the Day of the Dead festivities in Oaxaca. *\*Please be sure to preview any videos clips in their entirety to ensure they are appropriate before showing them to your students.*
- **Making the topics come alive!** - Try to engage multiple senses when teaching about any given topic in this book. More specific examples are provided for each part of the book on each tab.

**For example:**

- Play traditional music from the country of focus during the lesson.
- Find culturally specific recipes and choose volunteers to make them for the class to try
- Use your budget to purchase and bring in traditional food/fruit/beverages/etc. for students to sample (Pan de Muertos from a Mexican grocery store for Día de los Muertos, non-alcoholic sangría during the Spain lessons, etc.)
- Encourage students to try traditional dances (find instructions online if needed)
- Show works of art in color (print them or use a computer or projector)
- If possible, bring in realia or artesanía from your travels that correlate with the lesson
- Play traditional children's games from the countries being studied. There are many choices in the Resource section in the back of the book.

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- **Optional Fact Sheets 1-6** -(pp.135-140) Vary the usage of these printable fact sheets that can correlate with information sheets from sections IV and V. Print on the back of one of the info sheets to create a more comprehensive activity and reflection.

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## Part I: Mexico & Spain

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### Classroom Notes and Ideas:

- **Optional Fact Sheets 1-6 in Part VI - (pp.135-140)** These printable fact sheets can correlate with information sheets from Mexico and Spain if desired. Print on the back of one of the info sheets to create a more comprehensive activity and reflection.
- **Make the topics come alive!** -
  - **Mexico:**
    - Show color pictures of corresponding places discussed like Chichén Itzá and Oaxaca.
    - Seek out and preview a video clip of the monarch migration.
    - Provide color pictures of the works of Diego and Frida when discussing *El elefante y la paloma*.
    - Encourage students to create Mexican dishes and bring them in to sample in the classroom such as tomares, horchata and enchiladas.
    - Play mariachi music for the class and/or teach 'la salsa' traditional dance
  - **Spain:**
    - Show color pictures/videos of the topics covered such as the Running of the Bulls and La Tomatina
    - Seek out Flamenco dance instruction for students to try out in the classroom
    - Bring in the ingredients for a simple tapa for the students to assemble and sample
    - Show color pictures of the works of Salvador Dalí



## México

**Capital:** México D.F. (La Ciudad de México)

**Location:** North America

**Population:** 127 million



**Chichén Itzá-** The most famous and best restored of the Yucatán Maya sites, Chichén Itzá, is one of the seven wonders of the world. It was built by the Mayan people and thrived from 600 A.D. until 1221. Today it is visited by tourists and religious people making pilgrimages.

**México D.F. (La Ciudad de México)-** Mexico City is built on a lake called Texcoco. The city is constantly sinking and has sunk more than 27 feet in some areas over the last 100 years. Mexico City has had many nicknames in the past including "City of the Palaces", "City of Hope" and "Capital in Movement".



More than 20 million people live in Mexico City and population has grown by more than 20 million people in just over 110 years. Mexico City is the largest metropolitan area in the western hemisphere and the largest Spanish-speaking city in the world. Over 600,000 U.S. Americans live in Mexico City; the largest concentration of Americans living outside of the USA.

**Guanajuato-** (pronounced wan-a-waa-toe), With fabulous theaters, internationally renowned festivals and several one-of-a-kind museums, Guanajuato is definitely one of Mexico's cultural hubs. Visitors can immerse themselves the city's cultural scene which is constantly hopping with theater performances, cultural celebrations, international film screenings, special exhibits and more. Some argue that Guanajuato is the most beautiful city in Mexico!



**Oaxaca-** is a well-known city for having one of the best Día de Los Muertos festivals in Mexico, a holiday celebrated in many parts of Latin America. In Mexico the festival can be traced back thousands of years ago to indigenous cultures such as the Zapotec and Aztec. In Oaxaca the Day of the Dead Festival starts at the end of October when families prepare the tombs for the return of the spirits. During this time tombs and home altars are decorated with flowers and families leave offerings for the spirits in the cemeteries.



## La Quinceañera

In Mexico and some other parts of Latin America, a girl who is having her 15th birthday is called a *quinceañera*. It is a combination of the Spanish words *quince* "fifteen" and *años* "years." The term may also be used to refer to a girl's 15th birthday party, although this is more often referred to as a "fiesta de quince años" or "fiesta de quinceañera."



This celebration traditionally marks a girl's coming of age and afterwards she is considered a mature person who is ready to assume family and social responsibilities. It is somewhat equivalent to a debutante ball, or a coming-out party though these tend to be associated exclusively with the upper class whereas a quinceañera may be celebrated by people of any social status. In the United States it has traditionally been the sixteenth birthday which is

celebrated most extravagantly as the "Sweet Sixteen," however the custom of the quinceañera is gaining popularity in the United States in recent years, particularly among Latino families.

A quinceañera celebration usually begins with a mass in church (*Misa de Acción de Gracias* or "thanksgiving mass") to give thanks for the girl making the transition to a young woman.



The girl wears a full-length ball gown in the color of her choice and carries a matching bouquet. Following the mass, the guests head to a banquet hall where the party will take place, or in rural communities, tables, chairs and a tent area may be set up outside to accommodate the festivities. The party is an extravagant affair that goes on for several hours. Flowers, balloons and decorations matching the birthday girl's dress are traditions. The party will consist of dinner and dancing, but there are also several special traditions that are a part of the celebration though these may vary regionally. The parents, godparents, and often other family members have roles to play in the celebration.

## La Quinceañera- Page 2

Here are some of the components of quinceañera celebrations that are common in Mexico:



• **Chambelanes:** Translated as "chamberlains," these are boys or young men who escort the quinceañera and perform a choreographed dance with her. The dance is referred to as a waltz, but often incorporates other dance styles.

• **La última muñeca** (the last doll): The birthday girl is presented with a doll which is said to be her last doll because after turning fifteen she will be too old to play with dolls anymore. As part of a ritual she passes the doll on to a sister or other younger family member.

- **El primer ramo de flores** (the first flower bouquet): the birthday girl is offered a bouquet of flowers which is symbolically the first flowers she is offered as a young woman.
- **Fifteen piñatas:** The girl breaks fifteen small piñatas, one for each year of her life.
- **High heeled shoes:** The birthday girl changes from flat shoes to high heeled shoes during the ceremony to symbolize her move to adulthood.



The party ends with the cutting of a multi-tiered birthday cake, and the guests sing the traditional birthday song, Las Mañanitas, to the birthday girl.

The quinceañera is celebrated on a grand scale and often ends up

being very costly for the family. For this reason, it is customary for the extended family and good family friends to make contributions, with money or help in providing the things that are necessary for the party. Some families may decide not to throw a party and will instead use the money that would have gone towards the celebration for the girl to go on a family trip instead.



1. What did you find the most surprising about the quinceañera?
2. Would you want to have a quinceañera?



## Las Mariposas- The Monarch Migration

Every year hundreds of millions of monarch butterflies embark on a great voyage of up to 3,000 miles in their annual migration from Canada and the United States to their wintering grounds in Mexico. Once in Mexico, the monarchs gather in the oyamel fir trees in the Mexican state of Michoacan.

The Monarch Butterfly Biosphere Reserve was recognized by UNESCO as a World Heritage site in 2008.

The protected area covers over 200 square miles. Within the Biosphere Reserve, there are a few areas



that are open to the public. Visiting the monarch butterfly reserves offers the visitor a chance to observe a natural phenomenon. Being surrounded by thousands of fluttering butterflies and seeing them covering the forest floor and weighing down the branches of the trees is truly an extraordinary experience.

Monarch butterflies spend the summer months in the United States and Canada. As the weather turns colder they head south. There are many reasons for their migration. Primarily, they cannot survive temperatures below 55°F and when the temperature falls below 40°F they become paralyzed. Also, adult monarchs consume nectar from flowers, so they need to go where they will find food.

Traveling at an average speed of 12 mph (but sometimes going up to 30 mph), the monarchs cover about 80 miles a day. They can fly at heights of up to 2 miles. They travel an average of 1,800 miles from the United States and Canada to the oyamel forests in Michoacan where they spend the winter.





Nombre: \_\_\_\_\_

## **Las Mariposas- The Monarch Migration**

Answer the questions using complete sentences.

1. Where do the monarchs migrate from? Where do they go in Mexico? How far do they travel?

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2. Why do the monarchs have to migrate in the winter?

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3. How far do the monarchs travel per day? How fast do they fly?

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4. Would you like to visit the Monarch Butterfly Biosphere Reserve in Mexico? Why or why not?

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## Diego Rivera and Frida Kahlo

### *El elefante y la paloma: The Elephant and the Dove*

#### **Cultural Opportunities:**

- Examine several of Rivera's murals and explain the meanings to the class. (Many websites have both excellent pictures of the murals as well as explanations of the imagery.)
- Mexican artists: Rivera, Kahlo, and others.  
Search for galleries of Kahlo and Rivera's work on the internet and share them with the class.

**\*\*Please screen pictures carefully before using in your classroom, as many of Kahlo's images can be very disturbing.**

#### **Assessments or Extensions:**

- Include a few questions about Kahlo and Rivera on the next quiz for extra credit.
- Have students choose a Mexican artist or, alternatively, a character in a painting by Kahlo or Rivera. Students will research their artist or painting, then prepare for a presentation to the class.
- Students could dress up as the artist or subject and speak of themselves in the first person, staying in character. (*"¡Buenos días! Me llamo Frida Kahlo."*)
- Celebrate Mexican culture with a class *fiesta*. Search for traditional recipes on the internet, such as salsa típica, enchiladas, chiles en nogada, chilaquiles, tacos el pastor etc. Students can present on their recipes or even try them at home to bring in for the class to sample.
- Print or show pictures on the projector of art work from both artists in color.
- Create a class "museo" where students explain self-portraits, inspired by Frida, using only Spanish.

## **El elefante y la paloma: The Elephant and the Dove**

### **Diego Rivera and Frida Kahlo**

An elephant and a dove? That seems like an odd pairing, doesn't it? Well, the oddness of the pairing was exactly the point. When Frida Kahlo announced to her family that she and Diego Rivera were getting married, her mother said it was like the pairing of an elephant with a dove. Part of her assessment was physical, as Diego was over six feet tall and weighed around 300 pounds while Frida was about 5'3" and around 100 pounds, but part of it was probably that her mother didn't care much for Diego—in her mind, a clunky elephant had no business with a graceful dove.



It turns out that Frida herself was torn about how she felt about Diego. Although they loved each other very much, they had a difficult marriage.

"I suffered two grave accidents in my life," Frida once said. "One in which a streetcar knocked me down ... The other accident is Diego."

Frida's life had never been uncomplicated. She was born in 1907 in Mexico City, Mexico, to a German father and a Mexican mother. At about age seven, she was struck with polio. Her right foot eventually turned outwards, and her whole leg was stunted and always remained shorter than the left. Her father took care of her and nursed her back to health. As soon as she was able, he encouraged her to play many sports (even though many of them were not typical for girls at the time) so that she could build up her strength. Frida's father, then one of the most famous photographers in Mexico, was immensely proud of her strength, her intellect, and her talents. When she was ready, he made sure that she was enrolled in the finest high school in all Mexico, the *Escuela Nacional Preparatoria* in Mexico City, which had just begun to admit girls.

It was there that Frida first met Diego. Diego was twenty years older, an artist who had been hired to create a mural at her school. Already, Diego was gaining respect and admiration world-wide for his art. Since returning to Mexico after studying art in Europe, Diego had been working on perfecting a type of art that would be available to ordinary people, not just people who had the money or the time to go to art museums. He wanted art to be in public places, so he decided to work with the same style that the artist *Michelangelo* had used during the Italian Renaissance to paint the Sistine Chapel: frescoes. Rivera painted his pictures on wet plaster, so that when the plaster dried, the art became a part of the building where he was working. Frida and Diego talked sometimes while he worked, but their relationship was just friendly at the time.

## Diego and Frida- Page 2

Around this same time, Frida's second disaster struck. While riding a city bus to school when she was eighteen, the bus was hit by a streetcar. Frida was badly injured when a piece of iron went through her pelvis and back. This was the second "grave accident" in her life, and the two disasters shaped the person she would become.

Frida never went back to school after the accident. She was confined to her bed for long periods of time as she was trying to recover, so her mother bought her paints and an easel that she could use while in bed. Frida began to paint. Before long, Frida met and befriended Tina Modotti, a photographer. Her friendship with Tina opened a new world as she began to meet other creative people that Tina knew. Frida's new friends were artists, and most of them were actively involved in supporting communism because they believed it was the best way of improving the world for poor and oppressed people. These new friendships were the ones that led to Frida and Diego's second meeting, because Diego Rivera happened to be the founder of the Young Communist League in Mexico. This time around, their relationship was different, and in 1929, when Frida was 22 and Diego 42, they married.



Both artists continued painting and using their art to express their political opinions. Diego focused primarily on Mexican culture, communist themes, indigenous people, workers, and revolution. Like Diego, Frida painted political themes frequently, but her art was also often intensely personal. One-third of all the paintings Frida did were self-portraits. These self-portraits were sometimes shocking. Besides the pain of polio and the streetcar disaster that required her to get more than 30 surgeries on her spine and her leg, Frida was saddened because she wasn't able to have children. Frida's painting often reflected the physical pain she was in, her loneliness and unhappiness when living for a while in the United States, and her troubled relationship with Diego. In one of Frida's paintings, she is shown with her heart exposed and her veins running to a twin. In another, we can see inside Frida to her spine, which has been painted as a crumbling stone column, and all her physical pain is represented with hundreds of nails in her skin. Even though there is so much pain in her art, Frida's paintings are often magical or surreal. People in the paintings may appear to float, Frida's eyebrows can be represented as a black bird in flight, entire worlds can appear in the water of a bathtub, and nature or animals can take on human features.



### Diego and Frida- Page 3

As Frida continued to paint, Diego was becoming more and more famous not just in Mexico, but also in the U.S. and around the world. His murals were in great demand, and he was hired to complete some in California, Michigan, and New York. His stubborn personality and communist politics sometimes got him in trouble, however. He was expelled from the Communist party in Mexico for not following party guidelines, but he was also fired from a mural project in New York for painting Lenin, a Communist leader, in the mural after Nelson Rockefeller asked him not to do it. Still, Diego was so well-respected that the art museum *Palacio de Bellas Artes* in Mexico City asked him if he would make the mural he planned for New York there instead. He agreed.



Diego and Frida each considered the other the best artist in all of Mexico. They traveled the world and painted many, many works. In the 1940's, however, Frida's health began to decline, and doctors started a series of surgeries on her spine and the leg that had suffered from polio. By the early 1950's, her health was getting seriously worse, but Frida continued to live with the same truthfulness to herself and love of being alive that she had always had. In 1954, when Frida finally had her first solo art show (a major triumph), her doctor forbade her to leave her bed to attend it. Naturally, Frida found a solution. She arrived in an ambulance and was carried in on a stretcher to attend the opening in the luxurious four-poster bed which she'd sent ahead to be waiting for her there. That same year, she got an infection in her right leg that led to it being amputated at the knee. Frida wasn't done yet, though. She got an artificial leg and after learning how to walk with it, she danced with her friends a few more times. Finally, in July of 1954, Frida Kahlo died in her sleep.

Three years later, Diego himself died of a heart attack in his studio. These two artists live on through their works and their vibrant personalities. Diego's simple lines and bold colors jump out at viewers in cities across Mexico and the U.S. who walk past his murals, and paintings by both Diego and Frida hang in art museums around the world. Beautiful, painful, bizarre, political, magical and mysterious: this is the world reflected by two great artists in Mexico.

## The Aztec



The Aztecs are known as a Mesoamerican culture from central Mexico who thrived from 1300 to 1521. During this time, the Aztec drifted through Mexico for about 200 years before they settled down in the swampy land around Lake Texcoco in the Valley of Mexico.

The Aztec adapted to their environment and built canoes to fish and hunt. They filled the marshes with a combination of reeds and stones and dirt to create more farmland and built dams to free even more land. Their engineers successfully built a lively city, with wide plazas and many shops, on a swamp, called Tenochtitlán.

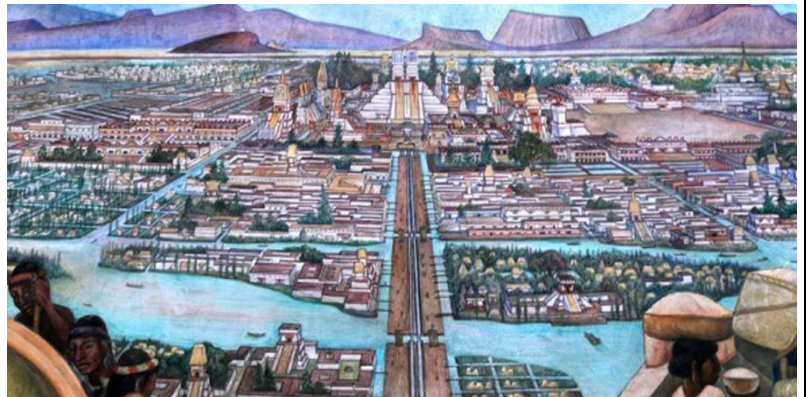
The ancient Aztecs believed in many gods, and each god had a job. For example, the sun god brought up the sun. If the sun god was unhappy, he would refuse to bring out the sun and all the crops would die. The Aztecs spent a huge amount of time making sure that all their gods were happy, time they could have spent gathering food or making needed goods.

They grew chile peppers, corn, tomatoes, beans, and squash on the floating gardens they built on the marshy waters. Their food was very spicy, and they put chile into almost everything. They made stews and tortillas and stuffed flat breads. They sweetened their food with honey. They hunted ducks and turkeys and all kinds of water fowl and birds and fished. They collected eggs and edible flowers. The Aztecs made a chocolate drink out of the cocoa bean and they invented the wonderful snack we call popcorn!

After they became established, the Aztec began conquering neighboring tribes. Soon, the entire Valley of Mexico was under their control. Other tribes had to pay tribute to them in the form of food, clothing, goods, and captives to feed the hungry Aztec gods. The Aztec believed in human sacrifice. That was one of the many reasons the other tribes hated and feared the Aztec. But the Aztec seemed unstoppable.

It was not until the 1500s, when the Spanish arrived, that the Aztec were conquered. The Spanish brought guns, dogs, horses, and disease. It was disease that conquered the Aztec and collapsed the Aztec Empire. The Spanish took over the entire region.

Today, in Mexico, there are about one million descendants of the ancient Aztec, living and working. Human sacrifice is no longer part of their festivals (thank goodness), but beautiful Aztec art and clever Aztec games are still enjoyed today.



## España - Extensive Lesson Plan

This extensive lesson focuses on numerous cultural aspects of Spain. The information pages can be used as a two-day lesson or as separate and sporadic cultural components in your class.

**Prep:** 15 minutes

**Materials:** World Map, Map of Spain, copies of the fact sheet, copies of information sheets for groups

**Target Concepts:**

- Cultural understanding of key traditions in Spain: Running of the Bulls, El Prado, Las Fallas, Spanish Tapas, La Tomatina, Flamenco dancing

**Notes:** This lesson is written to take two class periods. If that time frame is not desired, feel free to alter as needed. The information sheets can also be incorporated individually throughout the year if preferred.

**Procedure:**

1. Begin by showing the class the world map and reviewing previously learned regions that speak Spanish. (México, Central America, Caribbean, South America)
2. Sing or chant one of their favorite songs to review the above areas.
3. Ask the class where else Spanish is spoken in the world. Give them clues if needed such as: a country in Europe; a country that sounds like the name of the language they are learning; etc.
4. Get them excited about learning about Spain during today's class.
5. Show the map of Spain and point out popular tourist cities such as: Madrid, Toledo, Andalucía, etc.
6. Students will work in groups to summarize the material provided to them and come up with a creative way to "teach" the class that material. (Sing a song, act out a skit, make visual aids, bring in props, bring in color pictures, etc.)
7. Create 5 groups of 3 or 5 students (depending on the size of your class) and distribute one topic in this lesson to each group.
8. Give the students the remainder of the class (20-30 minutes) to work with their group on their presentation. Emphasize that all group members need to have equal roles in the preparation as well as the presentation of the material. Any groups not complete at the end of class will need to finish for homework. Encourage students to get phone numbers of group members if necessary.
9. Circle around the class and help students stay on task. Give them ideas if needed. Take notes on student behaviors to use for grading. If certain group members are not helping the group that will reflect in their grade for this assignment.
10. At the beginning of the next class period, give students a few minutes to practice with their group.



11. Hand out the blank Spain fact sheet to all students and explain that students will be filling in things they learn about Spain from four different groups while listening to the presentations. They do not need to fill in facts about the topic they are presenting.
12. Use the rubric included in this lesson to grade the groups as they present their material to the class. Cut the rubrics apart and grade students individually based on their class work time as well as their role in the presentation.
13. Collect the Spain fact sheets after all groups have presented and use them for a participation grade for the students.

**Suggested Tarea:** Students should complete the presentation for homework if they don't finish in class. Another option would be to give the students more class time the following class and push out the presentations by another day if time permits.

**Reinforcement Activities:** Map Illustration: Students draw and color the map of Spain using poster board and label important cities and popular destinations.

Optional discussion questions and follow up ideas- Use the questions and follow up ideas included in this lesson for extensions as time permits.

**Food:** Working alone or in pairs students research a popular dish of Spain, create it and bring it in for samples being mindful of allergies in the class.

**Extensions and Assessment Opportunities:** The presentations will be graded using the included rubric. Cut the rubrics apart and use them to grade as students present their topics to the class. Take into account your notes on use of class time.

On the next written assessment, consider adding a few questions about Spain. They could even be written on the board and students could answer them on the back of a quiz or test.

Bring in non-alcoholic sangría for students to try.

Elect volunteers to make tapas and bring them in for the class to sample.

Play Flamenco music and show traditional dance video during the discussion.

Show video of La Tomatina, Running of the Bulls and Las Fallas (preview all video clips first).

Print pictures or show pictures on the projector of the works of art in El Prado.

**Teacher Tip:** If you lack the time for this two-day cultural lesson plan on Spain, consider using the handouts on Spain individually throughout the year. Have students pick up the handout after turning in their quiz/test and read it individually. You could even require students to answer questions or make a list of facts they learned using one of the Fact Sheet Templates in Part VI. Discuss the handout after all students have turned in their quiz/test.



Nombre: \_\_\_\_\_

## DATOS DE ESPAÑA

(Facts about Spain)



Topic: \_\_\_\_\_

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Topic: \_\_\_\_\_

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**El Rúbrico- España** Cut rubrics apart to use for grading of each student during presentations. Take in to account behavior and effort during class time for the first item.

Nombre: \_\_\_\_\_ Topic: \_\_\_\_\_

Class time was used wisely and student stayed on task.	10	8	6	4	2	0
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Information on topic was thoroughly presented.	10	8	6	4	2	0
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Presentation was creative!	10	8	6	4	2	0
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Comments: \_\_\_\_\_ Total \_\_\_\_/30

Nombre: \_\_\_\_\_ Topic: \_\_\_\_\_

Class time was used wisely and student stayed on task.	10	8	6	4	2	0
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Information on topic was thoroughly presented.	10	8	6	4	2	0
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Presentation was creative!	10	8	6	4	2	0
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Comments: \_\_\_\_\_ Total \_\_\_\_/30

Nombre: \_\_\_\_\_ Topic: \_\_\_\_\_

Class time was used wisely and student stayed on task.	10	8	6	4	2	0
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Information on topic was thoroughly presented.	10	8	6	4	2	0
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Presentation was creative!	10	8	6	4	2	0
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Comments: \_\_\_\_\_ Total \_\_\_\_/30

Nombre: \_\_\_\_\_ Topic: \_\_\_\_\_

Class time was used wisely and student stayed on task.	10	8	6	4	2	0
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Information on topic was thoroughly presented.	10	8	6	4	2	0
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Presentation was creative!	10	8	6	4	2	0
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Comments: \_\_\_\_\_ Total \_\_\_\_/30

## **España: Optional Discussion Questions and Follow Up-**

### **Running of the Bulls:**

1. In what city does Running of the Bulls take place? (Pamplona, during the Festival of San Fermín)
2. What are "mozos"? (Mozos are the runners. The people who put themselves in the path of the six bulls that chase them through the streets)
3. What do the bulls represent? (power, life and the great wild)
4. What happens after the bull run? (people have breakfast in cafés and watch the replay of the event on TV.
5. Would you go to see the Running of the Bulls? Would you participate?

**Follow up:** Show the map of Spain and point out the city of Pamplona to the class. Preview and show short video clips of the event.

### **El Prado:**

1. What is El Prado and where is it located? (The main art museum in Spain, located in Madrid-the capital)
2. Who are some of the famous artists with works in El Prado? (Francisco de Goya, Hieronymus Bosch, El Greco, Peter Paul Rubens, Titian, and Diego Velázquez)
3. Have you visited the art museum in your city? Would you like to visit El Prado someday? Why or why not?

**Follow up:** Seek out and share color pictures of the works of art mentioned in the information page. Encourage the class to analyze the pieces noting the artists' styles.

### **La Tomatina:**

1. What is the Tomatina? (La Tomatina is a festival in which participants throw tomatoes and get involved in this tomato fight purely for entertainment purposes).
2. Where does it take place? (The festival is held in the Valencian town of Buñol, a town located in the East of Spain about 20 miles from the Mediterranean)
3. How did this event come to be? (In 1944 or 1945, this event was created after two men, in political protest, began throwing tomatoes at many people and places, and continues to this day, though more for enjoyment than protest).
4. Would you participate in this event? Why or why not?

**Follow up:** Show a map of Spain and point out the city of Buñol. Preview and show video clips of La Tomatina.

### **Las Tapas:**

1. What is a "tapa"? (An appetizer or snack)
2. Where did the term come from? (The word "tapas" is derived from the Spanish/Portuguese verb *tapar*, "to cover", a cognate of the English *top*).
3. What are some types of tapas? (bread, cheese, meat, squid, ham, seafood, vegetables, etc).
4. Have you ever tried "tapas"?

**Follow up:** Have students look on the internet for a menu from a restaurant in Spain. Have them print it out and circle the tapa they would choose. They can also use these menus to reenact a restaurant scene in Spanish or to practice conversation describing or order the tapas.

### **Flamenco:**

1. What are the three parts of Flamenco dancing? (a Spanish art form made up of three parts: guitar playing ("guitarra"), song ("cante"), and dance ("baile")).
2. What are some characteristics of Flamenco? (flamenco is a very emotional style of dance; originally not set to music; it was only singing and clapping of hands called "toque de palmas"; dancers try to express their deepest emotions by using body movements and facial expressions; they may clap their hands or kick their feet while they dance; many play *castañuelas* or castanets).

**Follow up:** Preview and show video clips of flamenco dancers. Seek out a "how to" video and have students try a few dance steps. Play traditional flamenco music and have students listen for the various instruments.

### **Las Fallas:**

1. What is "Las Fallas"? (Las Fallas is a fiesta in which people burn replicas of well-known figures)
2. Where and when does it take place? (It takes place in Valencia from 15th to the 19th of March every year)
3. Which saint does it honor? (San José (Saint Joseph), the patron saint of carpenters, is the official focus for the festival).
4. When did this tradition begin? (It started in the Middle Ages when carpenters used to hang up planks of wood called 'parots' in the winter to support their candles when they were working. At the onset of spring these pieces of wood would be burned as a way of celebrating the end of dark, winter working days).

**Follow up:** Show the students where Valencia is on a map. Find and show age appropriate video clips from this celebration.



## España- Running of the Bulls

Each July, a million people pack into Pamplona, Spain, for the boisterous **Festival of San Fermín**. They come to this proud town for music, fireworks, and fun. But most of all, they come for the **Running of the Bulls**, when fearless (or foolish) adventurers — called *mozos* — push themselves into the path of six furious bulls.



Originally celebrated as a saint's feast day, the festival now runs for nine days, from July 6 through 14. Each morning at 8 o'clock, the bulls are set loose on the city streets with Spaniards across that nation following every twist and turn on live television.

*Mozos*, like Spanish bullfighting enthusiasts, respect the bull. The animal represents power, life, and the great wild. Although they can wear anything, *mozos* traditionally dress in white pants and shirts, with red bandanas tied around their necks and waists. Two legends explain the red-and-white uniform: One says it's to honor San Fermín, a saint (white) who was martyred (red); the other says that the runners dress like the butchers who began this tradition. (The bulls are color-blind, so they don't care.)

A wave of energy surges through the streets each morning as the start time approaches. Every morning, spectators start assembling at the crack of dawn. As onlookers pack the side alleys, the *mozos* seek out a favorable position on the street. For serious runners, this is like surfing: You hope to catch a good wave and ride it. A good run lasts only 15 or 20 seconds. You know you are really running with the bull when you feel the breath of the animal on your pants.

Then it's time, and the sound of a rocket signals that the bulls are running. It's a red-and-white blur. Big eyes, scrambling bodies, the ground shaking. As the bulls charge down the street, the *mozos* scramble to stay out in front of the thundering herd, diving out of the way at the last possible moment.

Then, suddenly, the bulls are gone. People pick themselves up, and it's over. Boarded-up shops open, and the fences are taken down and stacked. As is the ritual, participants drop into a café immediately after the running, have breakfast, and together watch the rerun of the entire spectacle on TV. This is a very dangerous event and each year; dozens of people are injured during the festivities.

When the boisterous festival concludes at midnight on July 14, Pamplona's townspeople meet in front of City Hall, light candles, and sing their sad song, "Pobre de Mí:" "Poor me, the Fiesta de San Fermín has ended."

## España- El Prado



The **Prado Museum** is the main Spanish national art museum, located in central Madrid. It features one of the world's finest collections of European art, dating from the 12th century to the early 20th century, based on the former Spanish Royal Collection, and unquestionably the best single collection of Spanish art.

Founded as a museum of paintings and sculpture in 1819, it also contains important collections of other types of works. El Prado is one of the most visited sites in the world, and it is considered one of the greatest art museums in the world.



The numerous works by Francisco de Goya, the single most extensively represented artist, as well as by Hieronymus Bosch, El Greco, Peter Paul Rubens, Titian, and Diego Velázquez, are some of the highlights of the collection.

The collection currently comprises around 8,200 drawings, 7,600 paintings, 4,800 prints, and 1,000 sculptures, in addition to a large number of other works of art and historic documents.

As of 2012, the museum displayed about 1,300 works in the main buildings, while around 3,100 works were on temporary loan to various museums and official institutions. The remainder were in storage. The museum received 2.8 million visitors in 2012. It is one of the largest museums in Spain.



The best-known work on display at the museum is *Las Meninas* by Diego Velázquez. Velázquez and his keen eye and sensibility were also responsible for bringing much of the museum's fine collection of Italian masters to Spain, now the largest outside of Italy. *Las Meninas* is Spanish for *The Ladies-in-Waiting*. This intricate painting raises questions about reality and illusion. Because of these complexities, *Las Meninas* has been one of the most widely analyzed works in Western painting.

*Las Meninas, Diego Velázquez, 1656*





## España- La Tomatina



**La Tomatina** is a festival that is held in the Valencian town of Buñol, a town located in the East of Spain about 20 miles from the Mediterranean, in which participants throw tomatoes and get involved in this tomato fight purely for entertainment purposes. Since 1945 it has been held on the last Wednesday of August, during the week of festivities of Buñol.

The tomato fight (or La Tomatina) has been a strong tradition in Buñol since 1944 or 1945. This event was created after two men, in political protest, began throwing tomatoes at many people and places, and continues to this day, though more for enjoyment than protest. The holiday was banned in the Spanish State period under Francisco Franco for having no religious significance but returned in the 1970s after his demise. In 1957, demand for the popular festival led to its becoming official, with certain rules and restrictions. These rules have gone through many modifications over the years.

Another important landmark in the history of this festival is the year 1975. From this year onward, "Los Clavarios de San Luis Bertrán" (San Luis Bertrán is the patron of the town of Buñol) organized the whole festival and brought in the tomatoes, which had previously been brought by the local people. Soon after this, in 1980, the town council took over responsibility for organizing the festival.

Since then, the number of participants has increased year after year. In 2002, in the month of August, La Tomatina of Buñol was declared a Festivity of International Tourist Interest by the Secretary Department of Tourism due to its success. In 2013, town officials introduced an entry fee and limited the number of participants, citing concerns over safety.

Usually, the fight lasts for an hour, after which the whole town square has been covered with tomato paste. Fire trucks then hose down the streets and participants often use hoses that locals provide to remove the tomato paste from their bodies. Some participants go to the pool of "los peñones" to wash. Afterwards, the village cobblestone streets are completely clean due to the acidity of the tomato disinfecting and thoroughly cleaning the surfaces.







## España - Tapas



A **tapa**, in Spanish cuisine, is an appetizer or snack. It may be cold (such as mixed olives and cheese) or hot (such as *chopitos*, which are battered, fried baby squid). In select bars and restaurants in Spain, tapas have evolved into an entire, sophisticated cuisine.

In Spain, patrons of tapas can order many different tapas and combine them to make a full meal. In some Central American countries, such snacks are known as *bocas*. In parts of Mexico, similar dishes are called *botanas*. The word "tapas" is derived from the Spanish/Portuguese verb *tapar*, "to cover", a cognate of the English *top*.

There are many theories as to how "tapas" became to be. One theory states that before the 19th century, European roads were in bad condition. Some were originally old Roman roads (*viae romanae*); some were trails dating from the Middle Ages. Travelling was slow and exhausting. Most people could not read or write, and Spain was no exception. Inns, called *posadas*, *albergues*, or *bodegas*, grew up along the roads, offering meals and rooms, plus horses for travelers. Since few innkeepers could write and few



travelers read, inns offered their guests a sample of the dishes available, on a "tapa" (the word for pot cover in Spanish). In fact, a "tapa" was (and still is) a small portion of any kind of Spanish cuisine.

Another theory, according to *The Joy of Cooking*, states that the original tapas were thin slices of bread or meat which sherry drinkers in Andalusian taverns used to cover their glasses between sips. This was a practical measure meant to prevent fruit flies from hovering over the sweet sherry. The meat used to cover the sherry was normally ham or chorizo, which are both very salty and activate thirst. Because of this, bartenders and restaurant owners created a variety of snacks to serve with sherry, thus increasing their alcohol sales. The tapas eventually became as important as the sherry.

Tapas have evolved through Spanish history by incorporating new ingredients and influences. Most of the Iberian Peninsula was invaded by the Romans, who introduced the olive and irrigation methods. The discovery of the New World brought the introduction of tomatoes, sweet and chili peppers, maize (corn), and potatoes, which were readily accepted and easily grown in Spain's microclimates.

Nowadays, the most popular tapas include foods such as olives, cured meats, seafood like mussels and shrimp, and marinated vegetables often served on sliced baguettes.



## España- Flamenco Dancing



Flamenco is a Spanish art form made up of three parts: guitar playing ("guitarra"), song ("cante"), and dance ("baile").

Flamenco dancing can have many different purposes. Whether the dance is intended to be entertaining, romantic, or comforting, flamenco is a very emotional style of dance. Originally flamenco dancing was not set to music; it was only singing and clapping of hands called "toque de palmas." Some flamenco dancing still follows ancient tradition, but the use of guitars and other musical instruments has become more popular in modern flamenco.



Flamenco dancers try to express their deepest emotions by using body movements and facial expressions. As the dancers perform, they may also clap their hands or kick their feet. Many dancers also snap small percussion handheld instruments called *castañuelas* or castanets.



Flamenco originated in the southern regions of Spain, but it's thought to be influenced by many world cultures, including Latin American, Cuban, and Jewish traditions.

Traditional flamenco dancers rarely received any formal training. Instead, flamenco was passed down from friends, relatives, and neighbors.

In recent years, flamenco has become popular all over the world and is taught in many non-Hispanic countries, especially the United States and Japan. In Japan, there are more flamenco academies than there are in Spain. On November 16, 2010, UNESCO declared flamenco one of the Masterpieces of the Oral and Intangible Heritage of Humanity.



## España- Las Fallas



The Fallas fiesta which takes place in Valencia from 15th to the 19th of March every year is undoubtedly one of those 'super-festivals' attracting many foreign visitors as well as Spanish tourists from all over the country.

San José (Saint Joseph), the patron saint of carpenters, is the official focus for the festival. It started in the Middle Ages when carpenters used to hang up planks of wood called 'parots' in the winter to support their candles when they were working. At the onset of spring these pieces of wood would be burned as a way of celebrating the end of dark, winter working days. Long ago they began to put clothing on the 'parot' before burning them and later started to try to make it identifiable with well-known local personalities. These then developed into the creation of contemporary 'ninots', enormous figures, some more than 20 feet high, made from cardboard, wood, polyurethane, styrofoam, cork, plaster and papier-maché. These figures now get stuffed with fireworks and burned in the streets during the fiesta just as the carpenters burned the 'parots' in the past.



If you decide to go to the Fallas festival prepare for an early start. Each day begins with a startling wake-up call known as 'La Despierta' at the ridiculous time (in Spain) of 8am. You'll just love being woken up by brass bands marching down the streets accompanied by ridiculously loud firecrackers. All day you'll see parades and hear explosions and then at 2pm 'La Mascletá' begins when there are organized pyrotechnical explosions all over the city.

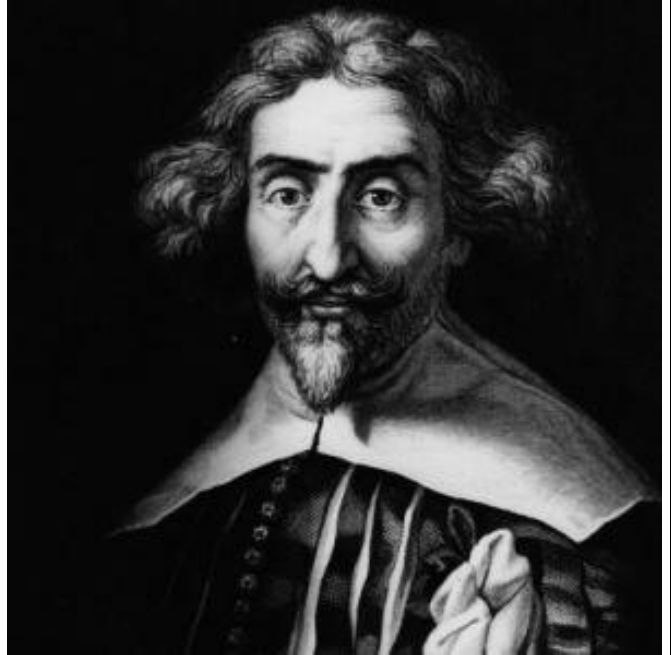
On each night there is a firework display in the old river bed with a larger display on **La Nit de Foc** (the Night of Fire) on 18th March. On the last night, **la Cremá** takes place when all the 'ninots' are burned. The final, grandest fire, in the Plaza Ayuntamiento, won't get under way until 1am at the earliest with huge crowds waiting in eager anticipation of the burning. The 'ninots' will all have been stuffed full of fireworks, the street lights switched off and the firemen will be in position when the 20 to 30-foot models, which took months of construction, will be razed to the ground. Each year, one 'ninot' is spared (as a result of a public vote) while the rest suffer a spectacular fate.



## Miguel de Cervantes

### Spanish Writer (1547-1616)

In 1585, Cervantes published a first novel, *La Galatea*, but the book didn't gain much popularity. Around the same time, Cervantes also tried to make it in the world of theater. (Plays were an important form of entertainment in Spain during that period, and a successful playwright could earn a good living.) Unfortunately, Cervantes achieved neither fortune nor fame with his plays.



In 1605, Cervantes published the first part of the infamous *Don Quixote*, a novel that tells the story of an old man who becomes so obsessed with stories of brave knights that he seeks out his own adventures. The main character gets lost in his own imaginary world, believing he is one of these knights and convinces a poor peasant, Sancho Panza, to act as his squire. In one scene, the delusional Don Quixote fights a windmill, thinking it is a giant. Quixote finally regains his sense before the book ends. *Don Quixote* became the world's first best seller and was eventually translated into more than 60 different languages. Cervantes published the second part in 1615.

Despite its popularity, *Don Quixote* did not make Cervantes rich at the time, as authors did not receive royalties for their works. However, he continued to write, setting to work on *The Labors of Persiles and Segismunda*. However, he would not complete it before his death on April 22, 1616.

## The Spanish Lisp

You might have noticed or heard that some Spaniards tend to say *gracias* by softly lisping the *c* (sounds like 'grathias' or 'Barthelona') while in other parts of the Spanish-speaking world people pronounce the *c* as an *s* (sounds like 'grasias' or 'Bar-sell-ona'). How did this so-called lisp come about in certain parts of Spain?

A popular legend is that there was once a king in Spain who had a lisp. His courtiers also began speaking with a lisp in order to speak more like the king and soon, so many people had begun to take on the king's way of speaking that it had spread throughout the country.



While it makes a good story, so far there has been no evidence that the story is true. The only Spanish king who is documented to have had a lisp is Pedro of Castile, but King Pedro was around a good 200 years **before** the 'lisp' made its way into the Spanish language.

Another topic to discuss is whether it really is a lisp. The way Spaniards pronounce certain letters, mainly the 'z' and the 'c', is not a lisp, even though it is often referred to that way. If it was a proper lisp, it would also affect the

letter *s*. For example, if a person had a true lisp they would pronounce both '*siento*' (I feel) and *ciento* (one hundred) as 'thee-en-toe' but, in fact, *siento* is pronounced *see-en-toe* with a strong 's' sound and *ciento* is pronounced *thee-en-toe* with the 'lisp' sound.

This all stems from the fact that the letter *z* and *c* are pronounced differently in different parts of the Spanish speaking world. The 'lisp' sound found in the Spanish spoken in Spain is called *distinción* (distinción) in linguistics.



Whether you chose to 'lisp' the letters *c* and *z* or not often depends where you have learned Spanish. Most Americans do not lisp because they have often learned variations of Latin American Spanish. But if you learn Spanish in Spain, or your teacher studied in Spain, you might end up saying 'grathias'. Whichever you learn, Spanish-speakers everywhere understand both ways of speaking, so it won't inhibit communication.

**(Follow up:** Find and show video clips of Spaniards having conversation and see if the students can identify the "lisp."

Discuss the other languages that are present in Spain such as in the Basque region or Catalonia. Show these places on a map and give some comparisons of specific vocabulary).



## Salvador Dalí



Salvador Dalí was born on May 11, 1904 in Figueres, Spain. From an early age Dalí was encouraged to practice his art and later studied at an academy in Madrid. In the 1920's, Dalí enrolled at the Special Painting, Sculpture and Engraving School of San Fernando in Madrid, where he lived at the Residencia de Estudiantes. Dalí fully came of age there and started to confidently inhabit his flashy and challenging persona. He was incredibly bizarre and originally more renowned for his persona than his artwork. Dalí went to Paris and worked with Picasso, Magritte and Miró, which led to his first Surrealist phase. His best-known piece is *The Persistence of Memory* from 1931, showing melting clocks. Dalí frequently described his paintings

as "hand painted dream photographs." He based this seaside landscape on the cliffs in his home region of Catalonia, Spain. The ants and melting clocks are recognizable images that Dalí placed in an unfamiliar context. The large central creature comprised of a deformed nose and eye was drawn from Dalí's imagination, although it has frequently been interpreted as a self-portrait.

Time is the theme here, from the melting watches to the decay implied by the swarming ants. Mastering what he called "the usual paralyzing tricks of eye-fooling."



**(Follow up:** Print off or have the students print off pictures of Dalí's paintings. Assign students a specific one. They can either write a description in Spanish or explain why they like or dislike the painting in Spanish).

## La Sagrada Familia



The spectacular church, La Sagrada Familia ("The Holy Family"), is a must-see for any tourist passing through Barcelona. The soaring, still-under-construction basilica is treasured architect Antoni Gaudí's most famous work. The Sagrada Familia was built to be seen from all points of the city and reaches over 550 feet high. The building of this detail began

in 1882 and is currently ongoing. The Sagrada Familia will take longer to build than the Egyptian Pyramids. Construction began in 1882 and is hoped to be completed by 2026 (though it might not be done until 2040).

Although it is the most visited monument in Spain, welcoming more than three million visitors each year, La Sagrada Familia is still very much a place of worship. The basilica holds Sunday mass once every couple of months, and there are special visiting hours for The Chapel of the Holy Sacrament and Penitence, which is reserved for prayer.

Whether you visit La Sagrada Familia to take in its elaborate and captivating design, or as part of a holy pilgrimage, it is truly a wonder to see and a site not to be missed!



**(Follow up:** Have students research or discuss other points of interest in Barcelona. As a class or in pairs or groups, have the students recreate simple maps of Barcelona where they label important locations in Spanish).

## **Part II: Central America & the Caribbean**

- **Guatemala** (2 pages) (Tikal, Volcán Pacaya, Chichicastenego, Antigua, Lake Atitlán, Quetzaltenango) **pp.37-38**
- **Honduras** (Roatán, Copán, Lake Yojoa) **p.39**
- **El Salvador** (Cerro Verde National Park, Tazumal, Lago de Coatepeque) **p.40**
- **Nicaragua** (Granada, Ometepe Island, Corn Islands) **p.41**
- **Costa Rica** (*Extensive lesson plan*, notable facts) **pp.42-44**
- **Panamá** (Panama Canal, Bocas de Toro, Coiba National Marine Park, San Blas Islands) **p.45**
- **Cuba** (La Habana Vieja, Trinidad, Valle de Vinales) **p.46**
- **La República Dominicana** (Santo Domingo, Punta Cana, La Romana) **p.47**
- **Puerto Rico** (*Extensive lesson plan*, notable facts) **pp.48-50**

### **Classroom Notes and Ideas:**

- **Optional Country Question Sheets A-E in Part VI - (pp.130-134)** Vary the usage of these printable question pages to correlate with any of the individual country information pages from Parts II and III. Print on the back of the country pages to create a more complete activity or assignment.  
(\*Note: These question sheets were not created to accompany countries labeled "Extensive Lesson Plan")
- **Make the topics come alive! -**
  - Show the country being studied on a larger color map.
  - Pre-select and share pictures that correspond with the topics on the information page and have them ready when the country is going to be discussed.
  - Play traditional music from that country.
  - Find and share color pictures of the places discussed within the information pages.
  - Include short videos when applicable: live footage of markets, zip lining in Costa Rica, etc.
  - Encourage students to continue research on the country and complete further research, bring in traditional food/drink to sample in class, etc.
  - Bring in artesanía or currency from the specific countries.





## Guatemala

**Capital:** Guatemala City

**Location:** Central America

**Population:** 16.5 million



Situated in the lowland rainforest of northern Guatemala, **Tikal** is one of the top tourist attractions in Guatemala due to its beauty and ancient wonders. The name Tikal translates as "Place of Voices" (sometimes, "Place of Tongues") and once boasted a bustling population of a quarter million or more. Today, however, all that is left of this ancient metropolis are a number of beautiful Mayan ruins. The city is surrounded by a large wildlife preserve, full of monkeys, parrots, deer, macaws and other incredible specimens.

Located close to Antigua, **Volcán Pacaya**, is an active volcano, last erupting on May 27, 2010. While there are trails and hiking opportunities open to the public, this is not a climb for the faint of heart and care should be given in the preparation of your visit. If you've got your heart set on climbing Volcán Pacaya and seeing the magnificent view it affords or sometimes even lava flowing, plan on setting aside at least one whole day for your journey.



**Chichicastenango**, often shortened to "Chichi", this is the primary market of Guatemala as well as a touristic destination. Located between two- three hours southwest of Guatemala City, ChiChi may be the brightest and most vibrant native market in all of the Americas. With a vast array of local fabrics, textiles, clothing, masks, wood-crafted items, animals, food, pottery and even fireworks, there's no reason that anyone should leave Chichicastenango Market empty handed. The city is also famous for its ability to celebrate and often host festivals, feasts and fiestas which tourists are welcomed to share in.



## GUATEMALA- Page 2

**Antigua** was once the capitol city of Guatemala, up until the year 1773 when a massive earthquake decimated the town. In 1776, it was ordered abandoned and what had once been a buzzing and vibrant capitol city took on the aura of a quiet provincial town. Known for its old-world style Spanish architecture by way of palaces, cathedrals, universities and hermitages, Antigua is a charming jewel in Guatemala. The **Santa Catalina Arch** in Antigua has become a visual cue to let everyone know that they've arrived. The city is a particularly popular tourist attraction during Holy Week, with parades and floats and carpets of flowers lining the streets. It's absolutely breath-taking.



**Lago Atitlán** is described by many as the most beautiful lake in the world. Situated in the Guatemalan highlands, the lake is a stunning exhibition of natural splendor. The portal to Lake Atitlán, the city of Panajachel, is also a portal to an indigenous world of the Mayans and other ancient peoples. It is a beautiful area, with many tourist attractions, opportunities for exploration, scuba diving and learning Spanish.

The Parque Central is the heart of **Quetzaltenango**, serving as the city center and a major local and cultural hub. The city is situated in between three massive volcanoes, offering a beautiful and primitive aura to the area. Sometimes shortened to Xela, the



city is also home to Fuentes Georginas, the local natural sulfur

springs. The city boasts multiple opportunities to explore local Mayan villages or to travel about a day's journey to Laguna Chicabal, a sacred lake situated in the cloud forest and perhaps a visitor's greatest chance of spotting a Quetzal bird in the wild.





## Honduras

**Capital:** Tegucigalpa

**Location:** Central America

**Population:** 8 million



**Roatán** is one of the Honduran Bay Islands located in the Caribbean Sea. A popular port-of-call for cruise ships, the island of Roatan is one of the most popular tourist attractions in Honduras because of its beautiful scenery and variety of activities. With its gorgeous beaches and coral reef, Roatán provides opportunities for diving, snorkeling and swimming. The island also features many attractions like the Iguana Farm, the Caramola Gardens and the Roatán Butterfly Garden.

Located in western Honduras, **Copán** is a relatively small Mayan site famous for its remarkable series of portrait stelae. The stelae and sculptured decorations of the buildings of Copán are some of the very finest surviving art of ancient Mesoamerica. Some of the stone structures at Copán date back to the 9th century B.C. The city grew into one of the most important Maya sites by the 5th century with more than 20,000 inhabitants but was mysteriously abandoned a few centuries later. The nearby town of Copán Ruinas has all types of accommodations and other facilities for tourists.



**Lake Yojoa**, a hot spot for many tourists, is the largest natural lake in Honduras and offers many things to see and do. With its abundance of fish and bird species, Lake Yojoa is ideal for fishing and birdwatching. Travelers can also enjoy dipping in nearby hot springs, exploring caves, hiking to stunning waterfalls, touring coffee plantations and investigating ancient Mayan ruins. What's more, visitors will find plenty of restaurants and hotels in the lake area.



## El Salvador

**Capital:** San Salvador

**Location:** Central America

**Population:** 6 million



**Cerro Verde National Park**- The evergreen cloud forest is a refuge for many animals and birds. A total of 127 species of birds have been identified at the Cerro Verde National Park. One of them is the *Guardabarranco* or *Torogoz* - El Salvador's national bird - which is



believed to be one of the five best singing birds in the world. The park also offers three different recreational walks around the area: Mysterious Flowers, Window to Nature and Antique Mountain Hotel. However, most tourists visit the park in order to take part in a volcano hike, either to the Santa Ana (7811 feet) or the Izalco (6496 feet).



Founded around 400 A.D., **Tazumal** is cluster of unusual step pyramids, the tallest reaching up to 75 feet in height (the largest in the country). Tazumal is the most important and extensively restored Mayan site in El Salvador. Its independent status lasted until Spanish forces moved into El Salvador in the 1520s, after which the local people were conquered. It's believed that the city functioned as an important trading center, and that much of its ruins still remain unexcavated.

**Lago de Coatepeque**, is a lake located in the heart of a volcanic crater. At 10 miles in diameter, it's one of the largest lakes in El Salvador. Formed nearly 72,000 years ago by a series of violent eruptions and volcanic collapses, what remains today is one of the country's most beautiful natural sites. Pristine waters make the ideal conditions for swimming, and a range of water sports are available from jet skiing and scuba diving to fishing and aquatic bicycling. Other lake activities include a ferry ride to Teopan Island (in the lake's center), motorboat excursions, and lake tours.







## Nicaragua

**Capital:** Managua

**Location:** Central America

**Population:** 6 million



**Granada** has some of the most well-preserved architecture in Nicaragua. It was the first big Spanish settlement in the country, and many of the buildings and churches in the Spanish colonial style are beautifully preserved (and painted numerous colors). Besides wandering around gazing at the architecture, you can take a kayaking trip to the nearby "isletas", enjoy hiking trips to the Mombacho volcano, or visit the nearby markets in Masaya.



**Visit Ometepe Island-** This extraordinary island is located on Lago de Nicaragua and is formed by two joined volcanoes, Concepción and Maderas. Hiking, kayaking, cycling, and healthy food are the island's main draws. Hiking the volcanoes is as hard as it appears: you'll need to start really early, or the midday heat will slow you down significantly. The volcano hikes cost around \$20 USD if you're part of a group or up to \$40 if you're by yourself (hike with a guide, as it's rather unsafe due to poorly maintained trails). Keep an eye out for all the monkeys — spotting them is as interesting as the hike!

**Escape to the Corn Islands-** Located off the Caribbean coast of Nicaragua, the Corn Islands are a gorgeous place for a vacation retreat. Most people come to the islands to snorkel, scuba dive, fish, soak up the sun, and relax with a good book. There are two islands: Little Corn and Big Corn. Little Corn is the quieter, more backpacker-oriented island with cheaper guesthouses and fewer resorts. You can fly or take a ferry to Big Corn and then a smaller boat to Little Corn. Big Corn is more developed with larger resorts and more restaurants, and it's more expensive.



## **Costa Rica- Extensive Lesson Plan**

The reading included here is intended to be a jumping-off point for discussion of Costa Rica. It provides some cultural background. Language is not the emphasis, though some vocabulary words are reviewed for students. This lesson is short, and it can be expanded or left as a simple overview using the extension opportunities outlined in this lesson.

**Prep:** 10 minutes

**Materials:** student copies of the reading, map of North and South America showing Costa Rica

**Target Concepts:**

- One of Costa Rica's most outstanding features is its rainforest and related conservation policies. Costa Rica holds an immense amount of biodiversity.
- Costa Rica has a culture currently shaped by a variety of groups: Africans (previously from Jamaica), Spanish, Chinese, Italian, and U.S. culture.
- Costa Rica is both similar to and different from other Hispanic cultures.

**Procedure:** Help students locate Costa Rica on a map before reading. After you read the list, you may open it up for discussion, elaboration, journaling, or all of the above.

**Extension/Assessment Opportunities:**

**Have students journal on one of the following prompts:**

- What surprised you about Costa Rica?
- What questions do you still have about Costa Rica? Look up the answers on the internet or in a book. What did you learn?
- From what you know, how are the Ticos similar or different from other Spanish-speaking cultures?
- What do you still want to know about them? In what ways are Ticos similar to people from the U.S.?
- Explain what the Costa Rican concept of "Pura Vida" means to you.

**"Día en Costa Rica."**- Have students prepare for a "Día en Costa Rica," during which they will spend the class period teaching their classmates about various aspects of Costa Rican culture. You may choose to have them work partners or in groups on a variety of projects that require approximately equal amounts of work, as well as mix of writing and presentation skills. Several suggestions are listed below for which you can develop specific grading requirements based on the needs and abilities of your class. If you have your students work in class on these projects (which is advisable if they are working in groups), they will probably need partial class periods over about 2-3 days to prepare in addition to out-of-class individual

responsibilities and/or group meetings outside class. Alternatively, you might choose one or more of the projects below to do with the whole class to save time.

- Research and prepare a Costa Rican dish to share with the class, such as *gallo pinto*, *chorreadas*, *picadillo*, *empanadas*, *yuca frita*, etc. Many recipes can be found online.
- Create an enormous class rainforest mural. In advance, the teacher will create a jungle background. Each student will then prepare a different picture of a specific animal. Students will also prepare a brief fact card for the animal (name, how rare it is/endangered status, etc.) and put the animal with its fact card on the prepared mural.
- Use the internet to collect and explain three different Costa Rican "dichos" or idiomatic sayings/expressions. Alternatively, you can have each student research one which you assign if you want to make this an all-class project. What do they mean? What do we have that might be equivalent in English? Does this saying show a different way of viewing life? One Costa Rican saying is "*El que nació para tamal, del cielo le caerán las hojas*," which roughly translates to "If you were born to be a tamal, the leaves (in which a tamal is wrapped) will fall from the sky." Create a poster displaying the information and put the posters around the room.
- Research three traditional kids' games or songs from Costa Rica, and write up a description of each, along with the rules or lyrics. Pick your favorite to teach the class. Give everyone a copy of the rules so they can play later.
- Find a Costa Rican folktale to share with the class. Perform the story as a play or a puppet show for the class.
- Research a Costa Rican holiday. Prepare a brief report and a concrete artifact to display from that celebration: A *Posada* costume, food, Christmas manger scene with fruit and flowers, etc.



## Things You Probably Didn't Know About:

### Costa Rica



**Capital:** San José

**Population:** 4.8 million



1. Costa Rica's official language is Spanish, but some areas on the coast were settled by English-speaking Jamaican immigrants. In Limón, for example, nearly half the people speak a dialect of Jamaican English.
2. Costa Rican culture is a mixture of primarily Spanish, Jamaican, and Chinese traditions. Like the U.S., some areas of the country are more ethnically mixed, while in other areas people have more similar backgrounds and skin colors.
3. Costa Rica is home to a great deal of protected rainforest. Here, you can see monkeys (howler, spider, and capuchins), poison dart frogs, toucans, quetzal birds, parrots, iguanas, huge butterflies and moths, sloths, boa constrictors, and jaguars.
4. Costa Rica is one of the most stable countries in Latin America. After their civil war in the 1940's, their constitution was changed to get rid of the army. Since then, it has been a peaceful country. You can even see that reflected in people's attitudes: everyone tries to live "*la pura vida*," which (among other things) includes being laid-back and not getting into conflicts.
5. "Pura vida" defines the Costa Rican attitude and lifestyle, but it also has several other meanings and can be used to say hello or goodbye as well as to ask someone how they are.
6. Coffee and bananas are two of the major money-makers in Costa Rica followed by tourism. Costa Rica puts special emphasis on ecotours, tours in nature which let people responsibly enjoy the protected rainforests and beaches. Ecotours might include hikes, kayaking, ocean fishing, horseback riding, or riding a zipline through the rainforest canopy. A zipline is a heavy cable strung high above the ground, often between two trees and always from a higher point to a lower one. A person is strapped into a harness at the higher end and zooms through the treetops to the other end, sort of like Batman zooming along on a grappling hook shot from his utility belt!
7. The money is called the *colón*. (Share with the students the current exchange rate to the dollar.)
8. International surfing competitions take place on famed Costa Rican beaches.
9. Tamarindo Bay beaches are a major nesting area for endangered leatherback sea turtles.
10. Costa Rica is often called the "Switzerland of the Americas" because it has no military and it's very mountainous, plus it's about the same size as Switzerland.
11. In Reserva Indígena Boruca (from December 31 to January 2) and in Curré (from February 5-8), Costa Ricans celebrate a unique holiday called "Fiesta de los Diablitos." For the celebration, men wear carved wooden devil masks and burlap masks to re-enact the long-ago fight between the native Costa Ricans and the Spanish *conquistadores*. They rewrite history for this festival, though—in the celebration, the Spanish always lose.



## Panamá

**Capital:** Panama City

**Location:** Central America

**Population:** 4 million



The Panama Canal stands as one of the world's greatest feats of engineering. Visitors can take either a partial or complete crossing of the canal. Crossings take four to eight hours. Many visitors choose to explore the canal by visiting the Miraflores Locks Museum. From the restaurant located at the top floor of the museum, visitors can watch transiting vessels in the canal below.

The capital of the Bocas del Toro Province, Bocas del Toro is a favorite spot for scuba divers. Because the dives are shallow, it's particularly suited for beginners. An extensive coral reef features colorful varieties of tropical fish. Discovered by Christopher Columbus in 1502, the area remains one of the most popular tourist attractions in Panama. In Bocas del Toro, visitors routinely hike through the lush rainforest to enjoy empty stretches of beautiful shoreline.



The waters of Panama are unmatched in their level of marine diversity, and nowhere is this more evident than in the Coiba National Marine Park. The island of Coiba is the largest island in the park, as well as the largest island in all of Central America. More than 800 species of marine life are present in the area. The park is known as one of the best places to enjoy snorkeling and scuba diving on the Pacific Coast.

Located in Eastern Panama, the San Blas Islands is the best place to explore the rich culture of one of Panama's indigenous peoples, the Kuna. The Kuna view this area as their own but are warm and welcoming to visitors. One member of the tribe is stationed on many of the area's tiny tropical islands, and for a small fee, they allow visitors exclusive use of the island for the day.







## Cuba

**Capital:** La Habana (Havana)

**Location:** El Caribe

**Population:** 11 million



**Habana Vieja, Havana, Cuba-** With almost 1,000 buildings of historic importance, Old Havana is perhaps the largest and most complete colonial complex in the Americas. Visiting Havana is like stepping back in time with colonial buildings and old, colorful cars. There are very few large stores and taxis that are converted bicycles called bictaxis. Old Havana boasts an amazing number of castles, cathedrals, convents, palaces, and other important buildings spanning five centuries.

Everywhere you go in Havana and in most towns in Cuba you will find live music, which is very important to the Cuban people.

**Trinidad, Cuba-** Founded in 1514 by Diego Velazquez, Trinidad was declared a UNESCO World Heritage site in 1988. During the 17th and 18th centuries, the city was a wealthy hub of sugar production and its affluent landowners and merchants constructed fine homes and mansions. The cobblestone streets lined with pastel colored houses have barely changed since the colonial era; Trinidad feels like an attraction that time has passed by. Unlike most cities in Cuba, Trinidad sits on a hill and is cooled by near-constant breezes.



**Valle de Viñales, Cuba-** The pine covered mountains that begin a short distance west of Havana and run through the northern Pinar del Rio province are a nature lover's paradise of protected national parks sheltering endangered animals. The mountains grow more rugged to the west, where dramatic rock formations called *mogotes* tower over lush valleys. Here tobacco plants thrive in the rich red soils and gentle climate. Centered on a village that itself is a National Historic Monument, the Valle de Viñales provides a classic example of rural Cuba.



# La República Dominicana



**Capital:** Santo Domingo

**Location:** El Caribe

**Population:** 10.5 million



**Santo Domingo**, the capital of the Dominican Republic offers cultural experiences for all. Top on the list of the city's treasures is the historic Colonial City (**Zona Colonial**), a UNESCO World Heritage Site, with cobblestone streets, stunning Spanish Colonial architecture, and excellent restaurants. Perhaps the most significant site here is the First Cathedral of America, the oldest existing cathedral in the Americas. Also worthwhile is the Museum of the Royal Houses and the early 16th century Alcazar De Colón,

built by the son of Christopher Columbus. The Plaza de la Cultura is the home of many museums. Here visitors will find the Palace of Fine Arts, Museum of Modern Art, and the National Palace to name a few.

**Punta Cana**, on the eastern tip of the Dominican Republic, is one of the most popular tourist areas on the island. Packed with resorts, this large town is known for its beautiful beaches and world-class golf courses. Nearby Scape Park offers a zipline tour, dune buggies, and a visit to the cool waters of Hoyo Azul Lagoon. Those seeking a slower pace can head north to the quaint fishing village of El Macao. Its public beach is a popular surfing spot. An airstrip with regular flights and charters flies pleasure-seekers to Punta Cana from around the world.



**La Romana**, on the southeast coast of the Dominican Republic, is home to the charming Altos de Chavón, a replica of a 16th century artisans' village and one of the island's best spots to shop for crafts. Visitors will also find the luxurious Casa de Campo resort here encompassing several hotels, beautifully landscaped gardens, a riding school, polo ground, and tennis courts. Dominican designer, Oscar de la Renta, helped decorate the rooms. Casa de Campo also boasts one of the top golf courses in the Caribbean,

Teeth of the Dog, which dazzles golfers with spectacular ocean views. Isla Catalina, a cruise-ship port-of-call, south of La Romana, draws thousands of visitors a day.

## Puerto Rico- Extensive Lesson Plan

The reading included here is intended to be a jumping-off point for discussion of Puerto Rico. It provides some cultural background. Language is not the emphasis, though some vocabulary words are reviewed for students. This lesson is short, and it can be expanded or left as a simple overview using the extension opportunities outlined in this lesson.

**Prep:** 10 minutes

**Materials:** student copies of the reading, map of the Caribbean showing Puerto Rico in relation to North and South America.

### **Target Concepts:**

- Puerto Ricans are United States citizens.
- Puerto Rico has a culture that has been born of many influences: African, Spanish, Taíno, and U.S.
- Puerto Rico is both similar to and different from other Hispanic cultures.

**Procedure:** Help students locate Puerto Rico on a map before reading. After you read the information, you may encourage discussion, elaboration, journaling, or all of the above.

### **Extension/Assessment Opportunities:**

**Have students journal on one of the following prompts-**

- What surprised you about Puerto Rico?
- What questions do you still have about Puerto Rico? Look up the answers on the internet or in a book. What did you learn?
- From what you know, how are the Taíno like or unlike other Amerindian (Native American) groups you have studied? What do you still want to know about them? Where do you think the Taíno are now?
- How is the history of Puerto Rico like other Hispanic countries? How is it different? How is Puerto Rico like the United States?

**"Día en Puerto Rico"-** Have students prepare for a "Día en Puerto Rico," during which they will spend the class period teaching their classmates about various aspects of Puerto Rican culture. You may choose to have them work in partners or in groups on a variety of projects that require approximately equal amounts of work, as well as a mix of writing and presentational skills. Several suggestions are listed below for which you can develop specific grading requirements based on the needs and abilities of your class. If you have your students work in class on these projects (which is advisable if they are working in groups), they will



probably need partial class periods over about 2-3 days to prepare, plus some out-of-class individual responsibilities and/or group meetings outside class. Alternatively, you might choose one or more of the projects below to do with the whole class to save time and be completed in one class period.

- Research and prepare a Puerto Rican dish to share with the class, such as *mofongo*, *besitos de coco*, *tembleque*, *asopao de gandules con bolitas de plátano*, *arroz con gandules*, *papas rellenas*, etc. Type up the recipe and a brief explanation of when this food would typically be eaten.
- Research a Puerto Rican baseball player and create a poster-sized baseball card for him with statistics on the back. Present to the class.
- Introduce the class to a famous Puerto Rican musician/singer, such as Ricky Martin, with a brief biography. Choose a song to share with the class and include a copy of the lyrics in both English and Spanish.
- Research three traditional kids' games from Puerto Rico, and write up a description of each, along with the rules. Pick your favorite to teach the class. Give everyone a copy of the rules so they can play later.
- Find a Puerto Rican folk tale to share with the class. Perform the story as a play or a puppet show for the class.
- Use magazine pictures related to Puerto Rico to make a collage in the shape of the Puerto Rican flag. (For example, use pictures of the ocean to make the blue in the flag, use a picture of a coconut for the white star, use sweet red chiles for the red.) Present your project to the class and explain the significance of the pictures in your collage-flag. Include a paragraph for the teacher explaining your collage.

## Things You Probably Didn't Know About: Puerto Rico



**Capital:** Santo Domingo

**Population:** 3.5 million



1. Puerto Ricans are United States citizens because Puerto Rico is a commonwealth of the U.S. Puerto Rico also has a representative in the U.S. House of Representatives, even though s/he cannot vote. Puerto Rico even has two official languages: *inglés y español*.
2. Puerto Rican culture is a mixture of Spanish, African and Taíno traditions. It is Latino, creole (*criollo*), and heavily influenced by United States culture. The mixing of cultures also means that even members of the same family can have a variety of skin tones, from a rich, deep, plum black to a pale white.
3. Many different Amerindians (Native Americans) have lived on Puerto Rico, including the Taíno, who were there when Columbus arrived in 1493. The Taíno had sophisticated language, religious, and cultural systems, and they also had both male and female chiefs.
4. The Taíno invented the rubber ball.
5. Spanish settlers arrived in 1508 with Ponce de León. With lots of weapons as backup, they forced the Taíno to abandon their own religion and become Christian, and they forced many of the Taíno women to start new families with the Spaniards.
6. Puerto Rico was home to slaves the Spaniards brought from Africa in the 1500's and 1600's to work on sugar, cotton, and tobacco plantations.
7. Puerto Rico was on its way to independence from Spain around 1897. That all changed when the United States invaded Puerto Rico during the Spanish-American War. Puerto Rico became a colony of the U.S., and in 1951, Puerto Rico voted to become a commonwealth instead of a colony.
8. Unfortunately, poverty and unemployment on the island are common. For that reason, some Puerto Ricans choose to temporarily move to the mainland U.S. and work a few years to earn money.
9. The national symbol of Puerto Rico is a tree frog called a *coquí*. It gets its name from the sweet, sharp sound it makes: *ico-quí! ico-quí!* When you visit Puerto Rico, you can hear the coquis all night.
10. Puertorriqueños like *fútbol*, though not as much as many other *latinos* do. It's probably the U.S. influence that makes *béisbol* hugely popular in Puerto Rico! Famous *puertorriqueños* in baseball include: Hall of Famers Roberto Clemente and Orlando Cepeda, plus Roberto Alomar, Jose "Cheo" Cruz, Juan Gonzalez, Edgar Martinez, Ivan Rodriguez, Victor Pellot, Bernie Williams, and others.
11. Puerto Rico is home to El Yunque which is a rain forest full of diverse plants, animals and home to many waterfalls.
12. There are three bioluminescent bays in Puerto Rico. These bays "glow in the dark" due to microorganisms that glow blue and green when disturbed.



## **Part III: South America**

- **Venezuela** (Angel Falls, Merida Cable Car, Isla Margarita) p.52
- **Colombia** (Tayrona National Park, Zipaquirá, Cartagena) p.53
- **Ecuador** (Galapagos Islands, Otavalo Market, Cotopaxi, Mitad del Mundo) p.54
- **Perú** (Machu Picchu, Incan Trail, Plaza de Armas, Islands of the Uros on Lake Titicaca) p.55
- **Bolivia** (Salar de Uyuni, Tiwanaku, Lake Titicaca, Carnaval de Oruro) p.56
- **Paraguay** (Itaipu Dam, Iguazu Falls & Salto del Monday, Ybycuí National Park) p.57
- **Uruguay** (Montevideo, Colonia del Sacramento, Laguna Garzon) p.58
- **Argentina** (Cerro Aconcagua, Buenos Aires, Los Glaciares) p.59
- **Chile** (Easter Island, Valparaíso, Torres de Paine, Valle de la Luna) p.60

### **Africa:**

- **Ecuatorial Guinea** (Monte Alen National Park, Uraca, Bata) p.61

### **Classroom Notes and Ideas:**

- **Optional Country Question Sheets A-E in Part VI- (pp.130-134)** Vary the usage of these printable question pages to correlate with any of the individual country information pages from Parts II and III. Print on the back of the country pages to create a more complete activity or assignment. (\*Note: These question sheets were not created to accompany countries labeled "Extensive Lesson Plan")
- **Make the topics come alive! -**
  - Show the country being studied on a larger color map.
  - Pre-select and share pictures that correspond with the topics on the information page and have them ready when the country is going to be discussed.
  - Play traditional music from that country.
  - Be sure to seek out and share color pictures of the places discussed within the information pages.
  - Include short videos when applicable: live footage of markets, waterfalls, Machu Picchu and the Incan Trail, Carnaval, etc.
  - Encourage students to continue research on the country and complete further research, bring in traditional food/drink to sample in class, etc.
  - Bring in artesanía and currency from specific countries.



## Venezuela

**Capital:** Caracas

**Location:** América del Sur

**Population:** 31 million



**Angel Falls** is one the most popular tourist attractions in Venezuela as it is the highest uninterrupted waterfall in the world. It is 3,208 feet tall, and drops off the side of Auyantepui Mountain in Canaima



National Park in Bolivar State. Located on the Gauja River, the falls were originally known as Kerepakupai Vená, or "fall from the highest point" by the local natives. The name was later changed to Angel Falls to honor Jimmie Angel, a U.S. aviator who was the first to fly over the falls. The waterfall is at its highest June to December.



Riding the **Merida Cable Car** (called the Teleférico) is something that every visitor to Venezuela simply must do because it's the world's longest and highest cable car. The cable car route is almost 7.5 miles and soars more than 15,600 feet in the air. The cable car stops along the way, so visitors can get out and do a little trekking. The stops are named after the views and other sites that are seen along the way. December to February is the best time to make the ride because there's no fog. Are you daring enough to ride the Merida Cable Car?



**Isla Margarita** is the largest island off the northeastern coast of Venezuela. With 50 beaches strung over the coastline. Popular activities include wind and kite surfing, especially at Playa el Yaque. Isla Margarita is a popular vacation destination with Venezuelans, partly because of shopping at the duty-free port. It has several large cities, including La Asunción, the capital of the Venezuelan state of Nueva Esparta. Christopher Columbus was the first European on the island back in 1498.





## Colombia

**Capital:** Bogotá

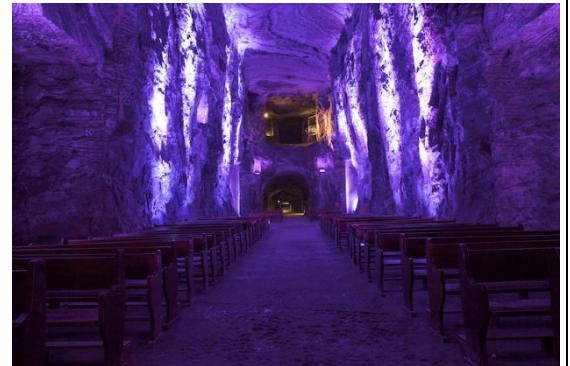
**Location:** América del Sur

**Population:** 48 million



In the northernmost part of Colombia is the **Tayrona National Park**, which borders the Caribbean Sea and offers amazing beaches and scenery for visitors. One of the top spots in Tayrona National Park is the lagoon called **La Piscina**, where a natural reef turns the lagoon into a protected swimming area. While snorkeling in La Piscina, it is possible to spot lobsters, fish and rays among the seagrass and in the reef. There are also plenty of sandy hiking paths leading to and from the coast, many of which provide remarkable views over the Caribbean.

Just an hour's drive north of Bogotá is **Zipaquirá**, a city known as the **salt mining capital of Colombia**. As a result of salt mining, Zipaquirá has had a long history of extreme fortune. One of the things that highlights this is the Salt Cathedral of Zipaquirá, which is a Catholic church constructed almost entirely of salt within a now non-operational mine. Although this is a major tourism destination, the Salt Cathedral actually accommodates nearly 3,000 parishioners every Sunday and attending a church service can be a cherished experience. Surrounding the cathedral is an area known as the Salt Park, where visitors can see other landmarks within the mines and learn more about the industry at the Brine Museum.



One of the most popular tourist attractions in Colombia is the historic **Old Town of Cartagena**. This city was the first of the Spanish settlements in Colombia. The Old Town is overflowing with historic colonial architecture. The walled Old Town, which is also known as the Ciudad Amurallada, contains several older neighborhoods and landmarks. Of particular note is the Plaza Trinidad in the Getsemaní neighborhood, which is the oldest part of the colonial city and a center for local restaurants. Take advantage of the coastal location and try fried fish with a side of arroz de coco, coconut rice.



## Ecuador

**Capital:** Quito

**Location:** América del Sur

**Population:** 16 million



**The Galapagos Islands** are a small archipelago of volcanic islands, which belong to Ecuador in the eastern Pacific Ocean. The islands are quite secluded, 620 miles off the coast of Ecuador. The Galápagos are world renowned for their unique ecosystem which was the inspiration for Charles Darwin's Theory of Natural Selection. Giant tortoises, sea lions, penguins, marine iguanas and different bird species can all be seen. Strict

controls on tourist access are maintained in an effort to protect the natural habitats and all visitors must be accompanied by a national park-certified tour guide.

Part of the fun of traveling in Ecuador is exploring the handiwork crafted by local artisans, and there's no better place to see and purchase local arts, crafts and clothing than at the **Otavalo market**. The city of Otavalo is known the world over for the handiwork of its indigenous people. Every Saturday, in the city's Plaza de Ponchos, a broad array of jewelry, wood and stone carvings and woven clothing are offered for sale.



**Cotopaxi** is the second highest summit in Ecuador, reaching a height of 19,347 ft. The volcano has one of the few equatorial glaciers in the world, which starts at the height of 16,400 ft. Its snow-covered peak is clearly visible from Quito. Cotopaxi is also one of the highest active volcanoes in the world with more than 50 eruptions since 1738. Its present activity is limited to a few steam *fumaroles*.

**Mitad del Mundo** means "The Equator". Even though the equator runs through many cities around the world, Quito has become famous for it. Mitad de Mundo consists of one large monument, smaller monuments that lead up to it, a small village that has been constructed around the equator site and a small museum. It is a truly fascinating and exciting attraction in Ecuador and is located approximately 12 miles outside of Quito.







## Perú

**Capital:** Lima

**Location:** América del Sur

**Population:** 31 million



One of the most stunning and impressive ancient sites in the world, **Machu Picchu** is easily the top tourist attraction in Peru. The "Lost City of the Incas" is hidden from the Urubamba Valley below and completely self-contained, surrounded by agricultural terraces and watered by natural springs. Machu Picchu was largely unknown to the outside world before being rediscovered in 1911 by historian Hiram.

**The Inca Trail** is one of the most famous hikes in the world, running 26 miles through the Andes Mountains to connect the small town of Aguas Calientes and Machu Picchu. The trail also goes through cloud forests, jungles and Incan ruins. This is a high-altitude trek where hikers may experience altitude sickness. May to September are the best months to make the multi-day hike. Hikers should be prepared for cold nights on the trail.



**The Plaza de Armas** has always been the heart of **Cuzco**, from the time of the Inca Empire. The plaza is meticulously landscaped with an abundance of benches and walls for sitting, making it a popular outdoor lunch destination. Located in the city center, the plaza is lined with restaurants and shops as well as two Spanish churches: The Cathedral and the Church of La Compañía.

Made of dried totora reeds, the artificial **islands of the Uros** are **Lake Titicaca**'s top tourist attraction. The lives of the Uros, a pre-Incan people, are interwoven with these reeds, which are their primary sources of food. The reeds are also used to make their homes, their boats and even a reed flower tea. Reeds are added to the top of the islands constantly, about every three months, as they rot from the bottom, so the ground is always soft and springy.





## **Bolivia**

**Capital:** La Paz/Sucre

**Location:** América del Sur

**Population:** 11 million



For a truly out-of-this-world travel destination, it's hard to match the **Salar de Uyuni**. One of the flattest places in the world, the 4,000-square-mile salt flats were formed by a prehistoric lake. Visitors travel in 4x4 vehicles across the expanse of the salt flats to view the mirror-like effects that occur when it rains, and water is sitting atop the cemented salt, perfectly reflecting the sky above.

Located near the south-eastern shore of Lake Titicaca in Bolivia, **Tiwanaku**, is one of the most important precursors to the Inca Empire. These Incan ruins were a community that grew dramatically between the 7th and 9th centuries, becoming an important regional power in the southern Andes. At its peak the city had between 15,000-30,000 inhabitants. While only a small part has been unearthed, Tiwanaku represents the greatest megalithic architectural achievement of pre-Inca South America. Today it is one of the top tourist attractions in Bolivia.



Each year, just before Ash Wednesday, the city of Oruro hosts the **Carnaval de Oruro**, one of the most important cultural events in all of South America. The festival features over 28,000 dancers, performing a broad variety of ethnic dances. Around 10,000 musicians accompany the dancers. Unlike Carnival in Rio where a new theme is chosen each year, Carnival in Oruro always begins with the *diablada* or devil dance. It is considered to preserve most of the artistic expression coming from pre-Columbian America.





## Paraguay

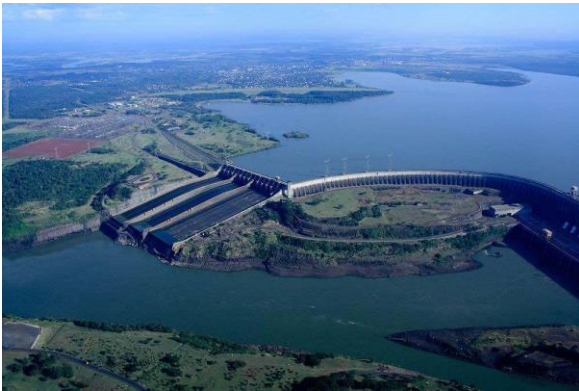
**Capital:** Asunción

**Location:** América del Sur

**Population:** 6.7 million

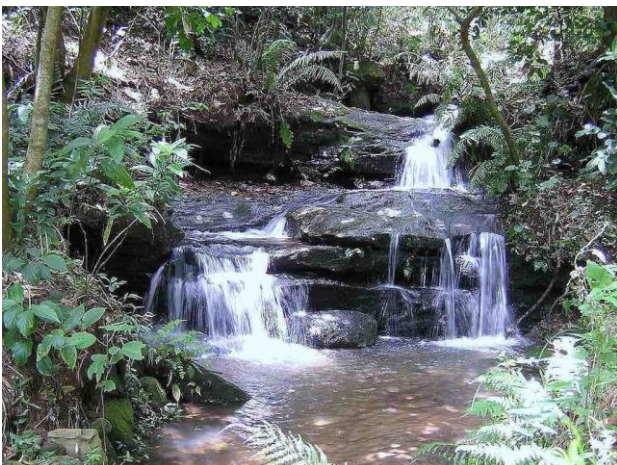


**Itaipu Dam** - Itaipu Dam was one of the seven Engineering Wonders of the World. The enormous construction stretches across the Parana River to Brazil and is shared by the two countries. It is one of the biggest hydroelectric dams in the world.



**Iguazu Falls & Salto del Monday** - Rated as the world's second largest, Iguazu Falls are located in South America, close to the point where Paraguay, Brazil, and Argentina join borders. It has more than 250 waterfalls and the scenery is simply remarkable. You can enter the falls via the Ciudad del Este from the Paraguay side. Often passed over, is the 262 ft. high waterfall called Salto del Monday. This spectacular site is only 6.2 miles from Ciudad del Este.

**Ybycuí National Park** - Ybycuí National Park is the perfect environment to joyfully wander through sub-tropical rainforest, coming across breathtaking waterfalls and natural beauty. You are likely to see huge, colorful butterflies (mariposas) as you walk around the woods, such as the metallic blue morpho.



### Extra Facts:

- Paraguay is a bilingual country where both Spanish and Guaraní (an aboriginal language) are spoken constantly and sometimes even mixed.
- Paraguay's Independence Day is held on May 15 each year. It's a wild and spiritual celebration where neighborhoods host huge barbecues, fútbol matches, tribal dance performances, fireworks, and parades.





## Uruguay

**Capital:** Montevideo

**Location:** América del Sur

**Population:** 3.4 million



The culturally rich city of Montevideo is the nation's capital and home to nearly half of the country's population. The rich history and attractive landmarks feature part Gothic, part Art-Deco churches and mansions that line the cobblestoned streets in the historic center.

A short boat trip across the Rio de Plata from Buenos Aires, Argentina, takes visitors to the quaint and picturesque town of Colonia del Sacramento. This UNESCO protected historic city is filled with boutiques, cafés and trendy restaurants. Many visit the Old Harbor for activities like sailing, strolling and people watching.



Near the coast of Punta del Este, the serene lake, Laguna Garzon, feels like a million miles away. The lake is the home of migratory birds and wildlife, windsurfers and fishermen. More activities include a relaxing boat trip around the lake and horse backing riding on the beach. For those who wish to stay the night, you can sleep at the lake's floating lodge, where you can rent a rustic cabin.





## Argentina

**Capital:** Buenos Aires

**Location:** América del Sur

**Population:** 43.5 million

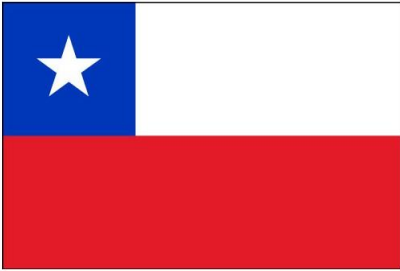


In South America, **Cerro Aconcagua** takes the record as the highest mountain. It also takes the record as the highest mountain outside Asia, and Western and Southern hemispheres. Located in the Andes mountains in Argentina, Aconcagua is a relatively easy climb and is entirely possible for non-technical climbers with little to no experience. This makes Aconcagua one of the most popular mountains in the world with about 3,500 climbers taking on the challenge each year. Make sure you dress warmly, however, this will be a chilly hike!

Exuding charm from its colorful European architecture and animated neighborhoods, **Buenos Aires** is a destination that should not be missed. Located off the southeastern coast of South America, Buenos Aires is the capital city of Argentina and one of Latin America's largest cities. This lively multicultural city is comprised of several districts called *barrios*. Among the many diverse *barrios*, San Telmo is known for its flea markets and La Boca's world famous for its multicolored architecture and tango street dancing.



**Los Glaciares** or Glaciers National Park is home to some of the world's most awe-inspiring natural wonders. Located in the far south of the immense Patagonia region, the national park features the largest ice cap outside of Greenland and Antarctica. The glaciers present a never-ending show of cracking ice and thunderous booms as massive blocks break away and crash into the lakes with giant splashes. While the glaciers are located in the southern section of the park, the northern section features majestic mountains such as Mount Fitz Roy, offering hiking and mountain climbing.



## Chile

**Capital:** Santiago

**Location:** América del Sur

**Population:** 18 million



Located on the Pacific coast of the central region of Chile, the city of **Valparaíso** is known for its brightly colored houses, carefree culture and beautiful seaside vistas. Built upon dozens of steep hillsides overlooking the Pacific Ocean, Valparaíso is a beautiful maze of cobblestone streets and alleyways, demonstrating a rich architectural and cultural legacy.

**Easter Island** is located in the southeastern Pacific Ocean and is one of the most isolated islands on Earth. Officially a territory of Chile, it lies thousands of miles off the Chilean coast roughly halfway to Tahiti. The island is famous for its 887 extant monumental statues, called "moai," created by the early Rapanui people centuries ago. Along with the culturally rich moai, Easter Island also offers some great diving and surfing as well as two volcanic craters and numerous sandy beaches.



**Torres del Paine** is a national park in the extreme southern region of Patagonian Chile and features mountains, lakes and glaciers. The focus of the park are the Towers of Paine, three spectacular granite peaks shaped by the forces of glacial ice. The highest peak is about 8,200 feet.

**Valle de la Luna** is located in the Atacama Desert in the far north

region of the country. This breathtaking desert landscape is the result of centuries of winds and floods on the sand and stone of the region. The huge sand dunes and stone formations mimic the surface of the moon, giving the region its name, which translates to "Valley of the Moon."







## Equatorial Guinea

**Capital:** Malabo

**Location:** África

**Population:** 1.2 million



Equatorial Guinea is a Central African country containing the Rio Muni mainland and five volcanic offshore islands. Capital Malabo, on Bioko Island, has Spanish colonial architecture and is a center for the country's prosperous oil industry. Spanish, French, and Portuguese are all official languages of this small country.

One of Central Africa's secret treasures, Monte Alen National Park, is a protected area of tropical rainforests covering 540 square miles. The National Park offers a variety of opportunities to enjoy activities like trekking, hiking and wildlife viewing. The forests are home to many species of animals including crocodiles, elephants, chimpanzees, and gorillas. Trained villagers can escort visitors on a guided day tour



to explain the history and significance of the area. The park also features many jungle trails where you may come across numerous bird species and possibly larger mammals. Beaches are the main attractions of Ureca, especially during dry season when mother turtles arrive on the shores to lay their eggs. Appointed villagers guard the area during nesting season, but visitors are welcome to watch and explore the coastal scenery or go sunbathing. Ureca is also a good starting point for jungle hikes to Rio Eola waterfalls, known for its



pristine pools. A major city in Equatorial Guinea, Bata, is found on the island of Rio Muni. The relaxing vibe is paired with newer roads, better electricity, a charming waterfront and small markets. Traditional African influences are still seen in the city, particularly in the marketplace where you can buy local dresses, produce, and fresh fish.



## **Part IV: Holidays/Special Events**

**(Listed September-June)**

- **Mexican Independence Day- September 15 & 16** (Informational page and optional Venn diagram comparing Mexico's Independence Day to that of the United States) **pp.63-64**
- **Hispanic Heritage Month- Sept. 15- Oct. 15** (Various ideas to celebrate in the classroom including a short country project template) **pp.65-67**
- **El Día de la Raza- October 12** (Includes the history and importance of the holiday in Latin America and Spain and comprehension questions) **pp.68-69**
- **El Día de los Muertos- Nov. 1 & 2** (Includes description, crafts, recipes, and suggested essay) **pp.70-74**
- **El Día de Acción de Gracias- Last Thursday in Nov.** (Thanksgiving toast and suggested activities) **p.75**
- **Lady of Guadalupe- December 12** (Reading and comprehension questions) **pp.76-77**
- **Las Posadas-Navidad- December 16-24** (Traditions in México y Guatemala) **p.78**
- **Traditions of La Navidad** (Including Argentina, Colombia, Nicaragua, Puerto Rico, España) **p.79**
- **Tarjetas de la Navidad** (A guide for student-made holiday cards) **p.80**
- **Traditions of El Año Nuevo** (Including Spain, Panamá, México, Chile, Ecuador, Puerto Rico) **p.81**
- **El Año Nuevo en México** (Nine Mexican New Year traditions) **pp.82-83**
- **En el Año Nuevo, Me gustaría** (Wishes for the new year activity using -AR verbs) **p.84**
- **Three Kings Day- January 6** (Includes Lesson Plan and suggested activities) **pp.85-88**
- **El Día de San Valentín- February 14** (Adjective Nombre, Poemas, Conversation hearts, guide for student-made Valentine cards) **p.89-92**
- **La Bandera de México- February 24** (Mexican Flag Day- Includes an explanation of the flag's symbolism) **p.93**
- **Carnaval- ends the day before Ash Wednesday** (Description of the holiday in numerous counties) **p.94**
- **La Semana Santa (Holy Week)- March/April** (Includes explanation of the festivities in various countries and comprehension questions) **pp.95-96**
- **Cinco de Mayo- May 5** (Includes essay, recipe, activities and crafts) **pp.97-100**

### **Classroom Notes and Ideas:**

- **Optional Fact Sheets 1-6 in Part VI- (pp.135-140)** Vary the usage of these printable fact sheets to correlate with information sheets from Parts IV and V when a comprehension/question page isn't provided. Print on the back of the info sheets to create a more comprehensive activity and reflection.
- **Make the topics come alive! -**
  - Be sure to find and share color pictures of the topic being discussed
  - Include short videos when applicable: live footage of the Day of the Dead, Carnaval, etc.
  - Celebrate in the classroom: encourage students to continue research on the topics and complete further research, bring in traditional food/drink to sample in class, etc.
  - Bring in realia and artesanía related to the holidays if possible.

## Mexican Independence Day

Mexico's War of Independence was initiated by Father Miguel Hidalgo who called out to the people to revolt against Spain in 1810. This event is known as *el grito de Dolores*. On September 15 at 11 pm *el grito* is re-enacted in town squares throughout Mexico. If you're in Mexico, you shouldn't miss this opportunity to be in the center of the action. If you're not in Mexico, no matter where you are or what you're doing, stop at 11 pm on September 15 and shout "¡Viva Mexico!" at the top of your lungs.



Mexico's Independence Day is celebrated on September 15th and 16th with festive decorations, delicious traditional foods, parades, and lively patriotic displays. Whether you're celebrating in Mexico or elsewhere, this is the perfect time to celebrate Mexican culture and national identity. Get into the Mexican spirit by listening to mariachi music. Any dull party will suddenly liven up with the addition of mariachis. Mariachi music originated in the state of Jalisco, but is now

considered the quintessential Mexican music. Made up of a group of five or more musicians wearing *charro* suits, a mariachi band lends a festive atmosphere to any event. A live mariachi group is best, but in a pinch recorded music will do just fine.

In the month of September on street corners throughout Mexico there are vendors selling flags, sombreros, pinwheels and an assortment of other items in the national colors of red, white and green. People place flags and banners on their cars, in their windows and anywhere else you can imagine.



During the festivities, people will enjoy traditional and delicious Mexican dishes like Chiles en Nogada, Oaxacan Black Bean Soup, Pork Tinga, Tamales de Puerco and Birria de Borrego.

**(Follow up:** Show a clip to your class of mariachis or ask them to find a restaurant in the area where mariachis play).



Nombre: \_\_\_\_\_

**Compare and Contrast-** Use the chart below to list similarities and differences between Mexico's Independence Day and United States' Independence Day

**Mexican Independence Day**

**American Independence Day**

**Los Dos**





## Hispanic Heritage Month

Sept. 15- Oct. 15


**There are several fun activities to do with your students during Hispanic Heritage Month. Here are some ideas:**

- Assign each student, or pairs of students, a country to research and present about using the following page. Research could be completed as a homework assignment or in class if you have access to computers or laptops.
- Highlight a holiday or cultural practice from a different country every day. Use the country section in Part IV as talking points at the beginning or end of each class and show some color photos if possible.
- Give students the beginning paragraph of a traditional folktale, and then play a selection of Spanish music to inspire them to write the end of the story. Is the music sad or happy? On what kind of occasion would this music be played.
- Reenergize students between activities with a Latin dance party. Play selections of tango, salsa, merengue or folk music and ask students to feel the differences in the beat as they move their bodies.
- Create projects of cultural artifacts from different countries each week.
- Hold a Hispanic Heritage Night or Class Fiesta, where students bring in foods and dance to music from different countries.
- Invite students, their family members, faculty, or community members who are from different Hispanic countries to come in and speak to your class about their cultures.
- Compare and contrast the different holidays, including Independence Day, in the United States with Hispanic countries.
- Create Papeles Picados. Add a festive touch to the classroom with traditional Mexican punched papers called papeles picados. Fold thin tissue paper or construction paper in a variety of colors into quarters, eighths, cone style, or fan style to achieve a variety of looks. Use scissors and hole punches to create a perforated pattern. Hang the completed papers along a string using tape.
- Have students choose a famous person of Hispanic descent and have them write an autobiography as that person. Allow students to dress and act like that person for the day. (See Famous Latino Project in Part IV for details)

- Have students identify Hispanic influence in their own neighborhoods, such as local restaurants and stores, town and street names from Spanish origin, and friends and neighbors who speak Spanish.
- Present a Spanish Word/Phrase of the Day for students to practice specific phrases or idioms popular in various countries.
- Play a simple Mexican game called *Toma Todo*. Create six-sided tops and have students spin them to see if they have to take or contribute chips into the pot. Seek out directions on the internet by searching, "Toma Todo tutorial," and "Toma Todo template." The game can be played with two or more players. Each player needs about ten chips. Dry beans, small candy or any small object can be used as the chips. Everyone puts one token into a center pile to start, and then one player spins the top. When it falls, s/he follows the instructions facing up on the top. Whoever scores the most chips wins!
- Have students conduct an interview with a friend, neighbor, or community member to find out more information about their Hispanic heritage. Then have students share their findings with the class.
- Select a world city to "adopt," such as your city's international sister city. Display photos of people and places, as well as a clock set to the local time. Have students report on local news events.
- Give pairs of students a pad of sticky notes and a Spanish-English dictionary. Play festive music while students label everything in the classroom with a bilingual label. When the music stops, have students take a tour of the room and practice the new words.
- Celebrate diversity in your classroom by inviting heritage speakers to share photos of their hometowns and important cultural items. If there are numerous heritage speakers in your class, ask students to investigate their own heritage and report back to the class on the origins of their ancestors. Graph the results and discuss how the class reflects, or differs from, city, state, and national demographic statistics. For current census data, visit the United States Census Bureau.
- Play *Color, Colorcito*. In this traditional Spanish street game, the child who is the leader says "color, colorcito" (color, little color) and then the name of a color in Spanish. For example, s/he may say, "Color, colorcito azul." The other children must run to touch something that color in order to be "safe." Meanwhile, the leader tries to tag the children while they are seeking out that color object in the room. If s/he tags a player, he or she becomes the new leader and play continues. See the Resource section for more game ideas.
- Introduce students to the ancient Mayan alphabet and ask each student to write his or her name in Mayan glyphs on a sheet of paper. Collect all the sheets, then give each student a sheet to decode.
- Read one of the many traditional folktales from Spanish-speaking countries and then write new stories based on the traditions of these tales.

**El País** \_\_\_\_\_ **Me llamo** \_\_\_\_\_

**La Bandera:** (draw and color the flag in the rectangle)



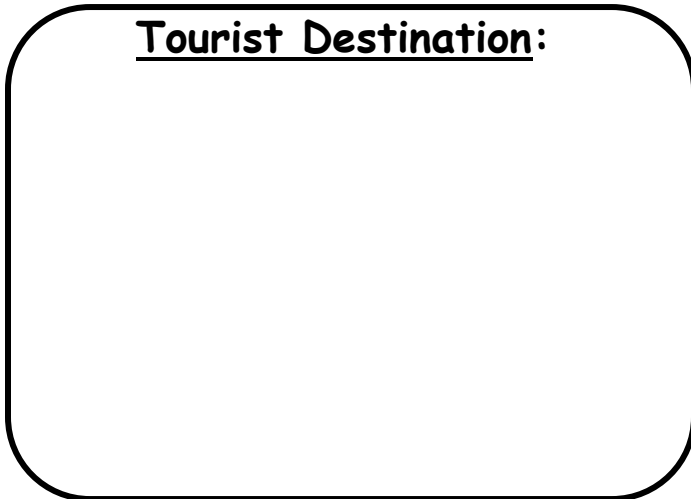
**Capital** \_\_\_\_\_

**Population** \_\_\_\_\_

**Leader** \_\_\_\_\_

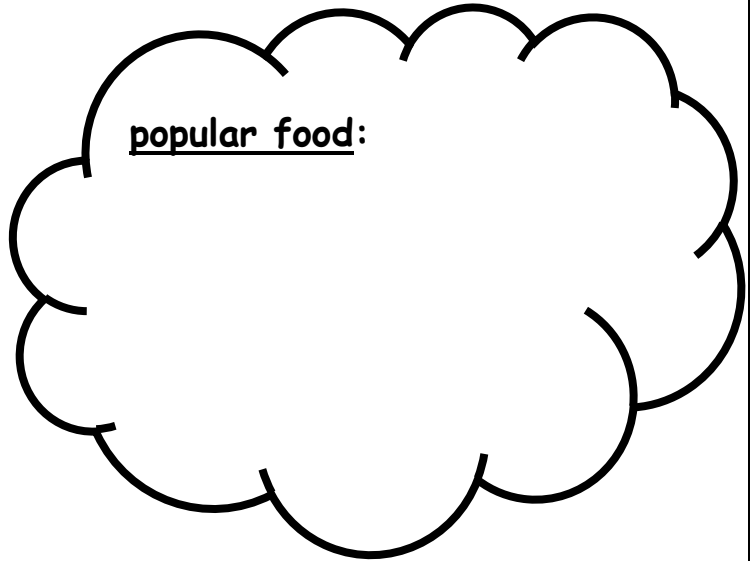
**Currency** \_\_\_\_\_

**Tourist Destination:**



(color picture or drawing of person)

**popular food:**



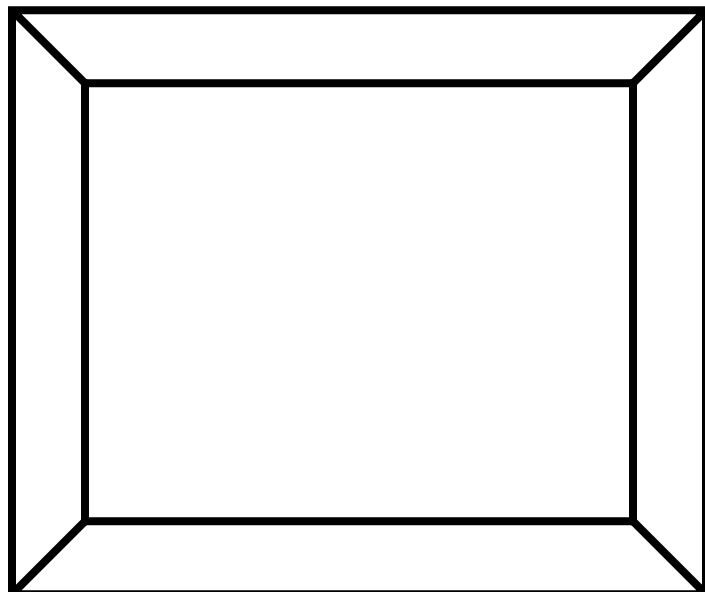
**Persona Famosa** \_\_\_\_\_

**¿Por qué?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## El Día de la Raza

October 12 (or the nearest Monday to it) is traditionally celebrated throughout the Americas as the day Christopher Columbus arrived in 1492. In English speaking countries, the day is celebrated as Columbus Day or Native American Day. In Spanish speaking countries and communities, is known as *Día de la Raza*, the Day of the Race. *Día de la Raza* is the celebration of the Hispanic heritage of Latin America and brings into it all the ethnic and cultural influences that make it unique. It is celebrated on October 12 in Argentina, Chile, Costa Rica, Ecuador, Honduras, Mexico, Uruguay and Venezuela.



Christopher Columbus or Cristóbal Colón, following the newly accepted theory that the world was round and not flat, sailed west from Spain to find a new route to China or the East Indies. He wanted also to prove his calculations of the earth's circumference.

He was off on his calculations and he didn't find a new spice route. Instead, on October 12, 1492, he and his small fleet of three ships, the Niña, the Pinta and the Santa Maria, landed on one of the islands now known as the Bahamas. From there, he went on to Cuba and Hispaniola, now the Dominican Republic and Haiti, and went back to Spain to tell of his adventures.

With royal support and funding, he set forth in 1493 with a fleet of 17 ships and repeated his earlier journey. This time he explored Puerto Rico and the Leeward Islands. He did not find any spices, nor gold in great quantities, but returned again to Spain, exaggerating his findings.

He made his third journey to the New World in 1498, where he explored the coast of Venezuela and was awed by the sweet water of the Orinoco where it flowed into the Atlantic.

For his efforts, Columbus was made admiral and Governor General of the new colonies until he was sent back to Spain in disgrace in 1500, for exaggerating the riches he found as well as for using natives as slaves to look for gold. He overcame that humiliation to make a fourth and final voyage in 1502, landing in Costa Rica.





## El Día de la Raza- Page 2

Christopher Columbus and Columbus Day are hated in many places in the world because he is blamed for bringing the evils of slavery and the diseases of Europe to Latin America. Many believe he was greedy, cruel and paved the way for the *conquista*.

Now, 500 plus years later, Latinos recall his actions and celebrate not Columbus the man, but the actions and influences of all the people who came after him, who melded their European culture with the indigenous cultures and, with struggle, blood and years of battle, have created the multi-cultural, multi-ethnic society celebrated with the **Día de la Raza**.



This day unites and celebrates all Spanish-speaking nations and cultures in celebration with parades, dances, food, etc. Latin Americans and Spaniards celebrate El Día de la Raza by remembering their heritage, dressing in traditional costumes and honoring their cultural backgrounds. Fiestas with traditional food and dance, and parades take place all around the Spanish-speaking world. There are street games, decorations, dancers, and piñatas. It is also common to see bullfights in Spain on this day.

1. What is the main purpose of celebrating El Día de la Raza?
2. List at least three examples of ways this holiday is celebrated.
3. Why is Columbus Day controversial in Latin America and Spain?
4. Do you think we should celebrate Columbus Day in the United States?

## El Día de los Muertos

By studying the Day of the Dead, a Mexican holiday, students gain an understanding that various cultures have differing views of life and death.

### Target Concepts:

- Students will discuss how death is associated in our culture.
- Students will compare and contrast U.S. attitudes toward death with those of Mexico.

**Materials:** copies of the Day of the Dead fact sheet, board space or large paper to brainstorm with the class during the lesson, color photos from the Internet to show the class regarding the holiday (optional), rubric copies (optional), craft supplies (optional)

**Notes:** This lesson duration is one class period. Feel free alter as needed and incorporate one of the craft ideas included. There is also an essay assignment that could be eliminated if desired.

### Procedure:

1. Review the following vocabulary words: **festivity, mourning, cultural differences.**
  - a) Festivity: a celebration of something in a joyful way
  - b) Mourning: the expression of deep sorrow for someone who has died
  - c) Cultural diversity: the *differences* among people because of their racial or ethnic backgrounds, language, dress and traditions.
2. Ask students to take a few minutes to write down what comes to their minds when they think of "death." Ask them to consider various rituals surrounding death and dying, such as funerals. Call on volunteers to share their ideas and write responses on the board. The ethnic diversity of your class may affect the range of answers you receive.
3. Ask if anyone has heard of the El Día de los Muertos (Day of the Dead), a holiday celebrated in Mexico. Briefly tell the students that Mexicans have a different approach to death than do many Americans. Give students a copy of the Day of the Dead fact sheet.
4. After students have finished reading the article and viewing the photos, invite them to share some newfound information about the Mexican celebration of the Day of the Dead. Write these ideas and thoughts on the board.
5. Search, preview and share photos and video clips on YouTube if time permits.
6. Direct students to write a one-page essay comparing and contrasting their own view of death with that portrayed in the article.
7. Move around the class and help students if needed.
8. Pair students to peer edit the essays looking for grammatical errors and completion.
9. If time, group students and have them read their essays to the group.
10. Collect essays and use for a homework or participation grade. Use the rubric if desired.
11. Incorporate one of the craft ideas if time permits. (This could also be used in place of the essay if desired.)

**Assessment:**

- Have students share their drafts with a partner and help make corrections.
- Use the Day of the Dead Essay Rubric to score the essays.

**Extensions:**

- Preview Day of the Dead videos on YouTube and share them with your class.
- Have students read books about the Day of the Dead and give book talks. Here are some titles to consider: *Pablo Remembers: The Fiesta of the Day of the Dead*, by George Ancona; *Barrilete: A Kite for the Day of the Dead*, by Elisa Amado and Joya Hairs; and *Day of the Dead: A Mexican-American Celebration*, by Diane Hoyt-Goldsmith and Lawrence Migdale.
- Have students research All Saints' Day and All Souls' Day.
- Have students bring in or make Pan de Muertos or sugar skulls. Local Mexican grocery stores will stock these items around the Day of the Dead. (Find recipes online.)
- Incorporate a Day of the Dead craft. There are some examples included in the Elementary section and many more ideas on the Internet.
- The movie *Coco* does a great, age appropriate way of explaining Day of the Dead. Encourage students to watch it at home or show portions in your class.



## Día de los Muertos

The Mexican holiday of *Día de los Muertos*, or Day of the Dead, takes place over the first two days of November. Its origins are a mixture of Native traditions and the Catholic faith.



While the holiday's observances include spending time in cemeteries, making shrines for the dead, and displaying artistic representations of skulls and skeletons, the occasion is festive, rather than scary or morbid. Death isn't seen as the end of one's life, but as a natural part of the life cycle. It is believed that the dead continue to exist much as they did in their lives and come back to visit the living every year.

It is generally believed that the souls of one's family return home to join in the Day of the Dead festivities. First those who died in infancy come home, then the older children, and finally those who died once they reached adulthood. Families set up altars (*ofrendas*) in their homes, festively decorated in bright colors and filled with the favorite foods of their dead. Typically, the altars contain photographs of the dead, representations of things they liked, and items representing the four elements: candles for fire, drinks for water, fruit for earth, and fluttering tissue-paper decorations for wind. The deceased family member takes in the essence of the food, which will later be eaten by the living.



In some areas, families go to the graveyard to celebrate through the night. They clean and decorate the graves, sometimes setting up *ofrendas* on the gravestones, as bells are rung.

The major feature of Day of the Dead decorations is skeletons, or *calacas*. Skeletons are everywhere, from tissue-paper scenes to tiny plastic toys, from cardboard puppets to ceramic sculptures, from posters to paper maché. These skeletons are usually cheerful and are designed to show the full range of activities and professions people perform. Farmers, barbers, secretaries, fire fighters... if somebody does it while alive, you can find an artistic rendering of a skeleton doing it while dead.

## Día de los Muertos- Page 2

This theme extends to the day's food and treats. The Day of the Dead feast typically includes a special egg-batter "bread of the dead," *pan de muerto*. While the form of this bread is different from region to region, it is often decorated with strips of dough resembling bones or made to resemble a dead body.



Also common are skulls and skeletons made of sugar or candy. Some people get sugar skulls made to resemble themselves, or with their names inscribed on them. Notice skull and skeleton symbols are happy and colorful, unlike the scary Halloween portrayals.

While Day of the Dead and Halloween both stem from All Saints' and All Souls' Days, their tones couldn't be more different. Halloween's images of skeletons and spirits emphasize the spooky, gruesome and frightening. People celebrating Halloween shudder at the thought of scary spirits threatening the living world. On Day of the Dead, however, the focus isn't scary at all. It's about celebrating with one's family, alive and dead, and remembering those who are no longer alive. It's also on seeing death as another stage following life, not something to be faced with fear.



## Día de los Muertos- Essay Rubric

Nombre: \_\_\_\_\_

Essay compares and contrasts student's view of death with that of the Day of the Dead.	10	8	6	4	2	0
--	----	---	---	---	---	---

Essay is free of grammatical errors	5	4	3	2	1	0
-------------------------------------	---	---	---	---	---	---

Essay is easy to read.	5	4	3	2	1	0
------------------------	---	---	---	---	---	---

Student has clear understanding of the Day of the Dead	5	4	3	2	1	0
--	---	---	---	---	---	---

Comments: \_\_\_\_\_ Total: \_\_\_\_/25

## Día de los Muertos- Essay Rubric

Nombre: \_\_\_\_\_

Essay compares and contrasts student's view of death with that of the Day of the Dead.	10	8	6	4	2	0
--	----	---	---	---	---	---

Essay is free of grammatical errors	5	4	3	2	1	0
-------------------------------------	---	---	---	---	---	---

Essay is easy to read.	5	4	3	2	1	0
------------------------	---	---	---	---	---	---

Student has clear understanding of the Day of the Dead	5	4	3	2	1	0
--	---	---	---	---	---	---

Comments: \_\_\_\_\_ Total: \_\_\_\_/25



## El Día de Acción de Gracias

Even though Thanksgiving is only celebrated in the United States, it is still fun to incorporate the Spanish language in the festivity!

**Thanksgiving Toast:** Middle School students will enjoy learning and repeating this traditional Spanish toast. Copy and cut on the line below and distribute to students. Work as a class to decipher the lines and have the students write the translation on the line provided ("Health, wealth, love and time to enjoy them.") Then, encourage the students to practice the toast with a partner. Consider giving extra credit to students who bring in a photo of themselves giving the toast at their Thanksgiving Day celebrations.

\*See Elementary Section for more ideas for this holiday for younger grades

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**"Salud, pesetas, amor  
y tiempo para gozarlos."**

Translation: \_\_\_\_\_



## Our Lady of Guadalupe

The Virgin of Guadalupe is the patron saint of Mexico. She is portrayed with brown skin, an angel and moon at her feet and rays of sunlight that encompass her.

According to tradition, the Virgin Mary appeared to an indigenous man named Juan Diego on December 9, 1531. The Virgin asked that a shrine in her name be built on the spot where she appeared, Tepeyac Hill, which is now in a suburb of Mexico City. Juan Diego told the bishop about the spirit and request, but he didn't believe him and demanded a sign before he would approve construction of the church.



On December 12, the Virgin reappeared to Juan Diego and ordered him to collect roses in his *tilmátli*, a kind of cloak. Juan took the roses to the bishop and when he opened his cloak, dozens of roses fell to the floor and revealed the image of the Virgin of Guadalupe imprinted on the inside. The *tilmátli* with the image is on display in the Basilica de Guadalupe.



The appearance of the Virgin of Guadalupe to an indigenous man is said to be one of the forces behind creating the Mexico that we know today: a blend of Spanish and native blood. Her dark skin and the fact that the story of her spirit was told in the indigenous language of Nahuatl and in Spanish are said to have helped convert the indigenous people of Mexico to Christianity at the time of the conquest. She is seen as having a blend of Aztec and Spanish heritage.

Her image has been used throughout Mexican history, not only as a religious icon but also as a sign of patriotism.

**Our Lady- Page 2**

Miguel Hidalgo used her image when he launched his revolt against the Spanish in 1810. She could be seen on the rebels' banners and their battle cry was "Long Live Our Lady of Guadalupe."

Emiliano Zapata also carried a banner of the Virgin of Guadalupe when he entered Mexico City in 1914.

Pope John Paul II canonized Juan Diego in 2002, making him the first indigenous American saint, and declared Our Lady of Guadalupe the patroness of the Americas.

The day of the Lady of Guadalupe became a national holiday in Mexico in 1859. Thousands gather each year on Dec. 12 at Mexico City's Basilica of the Virgin of Guadalupe to celebrate the patron saint's birthday. Over 800,000 people gather around the Basilica and bring candles and offerings to honor her. They also sing the famous song "Las Mañanitas."



**Preguntas:**

1. Who is the Lady of Guadalupe?
2. When did she first appear? And to whom?
3. What happened on December 12?
4. What influence has she had on Mexico and the world?
5. How is the Lady of Guadalupe celebrated?



## Las Posadas

**Las Posadas**, Spanish for "The Inns", is a religious festival celebrated in Mexico and some parts of Guatemala and the Southwestern United States December 16-24<sup>th</sup>.

Las Posadas commemorates the journey that Joseph and Mary made from Nazareth to Bethlehem in search of a safe refuge where Mary could give birth to the baby Jesus. When they were unable to find lodging in Bethlehem, Joseph and Mary were forced to seek shelter in a stable, where the Christ Child was born.



The celebration has been a tradition in Mexico for 400 years. Many Mexican holidays include reenactments of original events. During Las Posadas, a party is held each night in a neighborhood home. At dusk, guests gather outside the house. Families, especially children, dress as shepherds, angels and sometimes, Mary and Joseph. An angel leads the group, followed by Mary and Joseph or guests carrying their images.

The "pilgrims" sing a song asking for shelter, and the hosts sing a reply. When they finally open the doors, they offer hot "ponche", buñuelos, steaming hot tamales and other traditional foods. Once inside, everyone gathers to kneel around the Nativity scene to pray (typically, the Rosary). As the night ends, guests are given *aguinaldos* (small bags filled with treats and candies) for their celebratory "journey."

Latin American countries have continued to celebrate this holiday to this day, with very few changes to the tradition.

### Some popular foods served at Las Posadas are as follows:

**Romeritos:** A green leaf vegetable with small leaves, this plant resembles rosemary, for which it is named. They are most often served as *romeritos en revoltijo*, with shrimp cakes and doused in mole sauce.

**Bacalao:** Dried salted codfish, which starts showing up in markets and grocery stores throughout Mexico as Christmas approaches. This dish of European origin has become a common component of a traditional Mexican Christmas feast.

**Tamales:** Is a traditional Mexican dish made of masa or dough, which is steamed in a corn husk or banana leaf. The wrapping is discarded before eating. Tamales can be filled with meats, cheeses, fruits, vegetables, chilies. Both sweet and savory tamales are served on Las Posadas.

**Pozole:** a hominy soup made with pork or chicken and seasoned with chile and garlic.

(Follow Up: Try finding the book by Tomie dePaola, *The Night of Las Posadas* to read with the class or show a video clip demonstrating Las Posadas)

## Traditions of La Navidad...

### Argentina:

The Christmas Eve Meal is typically held around 10-11pm outside on the barbeque due to beautiful summer weather in December. At midnight, fireworks are lit to welcome Christmas Day!



**Colombia:** Leading up to Christmas, Colombians celebrate "Las Novenas," December 16-24<sup>th</sup>, with nine nights of gatherings and parties. They celebrate with family, friends and neighbors.

**Puerto Rico:** Puerto Ricans are known for their unforgettable "parrandas." A parranda is when a small group of friends gather together to "asaltar" or surprise another friend. It's the Puerto Rican version of Christmas caroling. Most "parranderos" play some sort of instrument and all sing carols together as they visit friends along the way.



### Nicaragua:

Christmas in Nicaragua begins officially on the 6th of December. On December 7<sup>th</sup>, Nicaraguans celebrate "La Purisima" (meaning "the most pure") or the Immaculate Conception of Virgin Mary. Thousands in the country, especially the young, sing hymns as loudly as they can and go from house to house,

honoring the Virgin Mary.

**España:** Epiphany is celebrated on the 6th of January. In Spanish, Epiphany is called 'Fiesta de Los tres Reyes Magos': in English this means 'The festival of the three Magi Kings'. On Epiphany Eve (January 5th) they leave shoes on windowsills or balconies or under the Christmas Tree to be filled with presents.



## Tarjetas de la Navidad

**Felices Fiestas-** Happy Holidays

**Feliz Navidad-** Merry Christmas

**Feliz Janaká-** Happy Hanukkah

**Próspero Año Nuevo-** Happy New Year

**Nuestros deseos buenos-** Our best wishes

**Felicidad y Prosperidad-** Happiness and Prosperity

**Paz y Felicidad-** Peace and Happiness

**Diviértete esta fiesta-** Have fun this holiday

**Me gusta la nieve-** I like the snow.

**Viene el Papá Noel-** Here comes Santa Claus

**Que seas bendecido con felicidad-** I hope you are blessed with happiness

**Siempre pensando en ti este día-** Always thinking of you on this day

**Con muchos deseos para unas Felices Pascuas-** With many wishes for a Happy Holiday

**Te desea mundos de amor y alegría-** I wish you worlds of love and happiness

**Que el espíritu navideño llene tu corazón-** May the Christmas spirit fill your heart

**Salud, pesetas, amor y tiempo para gozarlos.-** Health, wealth, love and time to enjoy them

**Abrazos y Besos-** Hugs and Kisses

**Abrazos fuertes-** Big hugs

**Nos vemos pronto-** See you soon

**Nos vemos en el año nuevo-** See you next year

**Con amor-** with love

**Con cariño-** with affection

**Afectuosamente-** affectionately

**Sinceramente-** sincerely





## Traditions of El Año Nuevo

### España:

New Year's Eve is called: La Noche Vieja (the old night). People eat twelve grapes, one at each stroke of the clock at midnight to wish good luck for each of the twelve months to come in the next year! The tradition of "*las doce uvas de la suerte*" (the 12 lucky grapes) is a century old!



**Panamá:** Burning "muñecos" or stuffed dolls of people who played a big role in news, politics, or even one's personal life throughout the previous year is how some signify doing away with the old. The muñecos are displayed after Christmas and then burned in a bonfire.

**México:** It's customary to hang a wool toy lamb from your front door for good fortune.



**Chile:** Waiting for the New Year in a Chilean graveyard is popular as to ring in the new year with the dearly departed.



### Ecuador:

Hiding money around the house is thought to bring prosperity. At the very least, if you've forgotten where you've hidden your cash and end up finding it again a few months down the road, it's like getting free money.



**Puerto Rico:** Holding silver at midnight is thought to bring fortune in the New Year. Another variation is to put money in your shoe, or in your pocket to supposedly guarantee wealth in the next 12 months.

## El Año Nuevo en México

Mexicans love to gather with close friends and family to wish love and prosperity for the coming year. What makes the culture unique are the rituals and traditions that are performed before and after midnight to welcome the New Year. Since Aztec times, the Mexican culture has been filled with traditions and celebrations, many being religious and others superstitious. These rituals are what make the culture rich and lively.

### **1. Eating 12 Grapes Before Midnight**

Mexicans are busy eating twelve grapes with each chime of the clock's bell. "Las doce uvas de la suerte" are to bring good luck in the new year.



### **2. Lentils for Good Fortune**

Mexicans believe eating a spoonful of cooked lentils brings good fortune for the coming year. Another tradition is to give guests a handful of dry lentils for prosperity.



### **3. Throwing a Bucket of Water Out the Window**

Throwing a bucket of water out the window signifies throwing out the old year and welcoming the new.

### **4. Out with the Old in with The New**

Cleaning the house, taking a bath, mopping the floors with water and cinnamon before midnight are all part of New Year rituals for new beginnings and renewal.

### **5. Sweeping Coins in the House**

When midnight strikes, it's tradition to symbolically sweep the old year out the door and sweep in twelve coins from the outside into the house, representing fortune and prosperity.



### **6. Colored Underwear**

People wear yellow underwear for prosperity and happiness, green for wealth and well-being, red for love and white for hope and peace.



## El Año Nuevo en México- Page 2

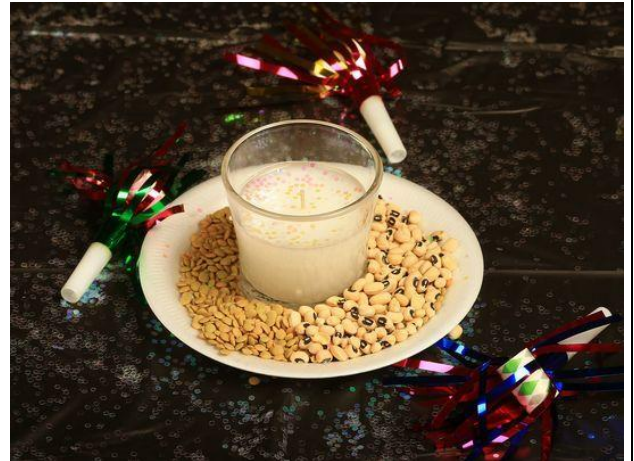


### **7. Walking the Suitcase**

After midnight, it's a ritual to walk an empty suitcase around the house or block to bring good travels in the coming year. An alternative is to place suitcases in the middle of a room for people to walk around them.

### **8. Burning Candles for Wealth and Food**

A common New Year ritual in Mexico is placing candles on a white plate surrounded by lentils, beans, rice, corn, flour and cinnamon. The candles are left to burnout, the remaining waxy foods are collected and buried to promote good fortune and abundance of food for the coming year.



### **9. Fireworks**

Fireworks are displayed at midnight to frighten evil spirits away and to welcome good luck. Many Mexican like to continue the celebration with a late feast after enjoying the fireworks at midnight.





Nombre \_\_\_\_\_

## En el Año Nuevo, me gustaría...

1. mirar \_\_\_\_\_

2. visitar \_\_\_\_\_

3. gastar dinero en \_\_\_\_\_

4. escuchar \_\_\_\_\_

5. viajar \_\_\_\_\_

6. comprar \_\_\_\_\_

7. trabajar en \_\_\_\_\_

8. ganar \_\_\_\_\_

9. estudiar \_\_\_\_\_

10. ayudar \_\_\_\_\_



# El Día de los Reyes Magos

## Three Kings Day- January 6<sup>th</sup>

By studying the significance of Three Kings Day, students gain an understanding of its importance in Spain and Latin America. This lesson duration is one class period. Feel free alter as needed.

### Target Concepts:

- Students will be able to describe why and how Three Kings Day is celebrated in Spain and Latin America.
- Students will be able to compare and contrast Three Kings Day as celebrated in Spain and Latin America with how Christmas is celebrated in the U.S.

**Materials:** copies of the Three Kings Day fact sheet, copies of the Venn Diagram, access to Internet video if possible (see Procedure).

### Procedure:

1. Hand out copies of the fact sheet to all students. Assess prior knowledge by asking students to write down as much as they can about Three Kings and their connection to the Christmas story in the "Prior Knowledge" section of the fact sheet.
2. After a few minutes, have students turn and talk with a partner near them and share what they wrote.
3. Call on students to share their ideas verbally with the whole class.
4. If you have access to the internet, complete a search for: "Video of día de los reyes magos at Disneyland." This video is a short introduction of the holiday and will give the students more insight.
5. After the video, deconstruct the term "los reyes magos" by defining the two terms and having the students write a brief definition for each on their fact sheet in the squares labeled: "Reyes" and "Magos."
  - Reyes = Kings
    - Technically the three wise men were not kings, but magi, or scientists from the East (think Asia) who came to Jerusalem to welcome the baby Jesus.
  - Magos = "Magi" = Magicians = scientists or astronomers
    - In ancient times, scientists, astronomers, and magicians would have been somewhat synonymous. These were "wise men" who studied the stars.
6. Instruct the students to take notes on their fact sheets as you share further details about the holiday.

- **When:** Celebrations start the night of Jan 5<sup>th</sup> and proceed on Jan 6<sup>th</sup>, which is Epiphany.
- **Where: Where is it celebrated?**  
El día de los reyes magos is technically celebrated all over the world or anywhere that people choose to celebrate it. Predominantly, however, it is celebrated in Spain and Latin American countries.
- **Why?** The holiday is rooted in the Catholic tradition of the Christmas story. The kings were astronomers, who studied the stars. They followed the star of Bethlehem to the site where baby Jesus was born. They believed Jesus was the son of God. They brought him gifts of gold, frankincense, and myrrh.
- **What?** What happens during this celebration? Highlight the following six key terms in this lesson:
  - **Desfiles:** Parades happen on the night of Jan 5.
  - **Zapatos en la ventana:** Children leave out their shoes to be filled by the wise men when they visit on the night of the 5<sup>th</sup> (like stockings for Christmas). In current times, the Kings can place their gifts under the Christmas tree like Santa does.
  - **El heno para las camellos:** Children leave hay for the camels in their shoes, similar to leaving milk and cookies for Santa.
  - **La Rosca de Reyes:** This is the King's Cake. It is often more oval shaped than round, so it can feed the whole party. Candies symbolize the crowns of the kings. The tradition started in 1300s in France, then transitioned to Spain, who passed the tradition on in Latin America. It is still eaten in France as part of Mardi Gras on Fat Tuesday, which is 40 days before Lent.
  - **El muñequito** (small plastic toy baby): The rosca has a *muñequito* hidden somewhere inside (also known as *el monito*). This symbolizes the baby Jesus. The doll is hidden in the cake like Jesus had to be hidden from King Herod in the biblical story. In Spain, whoever finds the baby is "king for the day" and has to pay for next year's Epiphany party (or *roscón*).
  - **Tamales:** According to tradition in Mexico, whoever finds the *muñequito* is responsible for throwing the party for *el día de la candelaria* on Feb 2. That person also has to bring the tamales.

### Extensions:

With any leftover time, have students work individually, in pairs, or small groups to complete a Venn Diagram, comparing Kings Day and Christmas. This is a way for them to summarize what they've learned over the lesson. It can also easily be assigned as homework if the other portions of the lesson take longer than expected.



# El Día de los Reyes Magos

nombre: \_\_\_\_\_

**Prior Knowledge** - (What do you already know about Three Kings day in relation to the Christmas Story?)

El Día de los Reyes Magos is celebrated by Latinos all over the world, particularly in Spain and Latin America, as part of the Christmas Story.



## REYES

(define in English and draw an image of the concept)

## MAGOS

(define in English and draw an image of the concept)

**¿Cuándo?** - When does Día de los Magos take place?

**¿Dónde?** - Where is Día de los Magos celebrated?

**¿Por qué?** - Why is Día de los Magos celebrated? Include bullet points describing the history of the holiday.

# El Día de los Reyes Magos

nombre: \_\_\_\_\_

## Venn Diagram- Compare and Contrast

Complete the Venn Diagram with a bulleted list comparing and contrasting El Día de los Reyes Magos celebrations in Spain and Latin America with those of Christmas in the United States. Consider "when," "where," "why," and "what."

**El Día de los Reyes Magos**

**La Navidad**

**Los Dos**



## El Día de San Valentín

### Activity Ideas:

**Adjective Nombres-** This activity would be perfect for students who have learned numerous adjectives and personal characteristics in Spanish. Use the corresponding template on the following pages to present and conduct the activity. Students should write in their names vertically then use their adjective lists and dictionaries (if needed) and use each letter of their names to describe themselves in Spanish.

For example: Divertido

Apasionado

Valiente

Inteligente

Delgado

**Poemas: Yo Sin Ti-** Instruct the class to make poems using "como" and "sin" as well as other terms the students have learned using the template provided. (They can reference their dictionaries if needed.)

For example: Como invierno sin nieve

Como noche sin estrellas

Como árbol sin hojas

Como mantequilla de maní sin jelea

...así soy yo sin ti

**Conversation Hearts en Español-** Use colored construction paper and have the class use their past vocabulary and dictionaries if needed to create Conversation Hearts in Spanish. Use them to decorate the classroom or the hallways or treat them as Valentine's and have the class hand them out around the school. Challenge your students to come up with their own sayings in Spanish. Here are some sample words and phrase to include:

mi amor	bonita	guapo	llámame	un beso	querido
me gusta	TQM (Te quiero mucho)	te amo	novio		hermosa
linda	bella	corazón	abrazo	amigo mejor	familia

**Valentines en Español-** Use the corresponding handout in the following pages along with construction paper of red, white and pink and instruct the class to create homemade valentines in Spanish. Encourage the class to make at least one valentine for a staff member in the school and include a translation on the back. This will spread cultural love around the school.

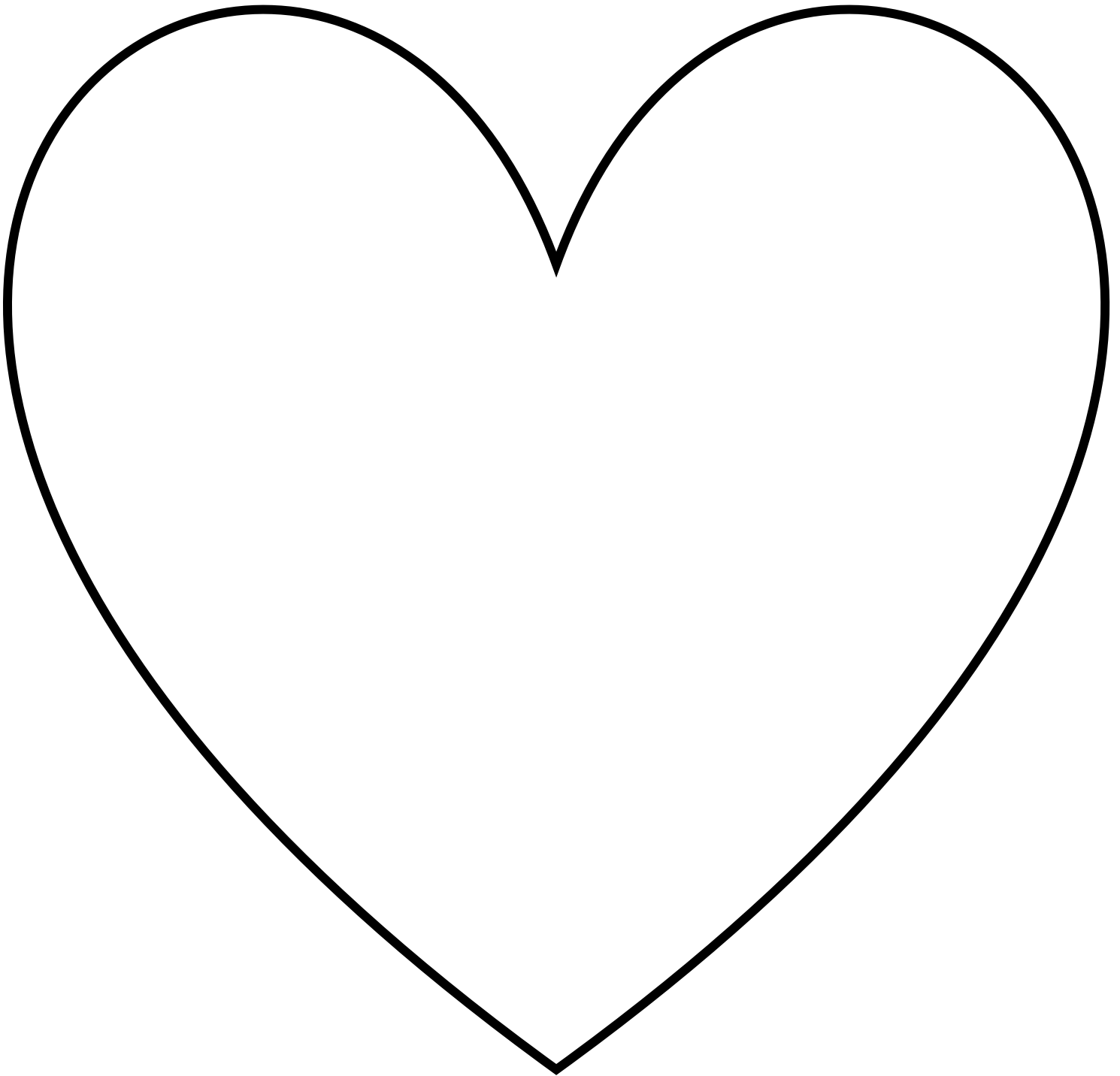


## Adjective Nombres

Nombre: \_\_\_\_\_

(Copy on pink or red paper)

**Adjective Nombres-** Write your name vertically inside the heart, then use your adjective lists and dictionaries (if needed) and write an adjective that describes you beginning with each letter of your name. Cut out the heart and display it in the classroom.

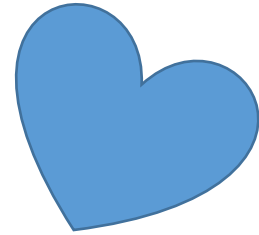


Poemas- Yo Sin Ti

Nombre: \_\_\_\_\_

Write a poem using "como"-like and "sin"-without using terms you have learned as well as dictionaries if needed. Write your poem inside the heart filling in the blanks. Here is an example: "Como verano sin sol"

"Yo sin Ti"



Como \_\_\_\_\_ sin \_\_\_\_\_

Como \_\_\_\_\_ sin \_\_\_\_\_

Como \_\_\_\_\_ sin \_\_\_\_\_

Como \_\_\_\_\_ sin \_\_\_\_\_

...Así soy yo sin ti  
¡Feliz Día de San Valentín!

## Valentines en Español- Use this page to create homemade Valentines for friends and family.

**Feliz día del Amor y la Amistad-** Happy day of love and friendship

**Feliz día de San Valentín-** Happy Valentine's Day

**Hoy te deseo un feliz día de Amor-** Today I wish you a happy day of love

**Un corazón para ti-** A heart for you

**Te regalo mi corazón-** I give you my heart

**Todo mi corazón es para ti-** All of my heart is for you

**Te amo de aquí a la luna-** I love you from here to the moon

**Gracias por tu amistad-** Thank you for your friendship

**Eres mi estrella-** you are my star

**Gracias por traer color a mi vida-** Thank you for bringing color to my life

**Me haces muy feliz-** You make me very happy

**Me haces sonreír-** You make me smile

**Gracias por ser mi amigo/a-** Thank you for being my friend

**Gracias por todo-** Thank you for everything

**Gracias por tu amor-** Thank you for your love

**Te llevo en mi corazón-** I carry you in my heart

**Siempre estás en mis pensamientos-** You are always in my thoughts

**Me alegro tanto cuando te veo-** I am so happy when I see you

**Pienso en ti-** I'm thinking of you

**Un admirador secreto/Una admiradora secreta-** Secret Admirer

**Feliz día de Cupido-** Happy Cupid Day

**querido/a-** dear

**mi amigo/a-** my friend

**chistoso/a-** funny

**divertido/a-** fun

**llámame-** call me

**chévere-** cool

**me gusta-** I like

**te quiero mucho -** I love you very much

**mi amor-** my love

**te amo-** I love you

**amistad-** friendship

**hermosa -** beautiful

**linda-** pretty

**bella-** beautiful

**corazón-** heart

**un abrazo-** a hug

**amigo/a mejor-** best friend

**familia-** family

**con cariño-** with care

**con amor-** with love

**from-** de

**sinceramente-** sincerely



## La Bandera de México

The first flag of Mexico was established in 1821, the year Mexico gained independence. The flag contained the national colors, white, red, and green in diagonal stripes. The colors have remained the same, but their placement and the crest in the center of the flag has changed over time. February 24th is Flag Day in Mexico and is celebrated with civic ceremonies honoring the Mexican Flag.

The Mexican flag is full of national symbolism. The green stripe represents the Independence Movement. The white stripe represents the purity of the Catholic faith. The red stripe represents the Spaniards that joined in the quest for Independence and the blood of the national heroes. The emblem-shield symbolizes the Aztec heritage. According to legend, the gods had advised the Aztecs that the place where they should establish their city was to be identified when they saw an eagle, perched on a prickly pear tree, eating a serpent. They saw this mythical eagle on a marshy lake that is now the main plaza in Mexico City.

When the Mexican flag is displayed, Mexicans stand at attention with their right arm placed in a salute over their chests with the hand flat and palm facing downward. In schools, Mexican children are taught to recite the oath to the flag (Juramiento a la Bandera), similar to the "Pledge of Allegiance" in the United States.

The oath is translated into English below:

**Flag of Mexico!**  
**Legacy of our heroes,**  
**symbol of the unity**  
**of our parents and our siblings.**  
**We promise to always be loyal**  
**to the principles of liberty and**  
**justice**  
**that make our homeland**  
**the independent, humane and**  
**generous nation**  
**to which we surrender our**  
**existence.**



(Follow up: Show images of the Mexican flag to the class. Have optional color sheet students can label if there is extra time).

## Carnaval

Carnaval, also called *el carnaval*, is celebrated in many places throughout Latin America. Carnaval is a four-day celebration, which starts on Saturday and ends on Ash Wednesday, with dates changing every year. The festival tradition, which has roots in Roman Catholic traditions, was spread to Latin America by the Spanish colonists. Carnaval is meant as a final chance to celebrate and have a good time before the rituals and sacrifices of Lent.

While specific traditions may vary throughout Latin America, the various carnivals all incorporate lively dancing and music. A handful of festivals are among the most famous and the largest in Latin America. Carnaval is a noisy and boisterous celebration of music and dance. Each country celebrates Carnaval in various ways, though all maintain the same energetic spirit and energy. Here are some examples of Carnaval celebrations around the globe:



**Colombia-** Labeled the second largest Carnaval celebration in South America (after Rio de Janeiro in Brazil), Colombia boasts folkloric dancers and singers in bright costumes and extravagant floats.

**La República Dominicana-** Flashy costumes and loud music are characteristic of Carnaval in this country. Large parades take place all over La República Dominicana. Detailed masks are popular during this celebration, specifically ones mimicking the Devil, called "Diablos Cojuelos."

**Bolivia-** Over 50 parade groups dance, sing and play music dressing up as demons, devils, angels, Incas, and Spanish conquerors. The parade runs from morning until late at night, sometimes 18 hours per day.



**Ecuador-** During Carnaval in Ecuador, it is common for children and teenagers to dump water on unsuspecting adults. Some throw water balloons or even eggs on both friends and strangers passing in the streets. This event is frowned upon by schools and government authorities, but still widely practiced.

**Venezuela-** Two of the more distinctive costume styles in parades are the Madamas and the Devils. The Madamas are dancers who wear distinctive African headscarves and robes. During Carnaval, the Devils dress in frightening masks along with red-and-black costumes. Along with these more traditional costumes are more modern masks, including Superman, Zorro and Snow White.

(**Follow up:** Find pictures and/or video clips you have previewed to show of the various festivities of *el carnaval*).



## La Semana Santa

The Holy Week of Easter known as *la Semana Santa*, is the most important Catholic festival in South America. *La Semana Santa* celebrates the last days of Christ's life, the Crucifixion and Resurrection, as well as the end of Lent. *La Semana Santa* is observed with a range of celebrations, from very religious to commercial.

### What Happens During la Semana Santa?

Each day has its rituals, processions and parades through the streets with participants on their knees or carrying large wooden crosses. There are masses and religious observations, prayer meetings, and thousands of Catholics showing respect. In many communities, the full Passion Play is enacted from the Last Supper, the Betrayal, the Judgment, the Procession of the 12 Stations of the Cross, the Crucifixion and, finally, the Resurrection. Participants are costumed and play their parts with devotion. During this week, most schools and offices are closed. You can expect resort areas to be crowded as people take advantage of the holiday.



### Interesting Traditions by Country:

**Peru** - while it's customary to go to church every day during *La Semana Santa*, some days are especially important. On Holy Thursday, history is incorporated into the celebrations in Cusco as there is a parade to remember the earthquake of 1650. It ends at the Cathedral as it was the one building that survived this damaging earthquake.

**Venezuela** - Things heat up in the capital city of Caracas as it's traditional to burn a statue of a local figure. This is known as 'Burning of Judas' where locals will parade the figure through the streets before meeting together to burn it in a bonfire. In many other regions in Latin America this is done on New Year's as a way to rid the new year of bad energy and move on.

**Colombia** - In Popayan, which is known as the white city, Easter is a time to celebrate art as well as the religious holiday. There is an annual parade as well as many art exhibits and events celebrating *La Semana Santa*.



**La Semana Santa- Page 2**

**Argentina** - Many people think that chocolate Easter eggs are only a North American tradition, but that is not true. With 85% of the Argentine population being Roman Catholic, it's common for families to leave the city for the hillside to spend time with family. After a big Easter meal, chocolate eggs are exchanged and some families with smaller children will have a chocolate egg hunt.



**Ecuador** - Similar to traditions in Argentina, it's common for Ecuadorians to travel during Easter. One of the most religious cities in Ecuador is Cuenca and it's common for devoted Catholics to come to the city to celebrate in this colonial town. In addition to the many processions and parades, locals will eat *fanasa*, which is an Easter stew with salted cod, beans and grains. There are 12 grains in the soup to pay tribute to the 12 Apostles, and while *fanasa* exists in many cities in Latin America, it is widely believed that the best *fanasa* exists in Cuenca.

➤ What are three things that happen during la Semana Santa in Latin America?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

➤ What is one unique fact about the celebrations in each of following countries?

Perú - \_\_\_\_\_

Venezuela- \_\_\_\_\_

Colombia- \_\_\_\_\_

Argentina- \_\_\_\_\_

Ecuador- \_\_\_\_\_

## Cinco de Mayo

By studying Cinco de Mayo, a Mexican holiday, students gain an understanding of the meaning of the celebration.

### Objectives:

- Students will understand what happened at the Battle of Puebla
- Students will understand why this holiday is celebrated today

**Materials:** copies of the Cinco de Mayo information sheet, board space or chart paper to brainstorm with class during the lesson, color photos from the Internet to show the class regarding the holiday (optional), craft supplies (optional)

**Notes:** This lesson duration is one class period. Feel free to alter as needed and incorporate one of the craft ideas included. This holiday could also include a class fiesta, celebrating the Mexican culture.

### Procedure:

1. Begin by asking students what they know about Cinco de Mayo. Typical answers may include the meaning of the name (fifth of May), as well as the common belief that it is Mexico's Independence Day. Address these items if they do not arise in the conversation.
2. Distribute the Cinco de Mayo information sheet and choose to either read it aloud, have students read in pairs or read silently.
3. After they are complete, pair students to work on the discussion questions included in this lesson.
4. Circle around the room and help students if needed.
5. After most are complete, discuss the answers orally asking for volunteers.
6. Main points to stress in this discussion:
  - a) May 5th is NOT Mexico's Independence Day.
  - b) This holiday is only popular in the Puebla region of Mexico.
  - c) Many Americans celebrate Cinco de Mayo by enjoying Mexican culture, though the majority do not know the history behind the holiday.
7. If time, preview and share pictures and video clips on YouTube regarding this holiday. Make sure to preview all videos in their entirety.
8. Choose one of the Cinco de Mayo crafts or activities to include after the discussion if desired.

**Extensions:** Encourage students to conduct more research on the Battle of Puebla and bring their findings back to class to share.

Research popular Mexican dishes like horchata, tamales, etc. and have volunteers make them and bring them in for a Cinco de Mayo fiesta.

## Cinco de Mayo



**Cinco de Mayo**, ("Fifth of May"), also known as the **Anniversary of the Battle of Puebla**, is a holiday celebrated in parts of Mexico and the United States in honor of a military victory in 1862 over the French forces of Napoleon III.

The French, with the support of wealthy landowners, attempted takeover Mexico. On May 5, 1862, the French invaded the town of Puebla with their well-trained soldiers and

extensive weapons. Meanwhile, the poorly equipped mestizo and Zapotec people of Puebla, under the command of General Ignacio Zaragoza tried their best to defend their land and did in fact defeat the French troops. About 1,000 French troops were killed. Although the fighting continued, and the French were not driven out for another five years, the victory at Puebla became a symbol of Mexican resistance to foreign domination. The city, which was later renamed Puebla de Zaragoza, is the site of a museum devoted to the battle, and the battlefield itself is maintained as a park.

The day is celebrated in the state of Puebla with parades, speeches, and reenactments of the 1862 battle, though it is not very celebrated in most of the rest of the country.

In the mid-20th-century in the U.S., the celebration of Cinco de Mayo became for Mexican immigrants a way of encouraging pride in their Mexican heritage. Nowadays, the holiday is even more popular in the United States than it is in most regions of Mexico. Americans enjoy celebrating Mexican culture on this day, though many believe it is Mexico's Independence Day, which actually is celebrated on September 16th.





## Cinco de Mayo: Questions

Nombre: \_\_\_\_\_



1. When is 'Cinco de Mayo' and what does it celebrate?
2. Why was this battle so important?
3. What was the role of Napoleon III?
4. Who led the Mexican side of the battle?
5. Is this holiday celebrated in all of Mexico?
6. Why is the holiday popular in the United States?
7. What do most Americans think about 'Cinco de Mayo'?
8. When is the Mexican Independence Day?
9. Have you ever celebrated this holiday? How?

**Cinco de Mayo Craft Ideas:** Below are several crafts that coorelate with Mexico and can be used to recognize the Cinco de Mayo holiday. They could also be used to celebrate other Mexican holidays, such as Mexico's Independence Day.



**Mini Sombreros:** Sombreros are traditional to the Mexican heritage and are used to keep sun out of workers' faces in the fields.

**Materials:** styrofoam cups, small paper plates, glue, miniature pom-poms, pipe cleaners

**Maracas:** Maracas are a popular instrument in Latin music.

**Materials:** plastic eggs, plastic spoons, masking tape, permanent markers, dry beans



**Ojo de Dios:** The native Huichol people of Mexico created God's eyes to place near their alters to watch over the people praying. Making one is inviting the Eye of God to watch over them.

**Materials:** colored yarn, popsicle sticks

(Search "god's eye tutorial" for detailed instructions)

**Tissue Paper Flowers:** Paper flowers are used to decorate fair booths, altars and graves. In some regions of Mexico, people even decorate cakes with paper flowers.

**Materials:** colored tissue paper cut in squares, pipe cleaners

(Search "tissue paper flower tutorial" for detailed instructions)



## **Part V: Other lessons**

- **Currency from the Spanish-speaking world-** Currencies are compared to the U.S. dollar p.102
- **Flags from the Spanish-speaking world-** The origin of numerous flags p.103
- **Spanish Language Across the Globe-** Variations of Spanish terms pp.104-105
- **Traditional Cuisine-** Traditional dishes are described from various countries p.106
- **The History of Tango-** A description of the impact of the dance and its importance to Argentina p.107
- **Pablo Neruda-** Chilean poet; A short biography and portion of one of his poems p.108
- **The Inca-** A brief history of the South American native people p.109
- **The Ancient Maya-** A brief description of the Central American native people, their calendar and Chichen-Itza p.110
- **La Siesta-** A history of the mid-afternoon nap p.111
- **Fútbol-** the most popular sport in the world p.112
- **Famous Latinos and Spaniards-** A student research project, lesson plan and guide pp.113-116
- **Spanish in the U.S.: Cognates-** This lesson focuses on cognates and Spanish derivatives which have been integrated into American English. (Includes Student Resource Page and vocabulary) pp.117-120
- **Why learn Spanish?** p.121
- **The Benefits of Being Bilingual** p.122-123
- **Dichos: Spanish words to live by-** with English translations p.124
- **Trabalenguas-** tongue twisters in Spanish with English translations pp.125-126
- **Spanish Jokes and Rhymes** p.127
- **Birthday Traditions and Celebrations** p.128

### **Classroom Notes and Ideas:**

- **Optional Fact Sheets 1-6 in Part VI - (pp.135-140)** Vary the usage of these printable fact sheets that can correlate with information sheets from Parts IV and V. Print on the back of one of the info sheets to create a more comprehensive activity and reflection.
- **Make the topics come alive! -**
  - Be sure to seek out and share color pictures of the topics being discussed.
  - Include short videos when applicable: live footage of the tango, a fútbol game in Spanish, etc.
  - Play traditional tango music
  - Encourage students to complete further research and share their findings with the class, etc.



## Currency from the Spanish-Speaking World

The majority of the twenty-one Spanish-speaking countries have national currencies with their own exchange rates. In Guatemala, for example, the currency is called the "quetzal" after the national bird. One U.S. dollar is worth about 7.5 quetzales.



The main currency in **Perú** is the "nuevo sol" (meaning "new sun") but is usually referred to simply as the "sol." One U.S. dollar is equal to about 3.25 soles. Therefore, if a souvenir costs 10 soles, it is about \$3.00.



**Cuba** uses two currencies, the "peso Cubano" and the Cuban convertible peso, commonly referred to as "Cuc." The first is primarily for everyday use by Cubans. The other, worth considerably more, is used for luxury and imported items by tourists.



Numerous countries use the term "peso" for their currency. However, each has its own conversions and denominations. For example, one U.S. dollar is equal to about 24



**Argentinian "pesos"** versus being equal to about 31 **Uruguayan "pesos"** and about 20 "pesos" from **México**.

There are also a few Spanish-speaking countries that have opted to use the U.S. dollar instead of their own currency. These countries include: **Panamá** and **El Salvador**. **Ecuador** also switched from the 100+ year old sucre to the U.S. dollar in 2000.

**Costa Rica** has a dramatic exchange rate where the \$1 U.S. dollar is equal to over 550 colones. Therefore, if you buy an ice cream cone for \$2 U.S. dollars, the price tag in Costa Rica is labeled as 1,100 colones. It may take a little while for an American traveler to get used to the exchange rate and not feel like they are overspending.



### **Other important money terms:**

- Paper money is known in general as **papel moneda** or **billetes**. Coins are known as **monedas**.
- Credit and debit cards are known as **tarjetas de crédito** and **tarjetas de débito**, respectively.
- A sign that says "**sólo en efectivo**" indicates that the establishment accepts only physical money, not debit or credit cards.

**(Follow up:** If possible, bring in currencies from various Spanish speaking countries. The terms above for money and credit cards are very important when traveling. To reinforce them, have the students role play or write skits involving these terms. For example: A hotel, restaurant, or store scene).

## Flags of the Spanish-Speaking World

Countries all over the world use flags to represent them. Each flag has a lot of significance in its representation of the country. No two world flags look alike and flags serve as symbols for their respective people and government.



Since **Spain** is known for bull activities such as the running of the bulls and bullfighting, legend has it that the red on the flag stands for the bloodshed of bulls and matadors. The yellow stands for the sand arena.

In **Argentina**, the blue and white colors on the flag were chosen by Manuel Belgrano, the leader of the Argentinian revolution against Spain, and represent the blue-sky parting to reveal white clouds, as is said to have happened when the Liberation demonstration began in Buenos Aires, Argentina, on May 25, 1810.



The **Mexican** flag is full of national symbolism. The green stripe represents the Independence Movement. The white stripe represents the purity of the Catholic faith. The red stripe represents the Spaniards that joined in the quest for Independence and the blood of the national heroes.

The flag of the **Dominican Republic** was designed by founding father Juan Pablo Duarte, and accepted in 1844. It is centered with a white cross that extends to the edges and divides the flag into four rectangles. The color blue is for liberty, red for the blood of heroes, and white for salvation.



In the **Honduran** flag, the blue stripes represent the Pacific Ocean and the Caribbean Sea. The five stars represent the five nations of the United States of Central America (Honduras, El Salvador, Costa Rica, Nicaragua, and Guatemala) and the hope that the nations may form a union again.

In **Bolivia**, the state flag and ensign (and war flag) is a horizontal tricolor of red, yellow and green with the Bolivian coat of arms in the center. According to one source, the red stands for Bolivia's brave soldiers, while the green symbolizes fertility and yellow the nation's mineral deposits.



**Chile's** flag is a red, white and blue banner with a white star. The blue square in the corner of the flag represents the sky, the white stripe represents the snow of the Andes mountains, and the red symbolizes the blood that was spilled fighting for freedom.

## Spanish Language Across the Globe

In the English language, there are numerous dialects and variations of words from region to region and country to country. For example, in some areas of the United States people call soda, "pop" while others call all soft drinks, "coke." The same occurs all over the Spanish-speaking world. Here are some examples in Spanish.

English: **BABY**

Most countries- "bebé"

Argentina and Uruguay- "beba" (girl), "bebe" (boy)

Chile: "guagua"



English: **CAKE**

Argentina, Chile, Ecuador, Uruguay, Venezuela- "torta"

Bolivia, Costa Rica- "queque"

Colombia- "ponqué, torta" ("torta" also means "sandwich" in México)

Dominican Republic, Puerto Rico- "bizcocho"

Spain- "tarta"

English: **EYEGLASSES**

Most countries- "anteojos"

Colombia- "gafas", "lentes"

Cuba, Puerto Rico- "espejuelos"

Dominican Republic, Ecuador, Panama, Perú, México, Venezuela: "lentes"

Spain: "gafas"



English: **GROCERY STORE**

Colombia: "mercado"

Costa Rica: "compras"

Cuba: "bodega"

Dominican Republic: "viveres"

Guatemala: "tienda"

México: "mercadito", "mercado", "supermercado" (depending on size)

Panama: "abarrotería"

Puerto Rico: "colmado"

Spain: "supermercado"

Uruguay: "almacén"

Venezuela: "abastos"

English: **POPCORN**

Cuba: "rositas de maíz"

Argentina: "pochoclo"

Venezuela: "cotufa"

Spain: "palomitas", "palomitas de maíz"





## Spanish Language Across the Globe- Page 2

English: **HELLO?** (answering the telephone)

Most countries: "¿Dígame?"

Argentina, Bolivia: "¿Hola?"

Cuba: "¿Oigo?"

Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador,  
Guatemala, Honduras, Peru, Venezuela: "¿Aló?"

Mexico: "¿Bueno?"

Panama, Puerto Rico: "¿Haló?"



English: **PEN**

Most countries: "bolígrafo"

Cuba, México, Panamá, Puerto Rico: "pluma"

Columbia, Costa Rica, Honduras, Guatemala Perú, Venezuela: "lapicero"

Spain: "boli"

English: **CAR**

México Spain: "coche"

Dominican Republic, Cuba, Mexico, Puerto Rico: "carro"

Argentina, Chile, Uruguay, Perú: "auto"



English: **SIDEWALK**

Most countries: "acera"

México, Guatemala: "banqueta" (most other countries "banqueta" means "bench")

English: **JACKET**

Most countries: "chaqueta"

Argentina: "campera"

Dominican Republic, Panama: "saco"

Mexico: "chamarra"

Peru: "casca"

Puerto Rico: "blazer" (women), "gabán" (men)



**Excuse Me:** This is a phrase we use a lot! And yet the way you would say it in the Spanish speaking world differs depending on the country and also on the context. For example: In México if you want to ask someone to repeat a word because you didn't understand, you could ask *¿Mande?* Other ways to say this, which are more common in other countries are: *¿Qué?* or *¿Cómo?* If you want to get someone's attention you could ask *¿Perdón?* or *¿Disculpe?* If you want to get by someone in a crowd you would say, "Con permiso." Confusing, no?

If you have time, practice using some of these **phrases**.

## Traditional Cuisine

Each country in the Spanish-speaking world has food and dishes which they are known for.

**Here are some examples:**



**Spain:** The most famous cuisine in Spain are "tapas." Tapas, or small plates, consist of a variety of appetizers including olives, cheese, meats, eggs, bread, etc. There are many theories as to the origin of tapas. One theory says to have come from a Spanish King who arrived at a restaurant after a long voyage, where he was served a **glass of wine with a slice of cheese over top** (some say it was ham or bread). Although the King knew that the slice was being used as a *tapadera*, a cover to protect the wine from bugs or dust, he ate it anyways, as did his entire court. Following this event, it is said that the King continued to ask

for "tapas" with his wine everywhere he went. Nowadays, restaurants serving tapas are becoming more and more popular around the world showcasing a variety of "small plates" meant to be shared among friends.

**Puerto Rico:** The most traditional Puerto Rican dish is **asopao**, a hearty gumbo made with either chicken or shellfish. Every Puerto Rican chef has his or her own recipe for asopao. *Asopao de pollo* (chicken asopao) takes a whole chicken, which is then flavored with spices such as oregano, garlic, and paprika, along with salted pork, cured ham, green peppers, chile peppers, onions, cilantro, olives, tomatoes, chorizos, and pimientos. For a final touch, green peas or asparagus might be added.



**Colombia, Ecuador, Bolivia, and Peru-** Believe it or not,

guinea pigs originated in the Andean region and were originally raised specifically for eating. It wasn't until the Spanish came and started sending guinea pigs to Europe that the furry creatures were treated as pets. Guinea pig meat is special because it's higher in protein and lower in cholesterol than chicken, pork, or beef. There are two main ways that cuy is prepared: Cuy al horno (Baked Cuy) and Cuy Chactado (Fried Cuy).

**Spain, Chile and Perú-** Empanadas are found in bakeries, stores, supermarkets, gas stations, and many other establishments where people gather. Because of their flavor and relatively modest price, empanadas are wildly popular. Empanadas are made from a pastry dough, like a puff pastry. The dough is rolled out and then cut into circles. The empanada is then stuff with chicken, beef, or other mixtures depending on the country. The dough is closed in the form of a half moon and sealed on the edges.



**(Follow up:** Assign a traditional food from a country to each student or pairs/groups of students. The students are then responsible for finding a menu describing it in detail in Spanish or a recipe. They can then present it to the class. For example: Colombian arepa, El Salvadorian pupusa, a Mexican sope, Argentine alfajores, etc.)

## The History of Tango

During the late 1800s and early 1900s, Argentina was undergoing an enormous immigration. In 1869, Buenos Aires had a population of 180,000. By 1914, its population was 1.5 million. The blending of African, Spanish, Italian, British, Polish, Russian and native-born Argentines resulted in a melting pot of cultures. Each borrowed dance and music from one another. Traditional polkas, waltzes and mazurkas were mixed with the popular *habanera* from Cuba and the rhythms from Africa.



Most immigrants were single men hoping to make their fortunes in this newly expanding country. They were usually poor, hoping to make enough money to return to Europe or bring their families to Argentina. The dances and music collided to create the tango that is known today. It spread slowly through Buenos Aires until it exploded.

Eventually, everyone found out about the tango. By the beginning of the twentieth century, the tango as both a dance and as a developing form of popular music, had established a stable place in the fast-expanding city of Buenos Aires. It soon spread to rural towns of Argentina and across the River Plate to Montevideo, the capital of Uruguay, where it became as much a part of the urban culture as in Buenos Aires.

The worldwide spread of the tango came in the early 1900s when wealthy sons of Argentine society families made their way to Paris and introduced the tango to a society eager for advancement. By 1913, the tango had become an international wonder in Paris, London and New York. There were tango teas, tango train trips and even tango colors—particularly orange. The Argentine elite who had originally rejected the tango were now forced into accepting it with national pride.

The tango spread worldwide throughout the 1920s and 1930s. The dance appeared in movies and tango singers traveled the world. By the 1930s, the Golden Age of Argentina was beginning. The country became one of the ten richest nations in the world and music, poetry and culture flourished. Tango became a



fundamental expression of Argentine culture, and the Golden Age lasted through the 1940s and 1950s.

The tango is still a large part of Argentine culture and can be seen all over the country. In the barrio of La Boca, the infamous area of Caminito, dancers tango in the streets while tourists watch in awe.



## Pablo Neruda

### Chilean Poet (1904-1973)

*"Pablo Neruda was perhaps the greatest Spanish poet of the 20th century."*

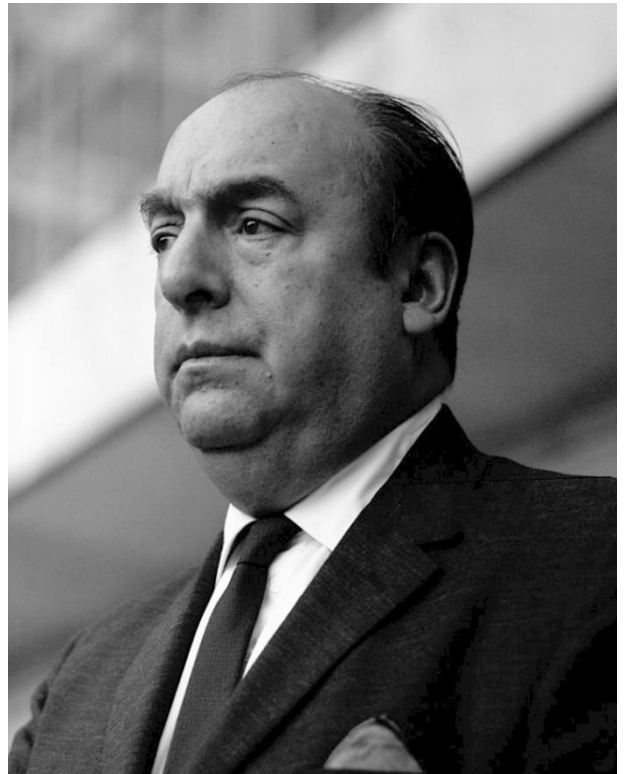
Neruda grew up in southern Chile and in 1921 moved to Santiago. He enrolled in college with the intention of preparing himself for a career as a French instructor. He left soon after in order to dedicate more time to poetry, which had already become his primary interest.

Neruda was a very famous writer. His major works include *Veinte poemas de amor y una canción desesperada*, the three volumes of *Residencia en la tierra*, *Canto general*, and *Odas elementales*.

The topics used in his poems vary from love and politics to intense self-contemplation. There have been few poets as successful as Neruda and few who have achieved such high standards of excellence. Neruda was honored with many awards, including the Nobel Prize in Literature in 1971.

#### Portion from Neruda's, *Ode to My Socks*

Maru Mori brought me a pair of socks  
which she knitted herself  
with her sheepherder's hands,  
two socks as soft as rabbits.  
I slipped my feet into them as though into  
two cases knitted with threads of twilight  
and goatskin. Violent socks, my feet were  
two fish made of wool, two long sharks  
sea-blue, shot through by one golden thread,  
two immense blackbirds, two cannons:  
my feet were honored in this way  
by these heavenly socks.



## The Inca

The Incas, an indigenous people from Peru, started as a small tribe in the southern highlands. In less than a century, during the 1400s, they built one of the largest, most tightly controlled empires the world has ever known. They were incredibly skilled in both government and precise engineering.

The empire as a whole was divided into four quarters, with the capital, Cuzco, at the center. The native people of this diverse region all lived under the rule of a single man, the emperor, addressed as "Chief Inca," "Son of the Sun," and "Lover of the Poor." As a supposed descendant of the sun, the "Chief Inca" ruled by divine right. He ate from gold and silver plates and never wore the same clothes twice. When messengers came before him, he remained hidden behind a screen.



The most sacred shrine in Peru was the Temple of the Sun, in Cuzco. There was also a temple dedicated to the god of creation, Viracocha (wee-rah-KOH-chah). Other important deities were the Earth Mother and the spirit called Thunder, or God of the Weather.

The Incas developed an accurate calendar by observing the movements of the sun. By observing the moon, they divided the year into twelve months and planned their major religious feasts accordingly. A feast celebrating the harvest was held in the month corresponding to May. June marked the great feast of the Sun. Rituals of planting were held in August. Sacrifices of guinea pigs and llamas were required on such occasions. Sometimes human beings were sacrificed.

Many different languages were spoken in ancient Peru. The Inca of Cuzco spoke Quechua (KETCH-wah). To unify the empire, they spread the language. Quechua, the language of the Incas. Quechua is still widely spoken in Ecuador, Bolivia, and northwest Argentina. In Peru it is the native language of approximately half the population. Most of the Quechua people of Peru live in the highlands. However, in recent years many have migrated to Lima and other coastal cities, where they live in crowded neighborhoods. In the 1960s and 1970s the Peruvian government took steps to improve conditions for the Quechua people and to give the Inca heritage more prominence in national life. Quechua was made an official language of Peru along with Spanish.

Though Spanish conquerors captured the Inca emperor in 1532, the native people of Peru never forgot their Incan heritage. Roads, walls, and irrigation works constructed by the Inca are still in use today. Many indigenous Incans even now, believe that a new Inca king will someday arise to restore the glory of their ancestors.

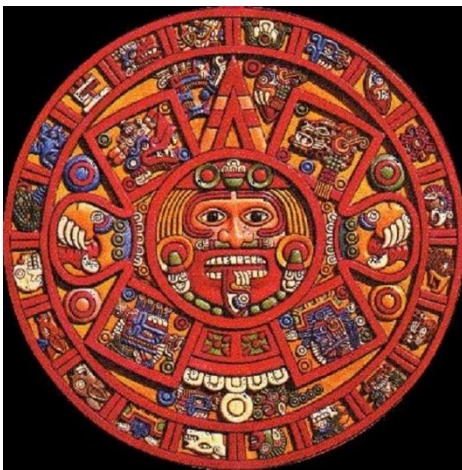
## The Ancient Maya

The Maya were one of the greatest New World civilizations. They lived in Mexico and Central America. They excelled in the arts, mathematics, architecture, farming, and astronomy. The early Maya lived in villages, where they farmed corn, or *maize*.

Hundreds of years later, they built massive city-states. It was during this time that the Maya made many advancements. They built great structures and studied the planets to create calendars, one of which had 365 days. They did this all without modern technology! The Maya began declining around 900 A.D. due to warfare, drought, disease, and overpopulation. Spanish explorers conquered the remaining Maya in the 1500s.



Temple-pyramids are an amazing architectural achievement of the ancient Maya. One of the most famous of these is Chichen-Itza, in Mexico. It stands about 80' high and is 180' wide on each side at its base. Carved monster masks adorn the temple. Chichen-Itza which means "at the mouth of the well of Itza ", is the second most visited archeological site of Mexico today. The Kukulcan Pyramid in Chichen-Itza which known as "El Castillo" (the castle), is one of the new seven wonders of the world. The pyramid was used as a calendar: four stairways, each with 91 steps and a platform at the top, making a total of 365, equivalent to the number of days in a calendar year.



The Maya were extremely religious, and worshiped various gods related to nature, including the gods of the sun, the moon, rain and corn. At the top of Maya society were the kings, or "kuhul ajaw" (holy lords), who claimed to be related to gods and followed a hereditary succession. They were thought to serve as peacekeepers between the gods and people on earth and performed the elaborate religious ceremonies and rituals so important to the Maya culture.

The ancient Maya made exquisite masks from stone, wood, gold, obsidian, and shell. These masks often contained many pieces of jade arranged in mosaic patterns. Maya royalty also had personal items beautifully decorated in these patterns.

Today, more than 6 million people can trace their roots back to the ancient Maya. Most of them live in Guatemala, Mexico, and Belize.



## La Siesta – A history of the mid-afternoon nap

The siesta originated in Spain. The name siesta is derived from the Latin: *hora sexta*, meaning the sixth hour. (Traditionally, the day's hours began at dawn, so the sixth hour would be noon – a great time for a nap.)

Siestas are popular around the world, particularly in Spanish-speaking nations, thanks to Spanish influence.



Aside from Spain, siestas are common in: Greece, Italy, The Philippines, Costa Rica, Mexico, Ecuador, Chile, Argentina, Nigeria

See any trends? For the most part, siestas occur in hot climates. This gives people a chance to sleep or rest through the hottest of the sun's rays, which typically occur midday. In fact, although not all tropical climates sleep during the hottest part of the day, they all get out of the sun somehow.

The beauty of the siesta is not the sleep itself, but the slower pace of life. A siesta is a mindful effort to take a break, to stop and reflect, and to take time for yourself. In places where siestas are common, you might find that churches, shops, or even public buildings are closed during the siesta hours. Siesta is for *resting*, be it physically, mentally, or otherwise.

However, to many tourists, it is just a cause of frustration and confusion. Between the hours of 2pm and 5pm, Spain shuts down to allow the locals to rest after a long and hectic morning and prepare for the busy afternoon. Meanwhile, the common tourist invariably chooses this time to stroll the streets for their souvenir-shopping, sightseeing, only to find the shops closed and the streets empty.

To fully enjoy a siesta, it is very important to have a good lunch with friends or/and relatives. Timing is very important. A siesta should last between 15-30 minutes, no more. Don't let anything disturb you. The siesta is a very serious business. Some people can't enjoy a siesta unless the TV or radio is on. If these kind of things help you to fall asleep, use them. Silence all telephones, but don't forget to set an alarm!

In truth, the siesta has been dying for a while now. A higher pressure modern job market means that many people are unwilling or unable to take long breaks and air conditioning has helped them to work through the hottest part of the day.

The gradual disappearance of the siesta has not changed the late-night lifestyle, which means Spaniards sleep an average of one hour less per day than other European countries.

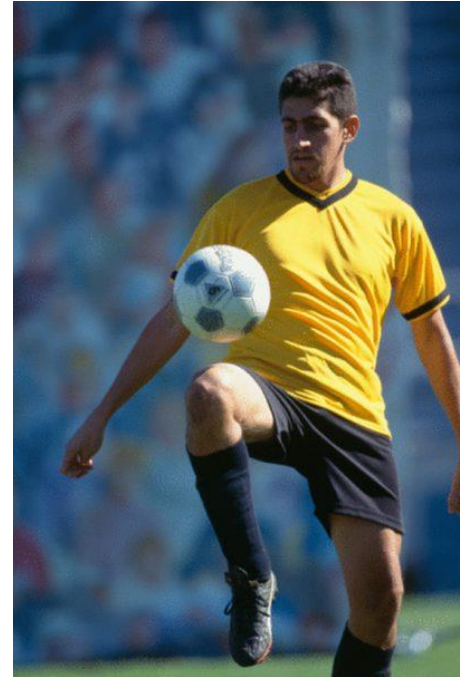


## El Fútbol

Soccer was introduced in Latin America specifically in Argentina in the late 1800s by a large group of Europeans. Since that time, it has exploded in popularity, becoming the most popular sport (by a large margin) in Latin American and the world. There are more than 30,000,000 people participating in organized competitions around the world. There are numerous reasons soccer is so popular. The primary reason being that the game requires minimum equipment and gear. All you need is a ball, a group of eager kids, and some empty space. To this day, you see kids everywhere in the world, kicking a ball around in city squares, back alleys and parks.

Soccer started as a sport played mainly by wealthy Europeans, but rapidly spread throughout the culture, allowing for people of all socioeconomic classes to play. Latin America has had a long, complex history of race and class issues that have divided people. In many ways, soccer has bridged gaps and united people from all walks of life. Because of this power, soccer has acted as almost a religion or major cultural component that people from all over Latin America can come together over.

Latin American countries have been champions in World Cup Soccer numerous times. Uruguay won the cup twice, in 1930 and 1950. Argentina was champion in 1978 and 1986.



Diego Maradona of Buenos Aires scored what is termed the, "Most Beautiful Goal in World Cup History," that won the 1986 World Cup for Argentina.

Soccer, especially in South America, is not just a game; it is a matter of individual and national identity. Soccer matters and is even referred to as, "The Beautiful Game."

## Famous Latinos and Spaniards-

### A Student Research Project

The lesson includes a list of 30 famous Latinos. Assign each of your students one famous person to research and share his/her findings with the class. If you have access to computers this would be a great in-class activity. Otherwise, assign this small project as homework.

**Prep:** 5 minutes

**Materials:** student copies project guide and rubric

**Target Concepts:**

- Learn about a variety of Latinos and Spaniards and their important place in history.
- Conduct research using technology.
- Present findings to the class.

**Procedure:**

1. Hand out the project guide to all students.
2. Assign each of your students one of the famous Latinos or Spaniards on the following page.
3. Have the students write down their assigned person immediately on the project guide.
4. Read through the directions and review the project guide together as a class.
5. If available, provide the class with work time to research their person using the computer lab or laptop cart. Otherwise, assign a due date and instruct students to complete the project at home.
6. Be sure to remind students of expectations and the deadline as it approaches. It may be wise to require a "rough draft" to be due a few days before the final project to ensure students are receiving the support needed.
7. Upon completion, have the students present their findings to the class. Use the rubric provided in this lesson to grade the project/presentations.

**Extension/Assessment Opportunities:** To keep the other students attentive during the presentations, require that they write down the name of the person and one interesting fact for each of the presentations. Collect the lists and count them as a homework grade if desired.



### **Famous Latinos and Spaniards List:**

1. Freddie Prince, Sr. (not Junior) - A Puerto Rican Actor
2. Antonia Novello - Puerto Rican First Female and First Hispanic Surgeon General of the US!
3. Ellen Ochoa - Mexican-American Astronaut
4. Luis Leloir - Argentinian Nobel Prize Winner for Chemistry
5. Julia Alvarez - Dominican Republic Poet
6. Ileana Ros-Lehtinen - Cuban member of Congress
7. Evita Peron - Argentinian President
8. José Martí - Cuban Writer and Revolutionary
9. Eugenio Maria de Hostos - Puerto Rican Patriot, Educator, Sociologist, Philosopher, Essayist, and Novelist
10. Carlos Santana - Mexican Musician
11. Sammy Sosa - Dominican Republic Baseball Player
12. Pancho Villa - A Mexican Revolutionary
13. Celia Cruz - Cuban Queen of Salsa
14. Frida Kahlo - Mexican Artist/Painter
15. Diego Rivera - Mexican Artist
16. Simón Bolívar - Venezuelan Statesman, Writer, and Revolutionary General
17. Cesar Chávez - Mexican Civil Rights Activist
18. Sandra Benitez - Puerto Rican-American Author
19. Desi Arnaz - Cuban Actor/Musician
20. Gabriel García Márquez - Colombian Journalist, Novelist, Writer, and Nobel Prize Winner for Literature
21. Alfonso X "El Sabio" - Spanish King
22. Emiliano Zapata - Mexican Statesman
23. Pablo Picasso - Spanish Artist
24. César Milstein - Argentinian Nobel Prize Winner in Physiology or Medicine
25. Sister M Isolina - Puerto Rican Catholic Nun (called the Puerto Rican Mother Teresa)
26. Doña Josefa Ortiz de Domínguez - A heroine of Mexican Independence
27. Henry Cisneros - Mexican-American Mayor and U.S. Secretary of Housing and Urban Development
28. Gloria Estefan - Cuban Musician
29. Roberto Clemente Walker- Puerto Rican Athlete and Member of the National Baseball Hall of Fame
30. Salvador Dalí- Spanish painter

Project Guide-

Nombre: \_\_\_\_\_

Mi persona famosa es \_\_\_\_\_

Color foto de la persona

- Person's place of birth.
- Year of birth (and death if deceased).
- What made the person famous?
- What did the person do in his or her life?
- What do you think made this person special?
- What events made or changed this person's life?
- Write one sentence in Spanish about your famous person:

\_\_\_\_\_

**Rúbrico- Persona Famosa**

Nombre: \_\_\_\_\_

Information was accurate and complete	10	8	6	4	2	0
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A color picture of the person was included	5	4	3	2	1	0
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Student presented to the class	5	4	3	2	1	0
--------------------------------	---	---	---	---	---	---

Project was on time	5	4	3	2	1	0
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Student was attentive during presentations	5	4	3	2	1	0
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Total \_\_\_\_\_/30

**Comments:**



## Latinos in the U.S.: Cognates

This lesson focuses on cognates Spanish derivatives which have been integrated into American English.

**Prep:** 10 minutes.

**Materials:** copies of the Student Resource Page. Optional: index cards with noun cognates on them for extension activity.

**Target Vocabulary and Concepts:**

- Review information about country names, terms for nationality, etc.
- Student focus is developing their ability to recognize cognates and understand patterns in Spanish vocabulary

**Procedure:**

- Have students work in partners or in groups of three to brainstorm a list of all the Spanish words they can think of that they know from their lives (People's names don't count).
- Give them only about 3-5 minutes to come up with the list and then have groups share their list to determine who had the most.
- You may want to give the winning group a sticker or some other recognition. You will likely get a lot of food words (taco, burrito, tortilla, etc.) and some common words (amigo, adiós, buenos días), but be sure to highlight geographical names (Nevada, Los Angeles, San Diego) and words of Spanish origin (rodeo, burro, adobe, armadillo, barbecue, canyon, chile, chocolate, etc.) on the **Student Resource Page**.
- Be sure to cover the reasons why so much Spanish is part of the English language—how much of the U.S. belonged to Spain and Mexico, as well as immigration to the U.S. and our shared border with Mexico.
- Make sure to fill in the blanks on the Student Resource Page, shown here:

**What patterns do you see?**

What ending in Spanish seems to be the same as *-tion/-sion* in English?

**-sión/-ción**

What seems to be the same as *-ty*?

**-dad**

- False cognates should also be covered—they do not need to know all the words, just demonstrate that we cannot always assume we know what a word means. (However, emphasize that there are many more cognates than there are false cognates).

**Reinforcement Activities/Extensions:**

**Follow Up:** Have students practice pronouncing the words using the rules of Spanish pronunciations. You may also just have fun with the list—divide the class in half and have one half do their most “Americanized” pronunciation of a given word while the other half does the best Spanish pronunciation they can muster. Likewise, you can pronounce the words in an Americanized way and challenge the kids to correct you. If they are right on the first try, they get a point. If not, the other team gets a point.

## ¡Sí, es español!: Student Resource Page

Nombre: \_\_\_\_\_

Some *español* shows up in the U.S. in place names. *Por ejemplo*:

- San and Santa are Spanish for "saint" and appear often: San Francisco, San Diego, Santa Ana, Santa Clara (all four in California), Santa Catalina mountains (AZ), San Juan (TX)
- El, La, Los and Las are Spanish articles: Los Angeles ("the angels"), Las Vegas ("the meadows"), El Paso ("the pass").
- Boca Ratón ("mouse's mouth," probably originally describing an inlet with jagged rocks), Colorado ("colored [red]"), Nevada ("snowy"), Río Grande ("big river"), Sierra Madre ("mother range"), Sierra Nevada ("snowy mountains"), Escondido ("hidden")

Some Hispanic foods (and their names) have become common in mainstream U.S. culture.

*Por ejemplo*:

- tortillas, jalapeños, queso, tacos, chiles, fajitas, salsa, guacamole, tamales
- chocolate (from Spanish "chocolate," from Nahuatl "xocolatl")

Did you know these words were also Spanish in origin?

albino	hammock: <i>hamaca</i>
alligator: from <i>el lagarto</i> —the lizard	iguana
alpaca	lasso: <i>lazo</i>
amigo	macho: <i>macho</i> —male
armadillo: little armed one	nada
barracuda	patio: <i>patio</i> —inner courtyard
burro	pronto: <i>pronto</i> —soon
cafeteria: <i>cafetería</i> —coffee shop	ranch: <i>rancho</i>
canyon: from <i>cañón</i>	rodeo
cargo	siesta
corral	sombrero
coyote: <i>coyote</i> , from Nahuatl <i>coyotl</i>	tobacco: <i>tabaco</i>
fiesta	tomato: <i>tomate</i> , from <i>xitomatl</i>
flamingo: <i>flamingo/flamenco</i>	tornado
guitar: <i>guitarra</i>	vamoose: <i>vamos</i> —let's go

## ¡Sí, es español!: Student Resource Page, ct'd

Many words in English and Spanish are **cognates**: they look very similar to each other. Often, when you see these words in Spanish you can guess their meaning in English.

This is true for adjectives and adverbs...

atlético	eterno	interesante
complicado	importante	fantástico
correcto	increíble	magnífico
elegante	inmediatamente	necesario
esencial	inteligente	rápido

...verbs...

abandonar	decidir
adorar	interesar
calcular	obedecer
complicar	observar
decorar	ocurrir

...and nouns...

accidente	exclamación	música
acento	gasolina	nación
banco	historia	nacionalidad
cable	hospital	piano
canario	identidad	profesor
conversación	información	realidad
diccionario	línea	sociedad
electricidad	lista	teléfono
enemigo	mapa	televisión
error	marca	variedad

### What patterns do you see?

What ending in Spanish seems to be the same as *-tion/-sion* in English?

What seems to be the same as *-ty*?

**¡OJO!** Sometimes there are **false cognates**! A Spanish word might **look** like something in English, but it can have a completely different meaning. Guess what the following words mean, then check your answers in the box below.

### VERBS

1. asistir =
2. atender =
3. pretender =
4. recordar =

### ADJECTIVES

5. despierto/a =
6. embarazada =
7. actual =

### NOUNS

8. la librería =
9. el éxito =
10. la fábrica =
11. la carpeta =

It's a good idea to make an extra effort to remember which words are false cognates. Many well-intentioned travelers to Spanish-speaking countries have said "Estoy embarazada" when they just meant to say they were embarrassed. Imagine how much **more** embarrassed they were after that!

1.to attend	2.to take care of	3.to try	4.to remember/remind	5.awake	6.pregnant
7.current	8.the bookstore	9.the success	10.the factory	11. the folder	



## Why Learn Spanish?

- More than 500 million people speak Spanish
- Spanish is the official language of 21 countries
- Spanish is the third most commonly spoken language in the world (after Chinese and English)
- Learning a language helps with critical thinking skills
- If you can speak Spanish and English, you can communicate with 80% of people on the planet!
- The United States has almost 40 million native Spanish speakers! By 2050, it will become the largest Spanish-speaking country in the world.
- Learning Spanish gives you the tools to communicate with millions of Spanish-speakers both at home and abroad.
- In many fields including education, healthcare, business, and social work, Spanish skills are highly valued and in some cases, required.
- Studying a foreign language gives our brains much-needed exercise that has a positive impact on cognitive function, regardless of the ability level or age of the learner.
- Language is not only a means of communicating information, it is also a way of seeing and understanding the world. Studying Spanish unlocks a new way of thinking - about our community, our world, and our place in it.



## **The Benefits of Being Bilingual**

**There are numerous benefits to gain from speaking a second language, from professional and personal to health benefits. Moreover, learning a foreign language is just fun! The sooner you learn and the more frequently you use your second language, the greater the benefits will be.**

**Becoming bilingual can improve your competitiveness in the job market.**

Knowing a second language makes your resume stand out and can boost you to the top of the interview list with potential employers.

**Knowing a second language can open up new career opportunities.**

Jobs as translators and interpreters are in the top 15 fastest-growing occupations in the United States, with nearly 25,000 translation and interpretation jobs expected to become available by 2020. This estimate does not even include jobs in the military, which actively recruits people with a variety of language skills.



Other fast-growing fields like travel and tourism, healthcare and national security need employees with bilingual language skills and the ability to work across cultures. Fields such as journalism, education and international development are always in search of bilingual employees. Knowing a second language can give you an edge if you want to apply for the Peace Corps or become a Foreign Service Officer.

**Bilinguals can earn more money.**

Salary.com found that jobs with pay differentials based on bilingualism usually pay 5-20% more per hour for bilingual employees.

**Being bilingual opens up social and cultural opportunities.**

Speaking another language lets you interact with different people and better understand other cultures. This means you might have more opportunities to make friends, explore different hobbies and better understand your favorite foreign music, film and literature.

Travel can also be cheaper and more rewarding when you speak the language of the country you're visiting. You won't be limited to staying in expensive foreigner hotels, eating at restaurants where the staff speaks English or traveling with a tour group. You can go off the beaten path and really get to know the country and its people!

## The Benefits of Being Bilingual- Page 2

### **Speaking another language gives you a new perspective.**

Even if you don't travel abroad, becoming bilingual can help you see the world in a different way and understand yourself better.

Research has found that bilinguals *literally* see the world differently. People who regularly speak a second language perceive differences in color variations that are not recognized by monolinguals! How's that for a new perspective?

Many people who speak more than one language also report feeling "like a different person" when they speak the other language.

### **Speaking a second language improves problem-solving, multitasking and decision-making.**

Numerous studies have found that bilingualism can improve brain functions like the ability to focus attention and perform mental tasks.

A study in Scotland and Italy found that bilingual children were "significantly more successful" than their monolingual peers in problem-solving and creativity tasks. Another study found that people who speak more than one language can process information more efficiently and easily.

As a bilingual, you are constantly choosing in which language to say a word, and this gives you a lot of practice choosing important information and ignoring extraneous details. This seems to help bilinguals be better at tasks that require multitasking and blocking out distractions.

Speaking another language can even help you make more rational decisions. A study conducted by a team of psychologists at the University of Chicago found that forcing people to rely on a second language when making decisions reduced their natural human biases. The scientists concluded that using a foreign language provided increased cognitive and emotional distance that allowed people to focus on the information rather than their own emotions.

The next time you want to make the most "rational" decision possible, consider thinking about it in a foreign language!

### **Bilingualism can slow the effects of old age.**

The benefits of being bilingual are lifelong, but they seem especially important in old age. Cognitive flexibility—the ability to adapt to unfamiliar or unexpected circumstances—tends to decline as we age, but speaking a second language can block that decline or at least significantly delay it.

Research shows that bilingualism can improve cognition and delay dementia in older adults, particularly related to general intelligence and reading abilities.



## Los Dichos- Spanish words to live by

**A lo hecho, pecho.** (*In the face of deeds done, present a full chest*) It is used by Spanish-speakers as a way of saying *what's done is done*, and you're going to face the consequences whether you like it or not.

**En boca cerrada no entran moscas.** (*Flies don't enter a closed mouth*) The true meaning of this common Spanish saying would be something like, *sometimes, it's best to keep your mouth shut*.

**A mal tiempo, buena cara.** (*In bad times, put on a good face*), This one is not too far off from its actual meaning- *face obstacles with your head held high*.

**Dime con quién andas, y te diré quién eres.** (*To tell me who you hang out with, and I'll tell you who you are*) This Spanish proverb is frequently cited by Spanish-speakers all over the Americas and Spain when making reference to discovering one's true nature.

**Más vale ser cabeza de ratón que cola de león.** (*It's better to be the head of a rat than the tail of a lion*) This is used by Spanish-speakers to mean that *it's better to be the leader of a modest community than an insignificantly small contributor in a larger team*.

**A falta de pan, buenas son tortas.** (*If we don't have bread, cakes will do*) You should use this saying when resources are short, and *you have to make do with what you have*.

**Zapatero a tus zapatos.** (*Shoemaker, to your shoes*) This is best used as pointed advice for someone to *stick to talking about what they know*.

**Gato con guantes no caza ratones** (*A cat without gloves can't hunt mice*) The true meaning of this dicho is that *sometimes, you have to get your hands dirty in order to get the job done right*.

**Ojos que no ven, corazón que no siente.** (*Eyes that don't see, heart that doesn't feel*) The actual meaning can be closely translated as *what you don't know can't hurt you or out of sight, out of mind*.





## Trabalenguas

To practice b-

**El bebé bebe bebidas con burbujas.**

*The baby drinks with bubbles.*



To practice tr-

**Tres tristes tigres tragaban trigo en un trigal. Un tigre, dos tigres, tres tigres tragaban en un trigal. ¿Cuál tigre tragaba más? Todos tragaban igual.**

*Three sad tigers were eating wheat in a field. One tiger, two tigers, three tigers were eating in a wheat field. Which tiger ate more? They all ate the same amount.*

To practice p (and c)-

**Pepe Pecas pica papas con un pico, con un pico pica papas Pepe Pecas.**

*Joe Freckles chops potatoes with a pick, with a pick Joe Freckles chops potatoes.*

To practice c-

**A: Compadre, cómprame un coco. B: Compadre, coco no compro porque el que poco coco come, poco coco compra. Como poco coco como, poco coco compro.**

*A: Buddy, buy me a coconut. B: Buddy, I don't buy coconuts because a person who eats few coconuts buys few coconuts. Since I eat few coconuts, I buy few coconuts.*

To practice y (and ll)-

**Hoy ya es ayer y ayer ya es hoy. Ya llegó el día, y hoy es hoy.**

*Today is already yesterday and yesterday is already today. The day has arrived, and today is today.*

To practice rr (rolled r)

**Erre con erre guitarra, erre con erre barril. Rápido corren los carros, cargados de azúcar del ferrocarril.**

*R and r guitar, r and r barrel. The carts roll along quickly, laden with sugar from the train.*

## Trabalenguas- Page 2

To practice dicho-

**Me han dicho un dicho que han dicho que he dicho yo. Ese dicho está mal dicho; si lo hubiera dicho yo, estaría mejor dicho que el dicho que han dicho que he dicho yo.**

*I've heard a saying which they say I said. That saying is misquoted; if I had said it, it would be better said than the saying which they say I said.*

To practice v at the beginning of a word

**El vino vino, pero el vino no vino vino; el vino vino vinagre.**

*The wine arrived, but the wine didn't arrive as wine; the wine arrived as vinegar.*

To practice v and b

**Juan tuvo un tubo, y el tubo que tuvo se le rompió, y para recuperar el tubo que tuvo, tuvo que comprar un tubo igual al tubo que tuvo.**

*Juan had a tube, and the tube he had broken, and to get back the tube that he had, he had to buy a tube just like the tube that he had.*

To practice p and ch

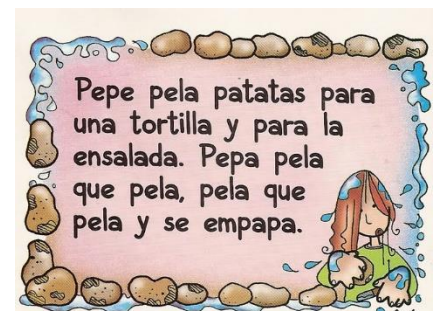
**Pancha plancha con cuatro planchas. ¿Con cuántas planchas Pancha plancha?**

*Pancha irons with four irons. With how many irons does Pancha iron?*

To practice cua and cue

**Cuando cuentos cuentos, cuenta cuantos cuentos cuentas cuando cuentos cuentos.**

*When you tell stories, say how many stories you tell when you tell stories.*



## Spanish Chistes

1. ¿Qué le dice un pez a otro pez?

- Nada.

(What does one fish say to the other? This joke is based on *nada* meaning *nothing* and *swim* - the command form).



2. ¿Qué le dice una pared a otra?

- Nos encontramos en la esquina.

(What does one wall say to the other? We'll meet at the corner.)



3. ¿Qué le dijo la cucharita al azúcar? -Te espero en el café.

(What did the teaspoon say to the sugar? I'll wait for you in the *café*. This joke is based on the word *café* meaning *coffee* and *cafe*)

4. Un paciente le dice al doctor:

-Doctor, si me toco la oreja me duele.

Si me toco la boca, me duele.

Si me toco la nariz, me duele.

Si me toco el brazo, me duele.

Si me toco la rodilla, me duele.

¿Qué puede ser, doctor?

El doctor le responde:

- Pues, que tiene el dedo roto.

(A patient says to the doctor:

Doctor, if I touch my ear, it hurts.

If I touch my mouth, it hurts.

If I touch my nose, it hurts.

If I touch my arm, it hurts.

If I touch my knee, it hurts.

What could it be, doctor?

The doctor answers, "Well, that you have a broken finger.")



5. ¿Por qué está triste el cuaderno de matemáticas?

- Porque tiene muchos problemas. (Why is the math notebook sad? Because it has a lot of problems.)



6. ¿Cómo llama el vaquero a su hija? - ¡Hijaaaaaaaaaaaaaaaaaa!

(How does the cowboy call his daughter? - Eeee - haaa! The joke is based on the similar sound of the word *daughter* in Spanish, *hija*, and the stereotypical cowboy shout *yee-haa!*)





## Latin American Birthday Traditions

Latin Americans may serve traditional food at a birthday party. Depending on their country's culture, relatives may make pulled pork, roasted or grilled meats and vegetables, tamales wrapped in corn husks or banana leaves, chile con queso and regional or local foods like menudo, a hominy-chili soup. These traditional foods are often served alongside contemporary American picnic foods like hot dogs, hamburgers, steak and chicken.

Families take part in a number of American and Latin traditional activities and games. Younger children play pin the tail on the donkey, sack races or balloon tosses. Most birthday party activities culminate in hitting the piñata, a colorful papier-mache animal or character filled with candies, goodies and sometimes money. Kids line up, and each takes a turn getting blindfolded and turned around three times before s/he tries to hit the piñata strung up between two trees. A relative sometimes pulls on the string to swing the piñata to make it more challenging for older kids.

The traditional Mexican birthday song is called, **Las Mañanitas**. This song has spread to different Latin American countries, particularly in Central America where it has become widely popular. The song is usually sung in the morning and sometimes as a serenade (serenata).

Here's an excerpt of the song **Las Mañanitas** in Spanish, with an English translation in the box:

*Estas son las mañanitas, que cantaba el Rey David,  
Hoy por ser día de tu santo\*, te las cantamos a ti,  
Despierta, mi bien\*\*, despierta, mira que ya  
amaneció,  
Ya los pajarillos cantan, la luna ya se metió.*

*Que linda está la mañana en que vengo a saludarte,  
Venimos todos con gusto y placer a felicitarte,  
El día en que tu naciste nacieron todas las flores,  
En la pila del bautismo, cantaron los ruiseñores,  
Ya viene amaneciendo, ya la luz del día nos dió,  
Levántate de mañana, mira que ya amaneció.*

### English Translation:

*This is the morning song that King David sang,  
Because today is your saint's day\* we're singing it  
for you,  
Wake up, my dear\*\*, wake up, look it is already  
dawn,  
The birds are already singing and the moon has set,  
  
How lovely is the morning in which I come to greet  
you,  
We all came with joy and pleasure to congratulate  
you,  
The day you were born all the flowers were born,  
On the baptismal font the nightingales sang,  
The morning is coming now, the sun is giving us its  
light,  
Get up in the morning, look it is already dawn.*

**Notes:** \* This verse can also be replaced by "a las muchachas bonitas"

\*\* This term is usually replaced with the name of the birthday person



## **Part VI: Corresponding Templates**

- **Optional Country Question Sheets A-E - (Use with Parts II and III) pp.130-134**
  - Vary the usage of these printable question pages that can correlate with any of the individual country information pages from Parts II and III.
  - Print on the back of the country pages to create a more complete activity or assignment.
  - Encourage students to use as much Spanish as possible when completing these fact sheets depending on their language level.
  - \*Note: These question sheets were not created to accompany countries labeled "Extensive Lesson Plan".
- **Optional Fact Sheets 1-6 - (Use with Parts IV and V) pp.135-140**
  - Vary the usage of these printable fact sheets that can correlate with information sheets from Parts IV and V.
  - Print on the back of one of the info sheets to create a more comprehensive activity and reflection.
  - Encourage students to use as much Spanish as possible when completing these fact sheets depending on their language level.

**Nombre del País:**

Capital:



Cultural Topic #1-

Main Fact(s)- \_\_\_\_\_

Cultural Topic #2-

Main Fact(s)- \_\_\_\_\_

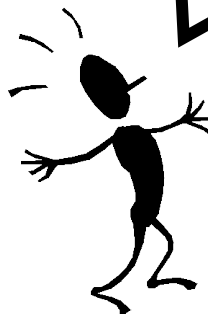


Cultural Topic #3-

Main Fact(s)- \_\_\_\_\_

I would visit... \_\_\_\_\_

because...



(If you could visit one of the places mentioned on the fact sheet, which one would you go to and WHY?)

Country Question Sheet- B

Nombre: \_\_\_\_\_

Country: \_\_\_\_\_

Directions:

Choose 3 of the topics discussed on the info sheet and summarize each one separately using the bullets in each section.

Main Topic #1: \_\_\_\_\_

- 
- 
- 
- 



Main Topic #2: \_\_\_\_\_

- 
- 
- 
- 



Main Topic #3: \_\_\_\_\_

- 
- 
- 
- 



Country Question Sheet- C

Nombre: \_\_\_\_\_

<p><b>Country Name:</b> _____</p> <p><b>Capital:</b> _____</p> <p><b>Continent:</b> _____</p> <p><b>Population:</b> _____</p>
---

After reading the information sheet, write 10 facts you learned using complete sentences.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_





**Country:**

**After reading the information sheet, answer the opinion questions below using complete sentences.**

1. If you were to visit this country, which of the places described would you visit first and why?

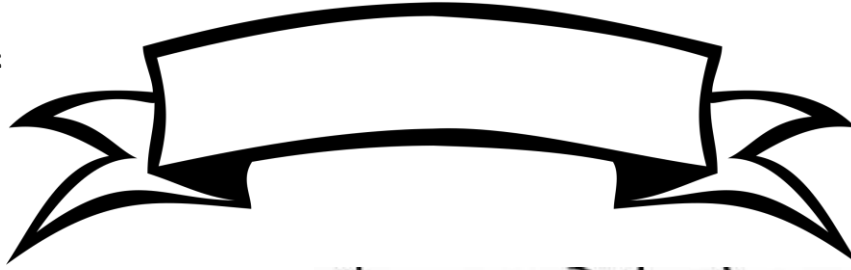
2. Think about your life experiences so far and compare and contrast one of the places you've visited to one that is described on the information sheet. What are some similarities? What are some differences?



Country Question Sheet- E

Nombre: \_\_\_\_\_

The country of:



Highlight the country on the map: →

Capital:

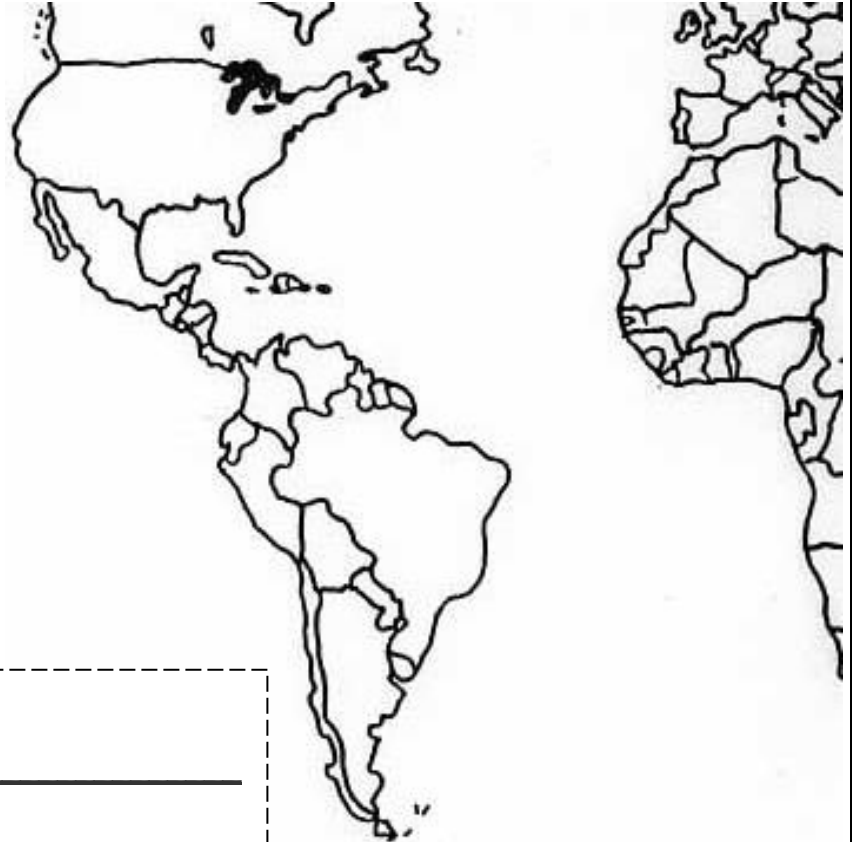
\_\_\_\_\_

Continent:

\_\_\_\_\_

Population:

\_\_\_\_\_



List interesting facts about this country:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

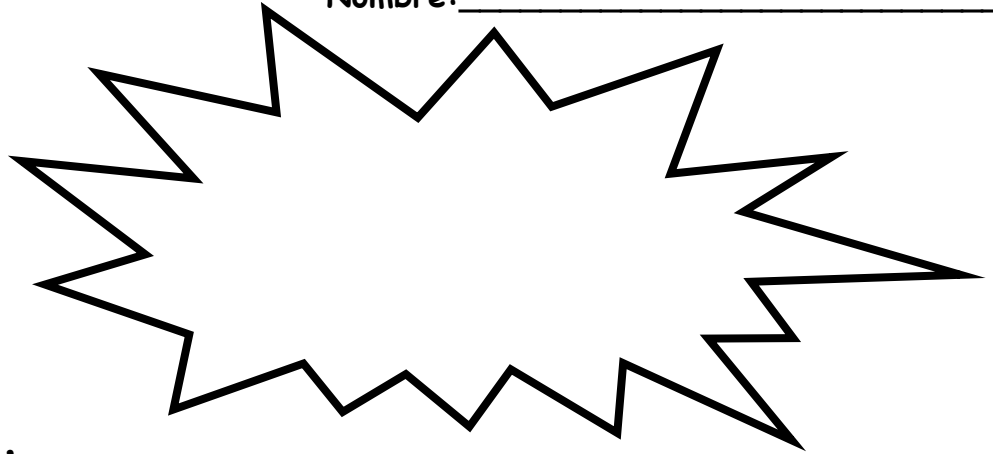
Pretend you only have ONE day in this country. Where would you go first? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Fact Sheet #1**

Nombre: \_\_\_\_\_

Topic:



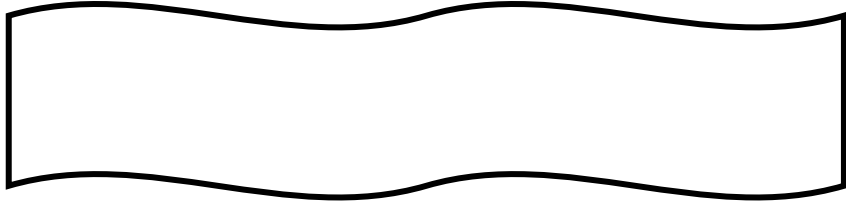
**Interesting Facts:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Fact Sheet #2**

**Nombre:** \_\_\_\_\_

**My notes about:**

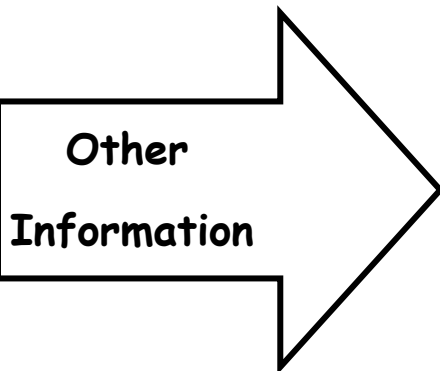
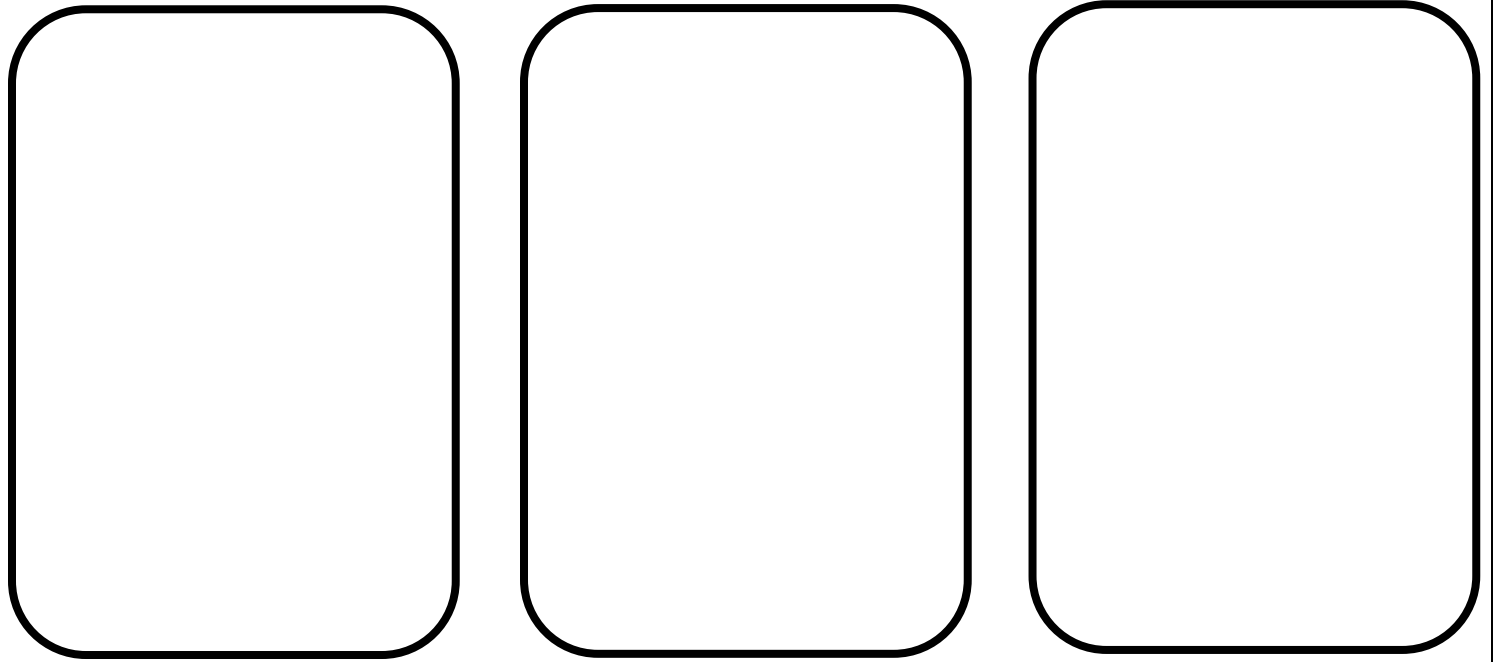


**The main idea:**

---

---

**Three things I learned:**



**Other  
Information**

---

---

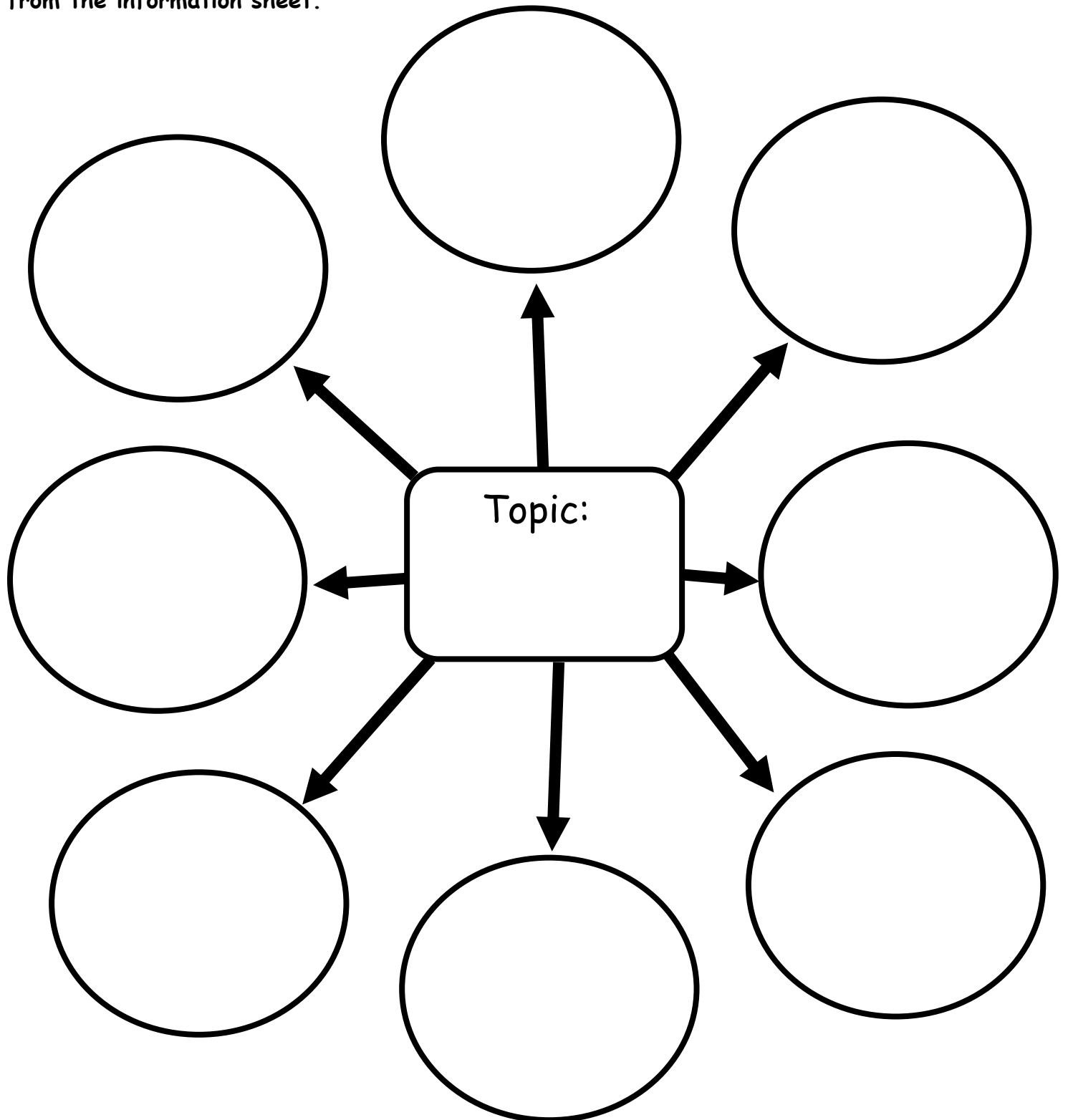
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**Fact Sheet #3**

Nombre: \_\_\_\_\_

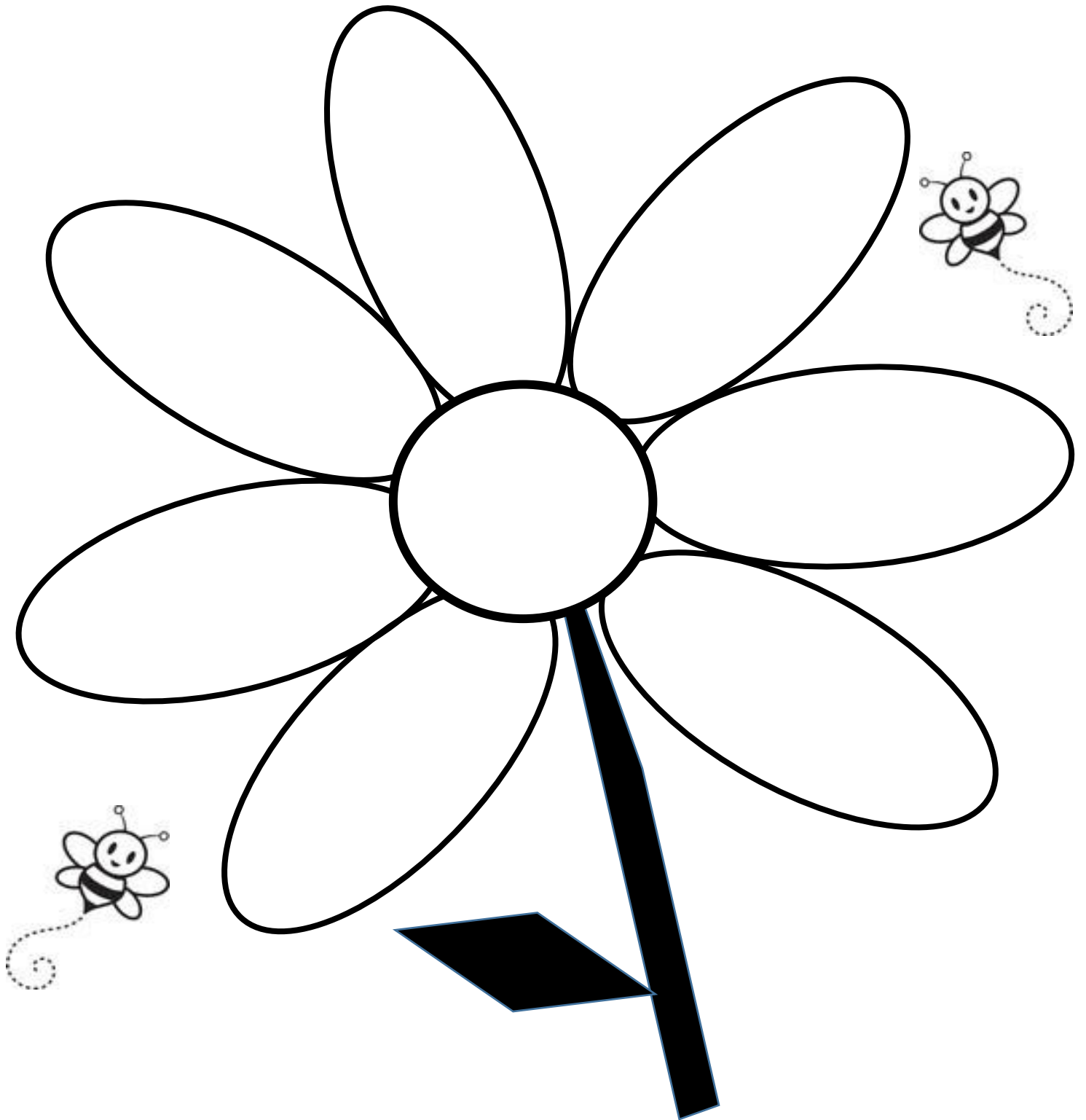
Write the name of the topic in the middle. Fill in the outer circles with facts you learned from the information sheet.



**Fact Sheet #4**

Nombre: \_\_\_\_\_

Write the topic in the middle of the flower. Use the petals to summarize main points from the information page.



**Fact Sheet #5**

**Nombre:** \_\_\_\_\_

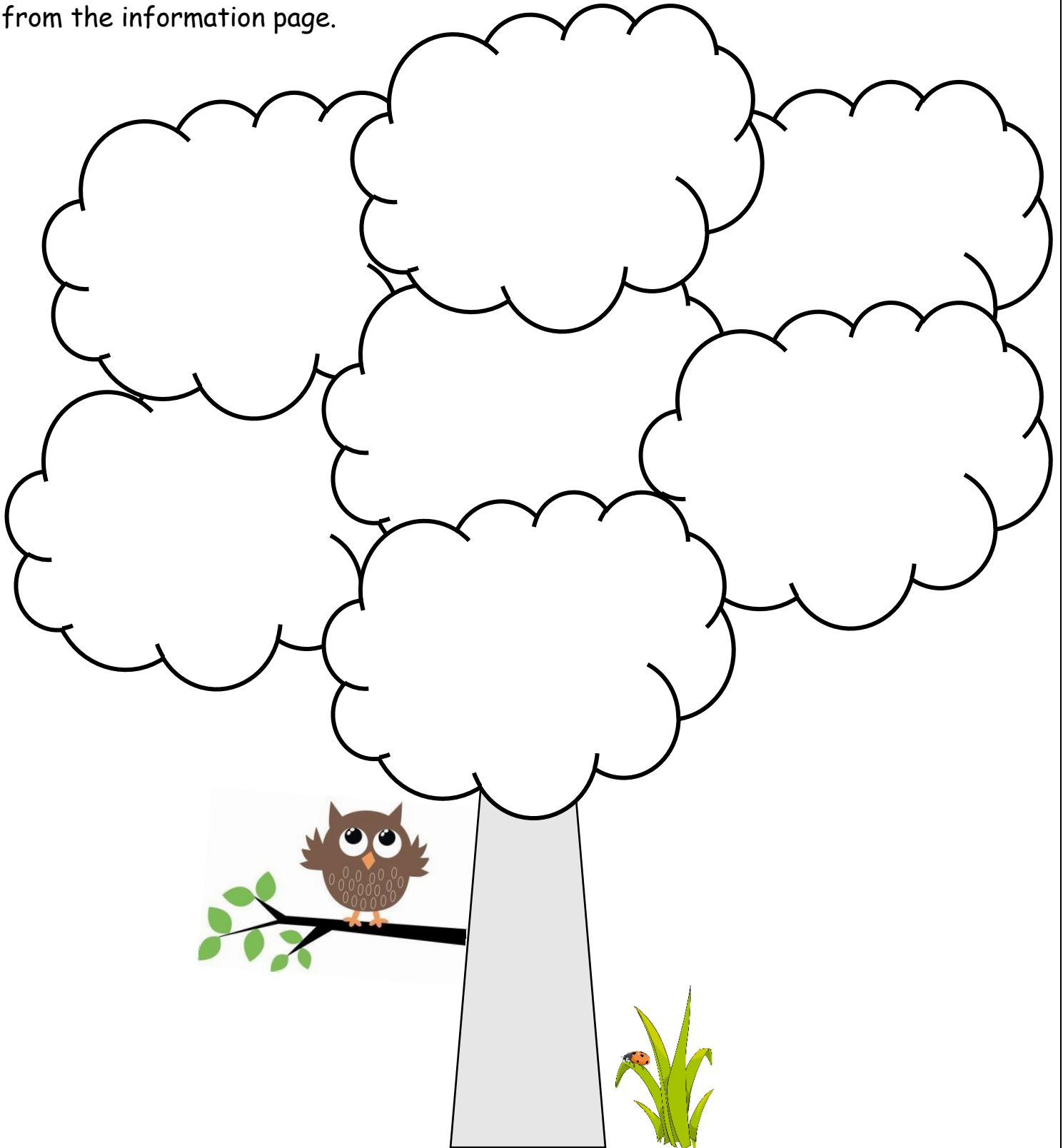
Write the main topic in the palm of the hand. Use the fingers to write details about what you learned from the information page.



**Fact Sheet #6**

Nombre: \_\_\_\_\_

Write the main topic on the trunk. Use the leaf sections to write things you learned from the information page.





## **Part VII: Culture in the Elementary Classroom**

**\*Along with the lessons below, use the country and informational pages in Parts I-V as talking points with elementary classes as you see fit.**

- **Guatemala Lesson Ideas- pp.143-146**
  - Tortillas
  - Mayan Weaving
  - Quetzal info
- **Mexico Lesson Ideas- pp.147-151**
  - El Zócalo
  - Palomitas
  - Mexican Flag- Coloring page could be used for Mexican Independence Day, Mexican Flag Day, etc.
  - Monarch Migration- Coloring page to be used with talking points in Part IV
- **Puerto Rico Lesson Ideas- pp.152-154**
  - El Plátano
  - El Coquí info
- **Spain Lesson Ideas- pp.155-157**
  - Talking points
  - Songs and Games
  - Picasso Craft
- **Perú Lesson Ideas- pp.158-161**
  - Talking Points- Machu Picchu
  - Songs and Games
  - Craft Ideas
- **Day of the Dead pp.162-167**
  - Talking points
  - Coloring Pages
  - Craft Ideas

(continued on next page)

## **Part VII: Culture in the Elementary Classroom** **(continued)**

- **Thanksgiving pp.168-169**
  - Giving thanks activities and coloring page
- **Las Posadas y La Navidad pp.170-173**
  - Talking points
  - Poinsettia- Flor de la Nochebuena talking points/information sheet and craft
  - Christmas songs
  - Coloring sheet
- **Las Pascuas and Holy Week pp.174-177**
  - Vocabulary basket activity and coloring sheet to be used with information page in Part IV
- **Mother's Day p.178**
  - Coloring page
- **Cinco de Mayo p.179**
  - Fact and coloring page

## Guatemala Lessons & Crafts

### Tortilla making activity:

Ask the class if they know what kinds of food they eat in Guatemala. Allow students to brainstorm by encouraging the discussion bilingually. Explain that often people think Guatemala has the same food as Mexico. However, unlike Mexico where many salsas are used to create spicy foods, Guatemalan food is simpler. Tortillas and beans are the common staples. Most families make their own tortillas.



Ask your students what ingredient is used to make the tortillas. Maiz! Explain that the *masa* which is ground maiz, is made into a little ball with a splash of water. People use a tortilla press, or more commonly their hands, to make the tortillas flat. They even have a word in Guatemala: "tortear," which means to flatten or shape in the palm of one's hands.

If possible, make the tortilla lesson come alive: Have *masa* balls prepared for each child in plastic bags. Have the kids shape their own tortillas. You can cook them on a hot plate in class or bring them home to finish cooking and then bring them the next class for them. Search "simple tortilla recipe" to find one.

If this is too involved, you can have store bought corn tortillas for the students to sample. (Be cautious of class allergies). Buying them from a local Hispanic grocery store will ensure they are fresher.

**More Facts:** Explain to your class that *Kaq Ik* (kakik) is a traditional Guatemalan dish, considered by some to be the unofficial national dish of Guatemala. It is a traditional Mayan dish and every family has their own variation of it. Many families still cook it over a wood stove. The whole country has a wonderful smoky smell because of the abundance of wood stoves! It is basically a giant soup with turkey legs. Show pictures from the internet and ask your students if they would like to try it by reinforcing *Me gusta* or *No me gusta*.



**Nota Cultural:** In Spain, a "tortilla Española" is actually a potato and egg dish similar to an omelet. Although the *tortilla Española* is eaten everywhere in Spain as a *tapa* (appetizer), and as the main course at Spanish dinner tables, there are many varieties of tortilla, eaten in all sorts of ways. For example, in one region of Spain, several whole *tortillas* of different varieties are stacked on each other, then a tomato sauce is poured over the top before they are served, while in another region, the tortilla is slathered with mayonnaise.

## Guatemala-Mayan Weaving:

### Lesson Plan:

- ✓ Start off the discussion by showing your students several pictures of Mayan women, children, and men in their traditional dress. (Have these pictures printed out in color or show them pictures you have preselected on the projector)
- ✓ Explain that Mayan families all have a unique pattern on their clothes which is special to the village, *pueblito*, they are from. Amazingly despite how modern times have changed, most Mayans, especially women still wear this traditional dress called "traje". The men often wear "street clothes" as they travel into the cities to work. The women actually weave these clothes for the family.
- ✓ Ask the students, "Can you imagine your mom sewing clothes for your whole family?" Explain that the traditional shirt of the Mayans is called the *huipil*. Have the students repeat this word for fun.
- ✓ Introduce the craft by holding up the colored pieces of paper that will be used in the craft.
- ✓ Have the class say the colors in Spanish with you and write them on the board for visualization and reinforcement.
- ✓ Show the class how to make the weaving and have a weaving example completed for them to see the finished product.
- ✓ Have the students work on their weavings. Explain that while they work you will play marimba music from Guatemala in the background. This is the very traditional instrument from this country and will get students in the mood!
- ✓ Have the students present their weaving to the class and present the colors in Spanish that they used. They could also label their colors on the back in Spanish.

### Possible Extension:

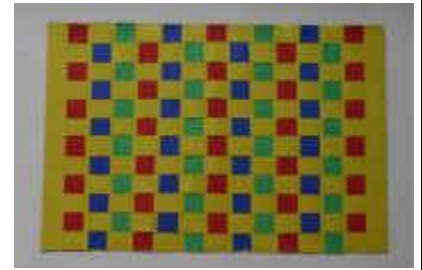
- ✓ After all of the mats are finished, you can explain that a traditional *mercado* is where people travel from all over to sell their art or homemade things sometimes called *artesanía*.
- ✓ Have the students price their mats and label them with the price in Spanish. (Be sure to help when necessary)
- ✓ Provide the students with printed out *pesos* and explain that they will be able to buy mats from their classmates but that they must speak in Spanish to do so.
- ✓ Call two volunteers to the front of the room to practice this mini conversation and set ground rules before the class starts the market role playing. \*This activity is better for older elementary classes. Have the students return the mats to their original owner after the activity is over so they can show their parents.

***\*Please note:*** If this activity seems too complex given the length of your class, feel free to search, "Mayan weaving coloring pages" on the internet and have the class use a variety of colors to fill in the coloring page instead. Have the students use pictures of traditional Mayan dress as inspiration. They should label the colors in Spanish using the color words you wrote at the board.



### Mayan Weaving Craft:

Guatemalans are famous for their beautiful weaving techniques. *Huipiles* are the beautiful blouses. It takes many months to finish one product. To get an idea of what weaving is, you are going to make a simple woven placemat using bright colors. Then have a pretend market to sell your placemat!



#### You will need:

Scissors

Glue or tape

Completed example

Pencil

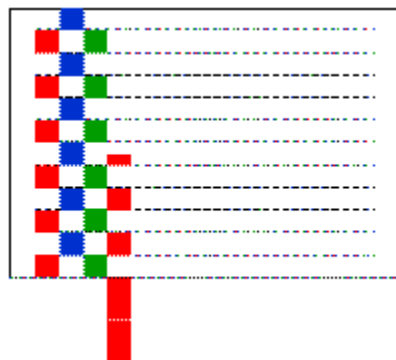
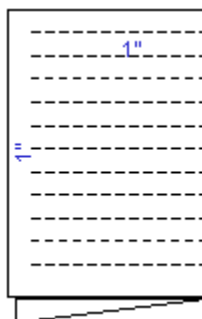
Ruler

16 strips of construction paper 1" wide by 12" long

18x12" piece of construction paper

#### **To Do:**

1. Fold the large piece of construction paper in half across the width.
2. Use your ruler to mark 1" intervals along the folded edge of the paper.
3. Repeat on the open edge, but make the marks 1" from the edge of the paper.
4. Draw a line connecting the marks.
5. With the paper still folded and starting at the fold, cut along the lines. Stop one inch from the open edge.
6. Unfold the paper to reveal the loom that you have created.
7. Weave the strips through the loom. If you are using multiple colors, alternate them for the most colorful effect.
8. Glue the ends of the strips to the edges of the loom to hold them in place.



*Notes: For younger students, have the paper strips already cut. For all classes, you can start the project and ensure that students know how to do it. However, you can send home incomplete work to finish at home if time is constrained*

## Guatemala-The Quetzal

### Talking points:

- ✓ Start this discussion by playing a 20 second clip from YouTube of a Quetzal so the students can see the bird and hear its song.
- ✓ Ask the students if they know what makes the Quetzal so special.
- ✓ Explain that the magnificent Quetzal is the national bird of Guatemala. They chose this bird because it cannot be held in captivity or it will die. The Quetzal needs to be free to live! The Guatemalans felt this bird was a great symbol and inspiration for their country. --So much so that they used the feathers as money in the olden days. Can you imagine? Now Guatemala doesn't use Quetzal feathers as money, but their currency is still called the *quetzal*. While we have dollars, they have *quetzales*.
- ✓ Show a picture of the *quetzal* currency on the computer or projector or bring in actual Guatemalan currency for the students to see and touch if possible.
- ✓ Say the colors in Spanish that are represented on the quetzal. Write the words on the board. Reinforce these words by having the students repeat them several times.

Additional: If timer permits, have students draw a quetzal and label the colors in Spanish.

*Note: Remember to use Futura's bilingual approach when introducing all activities including with crafts or culture!*



## Mexico- Culture & Crafts

### Talking points-

- Start the discussion by asking your students if they can find Mexico on a map. Ask if anyone has visited Mexico. Then have them brainstorm what they think of or imagine when they hear the word Mexico.
- Explain to the class that even though many people in the U.S. think of Mexico and its beautiful sunny beaches, there are also many interesting colonial towns and cities, many of which are in the mountains. One of these cities is called Puebla. Puebla is in the center of Mexico and it's famous for its special sauce (salsa) called *mole* that is made with chocolate, spices and nuts—and many other ingredients too! Puebla is also famous for its beautiful hand-painted pottery called *talavera*. (Show the students pictures from the internet or ones you have pre-printed in color of the pottery and also of *mole*.)
- Explain that this type of pottery/tiles is so common that you can find *talavera* as part of floors, sinks, bathtubs, restaurants, and more. There are even entire streets in Puebla lined with people selling *talavera*! You can find bowls, plates, candlesticks, and signs on these streets.

### Follow up:

**Book:** Ask your library if they can find you the book *The Pot That Juan Built*, by Nancy Andrews-Goebel. Even though it does not take place in Puebla it is about a Mexican potter.

**Craft:** Mexican flag coloring page

**Homework:** For older elementary aged classes, have students go home and look up Puebla on the computer. Can they find anything else that is interesting? Can they print out a picture?

## **Mexico- El zócalo** (talking points)

Explain to your class that in Puebla and in almost every colonial Mexican city or town there is a big square in the middle of the town that has a big church, park benches, trees, and a fountain. This square is called the *zócalo*. Families and friends gather here almost every single day to stroll and relax. This is often because very few Mexican houses have yards and also because most Mexicans like to spend time with family and friends. *El zócalo* is a very fun and busy place. There are also children and adults selling everything you can imagine-gum, balloons, tacos, jewelry, and many other things. One of the things you can often find is popcorn, *palomitas*. What makes Mexican popcorn different is that they often put salt, lime and even *chile* on it!

### **Follow up:**

**Game:** Play the game *palomitas* using the *palomitas* supplemental sheet.

**Activity:** Try *palomitas* and have students respond *me gusta* or *no me gusta* accordingly.

**Book:** Ask your library to find you a copy of *Saturday Market*, by Patricia Grossman. It takes place in Oaxaca and is a great cultural book about Mexico.

**Song:** Teach the students the popular children's song in Mexico "Los Pollitos Dicen" from the Resource section. You can play the song for the students from YouTube and then sing it together using gestures.



## **Mexico- Palomitas**

### **The game:**

Gather the students in a circle and explain that you are going to begin chanting "*palomitas, palomitas*" and the students are going to begin jumping around. When you call out, "*¡Listos!*" the students will know the popcorn is ready and they must freeze. Whoever moves first has to answer a question about one of the vocabulary words you are currently teaching. Change the difficulty by alternating asking the word in English and having the students respond in Spanish or saying the word in Spanish and having the students translate into English.

### **The taste test:**

What you Need:

- ✓ Plain Popcorn (It is recommended that you have it already separated out into small lunch bags.)
- ✓ Lime
- ✓ Salt
- ✓ Chile sauce (Like *Cholula*)

### **What you Do:**

Review how to say the word popcorn in Spanish and have the students repeat the word.

Explain that it is common in Mexico to eat popcorn with salt, lime and chile. Ask the students if they would like to try any of these options by asking them in Spanish. Add the garnishes to the plain popcorn in class and encourage them to respond with *Sí* or *No gracias*.

After the activity have the students practice *Me gusta* or *No Me gusta*. Students could also count how many pieces of popcorn they have, answering the question, *¿Cuántos hay?*

### **Extra Notes to share:**

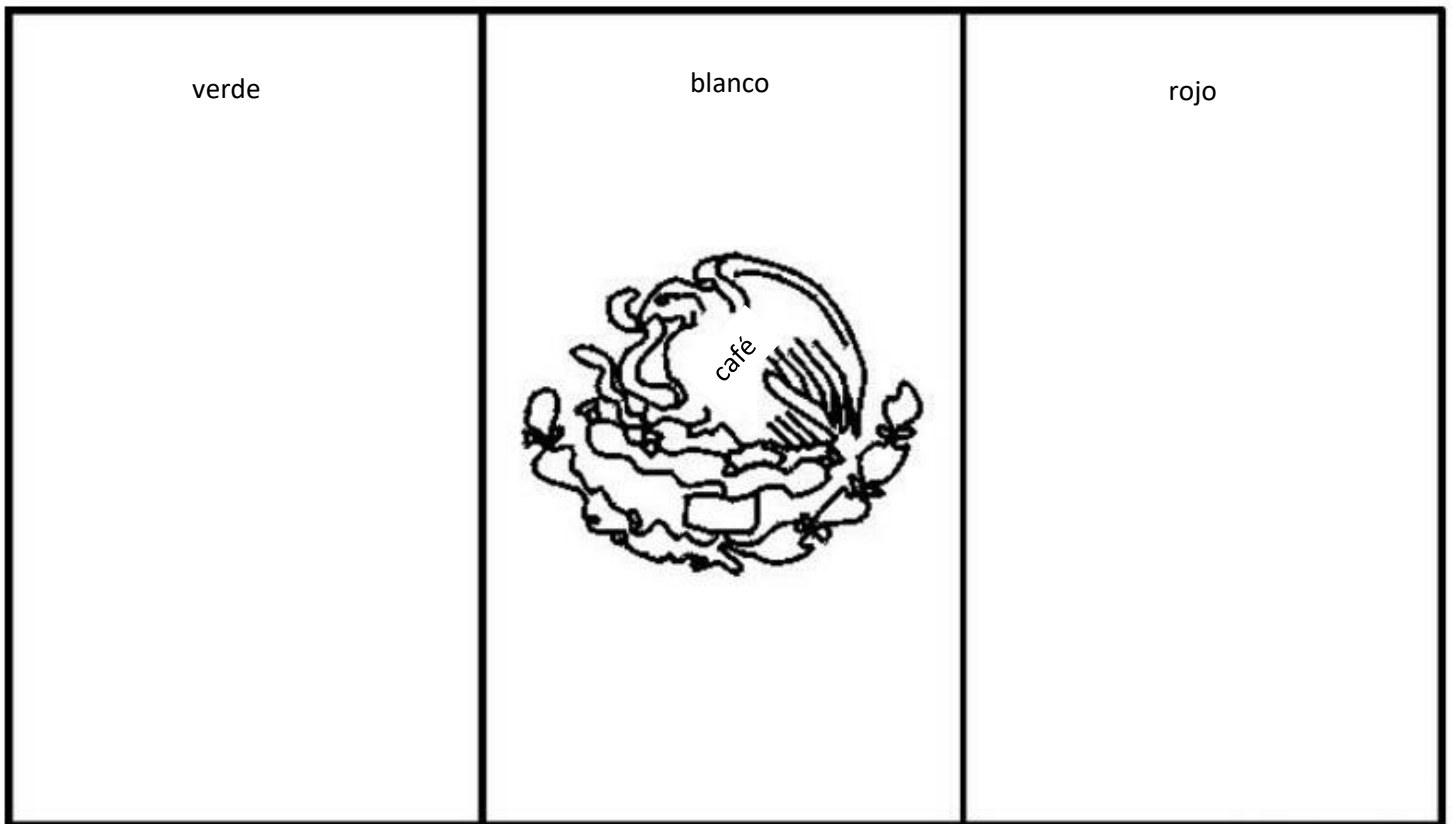
When you go to the movies in México, chile salsa is offered to add to your popcorn. Also, when you buy a bag of potato chips, there is often a tiny packet of salsa inside to pour on the chips if you'd like it spicier. Even fruit vendors on the street carry *picante* (often chile powder) to add to fruit, like mangos. When you eat at a Mexican restaurant in the colonial towns, it is very common to have several types of salsa and homemade bread to dip it in instead of chips. Patrons often add the salsa to their soup, rice, meat, etc.

*\*Remember all instruction should follow the Futura bilingual approach.*



Me llamo \_\_\_\_\_

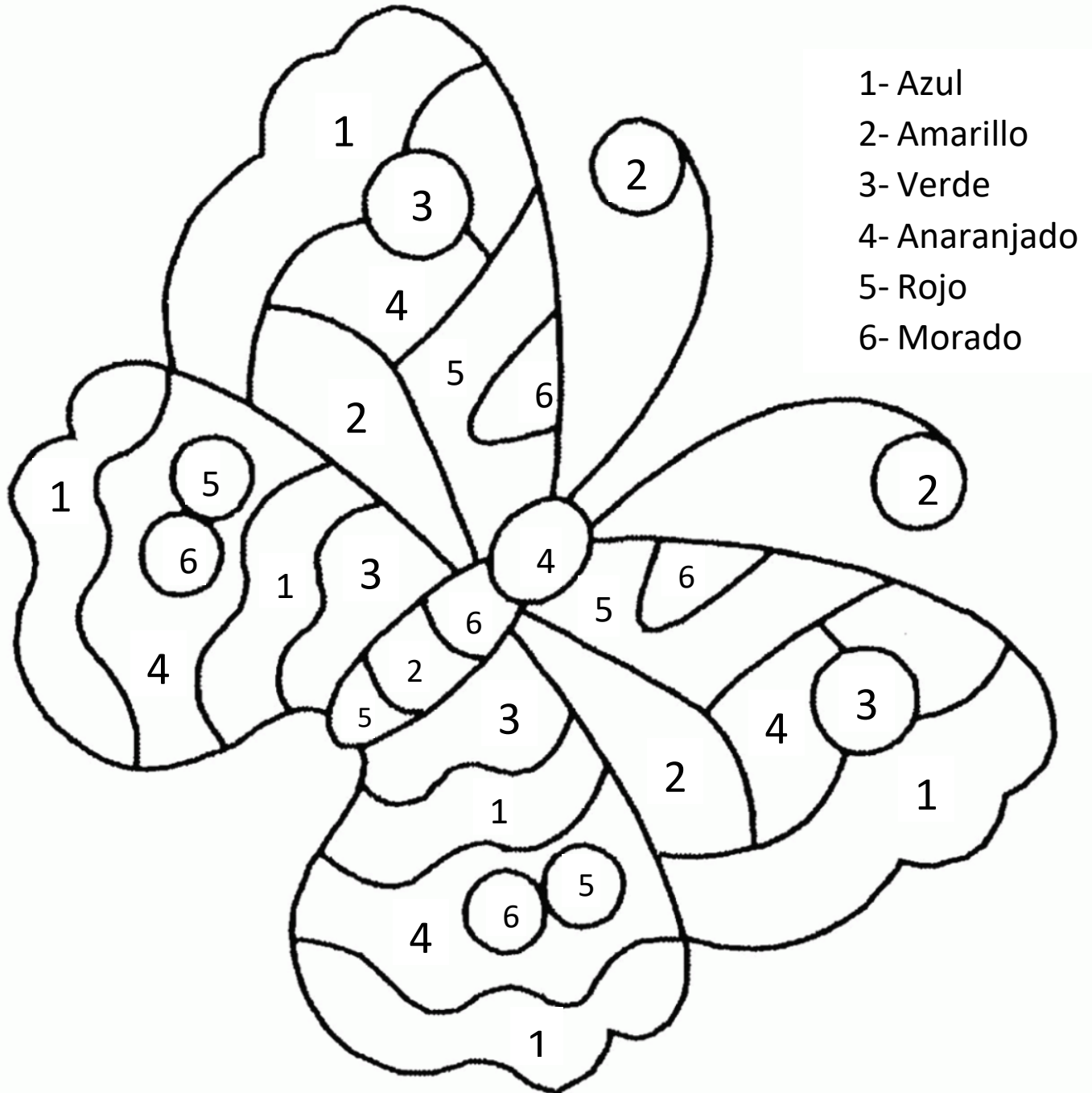
# México



Mexico's flag is made up of three vertical stripes. The left is green and stands for hope. The middle stripe represents purity and the right red strips stands for the blood of those who died fighting for Mexico's independence. The picture of an eagle eating a snake is based on an Aztec legend. The legend says that the native Aztecs decided to create their empire in Mexico when they saw an eagle holding a snake in its mouth sitting on a cactus. The eagle symbolized the sun, the snake represented the earth and the cactus symbolized the heart.

## Las Mariposas-

Me llamo \_\_\_\_\_



**\*Use this coloring page after discussing the Monarch Migration from Part I.**

## Puerto Rico- Culture and Crafts

### El Plátano- (talking points)

Ask your class if they know what the word *plátano* means? There are actually multiple meanings for this word across different countries. In Mexico for example when someone says *plátano* they are talking about a banana. However, in other countries they say *la banana* and in others *el banano*. And guess what? There's even ANOTHER word- *guineo*. How confusing! In Puerto Rico when you say *el plátano* you are referring to a plantain, which is a type of banana. (There are over 500 different types of bananas in the world!) Has anyone ever tried plantain? These are very popular in Puerto Rico. They are so popular in fact that they are eaten in multiple dishes and cooked in various ways. For example: They are mashed up with garlic and eaten like mashed potatoes, they are fried and eaten almost like chips, and they are even cooked with sugar and eaten as a dessert. Each one of these dishes has its very own name in Spanish.

#### **Visuals:**

- 1-If you can, bring in a banana and a plantain so you can show the difference in what they look like. Plantains can be found in the Latin American section at the grocery store or a specialty store like a Mexican grocer.
- 2-Show the students pictures of *mofongo*, *tostones* and *pasteles* by using the projector or printed pictures.

**Hands on activity:** Bring in dried plantains that can be found at most grocery stores, Walmart and Trader Joes. Give each child a dried plantain and then practice saying *Me gusta* or *No me gusta* accordingly. (Be aware of any allergies before bringing in food to share).

**Recipe:** Explain to the students that they can tell their parents about Puerto Rico and about *plátanos*. Give them each a recipe to take home and invite them to tell you all about it the next class!

*\*Remember all instruction should follow the Futura bilingual approach.*



## Easy Plantain Recipe- Courtesy of Chiquita

Prep time: 10 mins

Total time: 20 mins

Cook time: 5-10 mins

Serves: 4

Plantains or *plátanos* are very popular in Puerto Rico. Your child learned about Puerto Rico in class today. To take the culture home, try cooking up some plantains together! They are great topped with avocado, shredded chicken, pico de gallo, or just even with a good dash of salt.

**Tip:** You can find plantains in the Latin American section at your large supermarkets or at specialty grocery stores, like Mexican ones.

**For extra culture:** Type in "Puerto Rican Music" or "salsa music" in YouTube and play Spanish music while you cook.

### **Ingredients:**

2 whole green Chiquita Plantains

2 cups Vegetable Oil

Salt to taste

### **Instructions for Plantains Recipe:**

Pour about 2 inches of oil in small, deep pot and turn burner on medium high. Slice the plantains in 1 ½ inch sections (you should get about 6 pieces per plantain). Place cut-side-up on a solid surface. Carefully press down and flatten the plantain with the bottom of the frying pan or other flat surface (like the bottom of drinking glass). Once the oil is hot, cook for about one minute. Cook in hot oil for two minutes or until they turn golden. Place on paper towel to absorb any extra oil. Serve with your choice of toppings.



## **Puerto Rico- El Coquí**

Ask your class if they know what a passport is and what it is used for. If you can, bring in your passport as a visual. Explain that there are only a few countries that we can travel to that you don't need a passport. Puerto Rico is one of them because it is a U.S. territory. It is also the only country you can travel to without a passport where the primarily language is Spanish. Puerto Rico is a tropical island. Therefore, instead of a cold winter and a hot summer there's have a rainy season and a dry season. It is hot all year! Because it is a tropical island they have coconuts and bananas in the trees and lush green plants, especially in the jungle part of the country. If you visit Puerto Rico, you can go to *El Yunque* where you can hike into the jungle, seeing all sorts of plants and animals. You can even climb a waterfall!

### **Interactive Activity:**

All over Puerto Rico you can hear a beautiful song-even in the cities. Play a clip from YouTube searching "el coquí song." Be sure to preview it in its entirety.

See if the students can guess what is making the sound. Explain that is a little tree frog called a *coquí*. Have the students repeat the word after you.

### **Book:**

Ask your library to find you the book *Everywhere Coquis!* This is a great kid-friendly story about the legend of the *coquí* that the kids will love. Another book for kids is called *The Enchanted Legend of the coquí Frog* by Ed Rodriguez. Gather your students in a circle and read the book. Have an interactive bilingual conversation about the book.

If you cannot find one of the books above, you can tell just a few things about the *coquí*. A long time ago during the time of the Taíno Indians in Puerto Rico, trillions of *coquis* serenaded the island. Even now all Puerto Ricans love the *coquis* and sing songs, make art, and write poems about them.

When the sun goes down, the *coquis* still come out to sing all the people of the island to sleep.



## Spain- Culture and Crafts

### Talking Points:

- Spain, or *España*, as it is known in Spanish is the birth place of Spanish. In fact, it was Spaniards that spread the language to other countries like Mexico, and in South and Central America. Can you find Spain on the map? *¡Sí!* It is in Europe.
- Soccer is the most popular sport in *España*. Who knows how to say soccer in Spanish? *¡Sí! Es fútbol*. If you can find it, read the book below with the students.
- Spain is very famous for the Running of the Bulls where thousands of people take to the streets dressed in white and red to be chased by running bulls. It is dangerous, but many people travel from all over the world to take part in this tradition, because they think it is so exciting. (If you can show a video or picture)
- The Spanish are famous for many things! For example: Have you ever heard of the dance flamenco? This dance is very popular and originated in Spain. The students may enjoy watching a clip of children dancing flamenco found on the internet. Search, "children dancing flamenco." \*Show only a small portion.

**Book:** Try and check this book out from the library: *Soccer World: Spain: Explore the World Through Soccer* by Ethan Zohn

**Song:** Sing the Itsy Bitsy Spider in Spanish -*Araña arañita* (Seek out the words in the Resource section of this book and/or search "*Araña arañita*" to find an example of the song). Have your students guess what song it is and then teach them the song in Spanish, using gestures.

### Arroz con leche game and song:

*Arroz con leche* is a creamy rice dessert from Spain. It is also a popular children's song. There are many versions of this kid song on YouTube. Search "Arroz con leche game and song" and show the students an example.

### Game Instructions:

This is played as a round with child in the middle of the circle. The children hold hands and walk around while singing the first verse. The child in the middle runs in the middle of the circle, then he chooses a child pointing his/her finger at him/her while singing, "con éste/a sí", then he points to another one singing "con éste/a no", then points to the first one again saying "con esta señorita/este señorito me caso yo". They hold hands and dance in the circle. The first child joins the outer circle and the second runs into the middle of the circle and chooses a new child, and the game continues until all the people in the circle are "married".

### **Spanish Color Game-**

Players: 5 or more

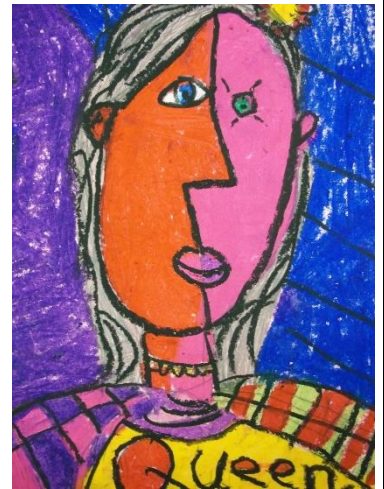
Place: Gymnasium or outdoors

The leader must name a color for the other players to touch by calling "Color, color...AZUL!" or any color in Spanish. All of the players run to find objects with that color that exist in the room or space. No need to bring things in of various colors since finding objects or clothing of others is usually not a problem. The leader runs after the players to catch them before they can touch an object. When they touch the color, they are "safe." If the leader catches a player before he/she touches an object, or the object is the wrong color, he/she will be the next leader and the game starts again.

### **Spain Craft Idea: Picasso Self Portraits**

Spain is very famous for its art and artists. The most popular Spanish artist and one of the most famous in the world, is Pablo Picasso. Raise your hand if you have ever heard of Picasso? He was born over 100 years ago in Spain and he actually began making art when he was just seven years old! How many of you are seven?

Picasso was known for making faces that were not realistic. (Show the students various pictures on the projector or bring in print outs) Next explain that the students will be making their own Picasso inspired self-portraits.



**Various coloring materials:** Copies of the next page for all students, colored pencils, crayons, markers, pastels

**Images:** Show the students various of Picassos works.

**Play:** Music from Spain as the students are working.

**What to do:** Teach the students the word for self-portrait in Spanish. Have them write their names on their sheets and begin making their Picasso inspired self-portraits.



**Present:** Have each student come to the front of the room and introduce themselves in Spanish while holding up their work. Have the entire class clap and say a praise word in Spanish. For example: Bravo.



Mi Autorretrato: \_\_\_\_\_

Pablo Picasso was from Spain and lived over 100 years ago. Today we learned about Spain and this is my Picasso inspired self-portrait.

## Perú- Culture and Crafts

### Talking Points:

- One of the most stunning and impressive ancient sites in the world, **Machu Picchu** is easily the top tourist attraction in Peru.
- The "Lost City of the Incas" is hidden from the Urubamba Valley below and surrounded by agricultural terraces and natural springs.
- Machu Picchu was largely unknown to the outside world before being rediscovered in 1911 by historian Hiram.
- **The Inca Trail** is one of the most famous hikes in the world, running 26 miles through the Andes Mountains to connect the small town of Aguas Calientes and Machu Picchu.
- The trail also goes through cloud forests, jungles and Incan ruins.
- This is a high-altitude trek and hikers may experience altitude sickness. May to September are the best months to make the multi-day hike. Hikers should be prepared for cold nights on the trail.



\*Search, "Machu Picchu" on YouTube and show the students a short clip of live footage from the ruins. (Be sure to preview all clips first).

**Book:** Look for the following book at your school or local library: *The Inca Empire (True Books: Ancient Civilizations)*, by Sandra Newman

**Song:** La vicuña is a beautiful song from the Andes. The language is Spanish, but the origin of the song is from the life and culture of the indigenous Quechua. Many songs from the Andes are about plants or animals that play an important part in day to day life. This song is about a little vicuña - the smaller relative to a llama or alpaca. Vicuñas are small and delicate and have the finest and most desirable wool of all the animals. Search the title on YouTube to seek out the tune.

### La vicuña

1. Del cerro yo vengo con mi vicuña  
Del cerro yo vengo con mi vicuña  
Cantando y bailando para mi cholita  
Cantando y bailando para mi cholita.

2. Yo soy vicuña y vengo de la Puna  
Yo soy vicuña y vengo de la Puna  
Vengo escapando de los cazadores  
Vengo escapando de los cazadores.

### My Little Vicuña

1. I come down from the mountain with my little vicuña  
I come down from the mountain with my little vicuña  
Singing and dancing with my "cholito"  
Singing and dancing with my "cholito".

2. I am a vicuña and I come from the Puna  
I am a vicuña and I come from the Puna  
I come, having escaped from the hunters  
I come, having escaped from the hunters.

3. *Ay guei vicuñita rishpi japi sonka*  
*Ay guei vicuñita rishpi japi sonka*  
*Rishpi japi pagapiña numa sonka*  
*Rishpi japi pagapiña numa sonka.*

3. Oh my, the little vicuna goes everywhere with all its heart  
Oh my, the little vicuna goes everywhere with all its heart.  
*Rishpi japi pagapiña numa sonka*  
*Rishpi japi pagapiña numa sonka.*

4. Malhaya la hora de ser vicuñita  
Malhaya la hora de ser vicuñita  
Todos me persiguen por mi lana fina  
Todos me persiguen por mi lana fina.

4. Being a little vicuña is such bad luck  
Being a little vicuña is such bad luck,  
Everyone pursues me for my fine wool  
Everyone pursues me for my fine wool.

### Circle Game and Chant:

**Ésta era una niñita-**  
Ésta era una niñita  
Graciosa y muy bonita  
Que cuando pedía agua  
Se echaba a zapatear

**She Was a Little Girl-**  
She was a very pretty  
And gracious little girl,  
When she would ask for water  
She'd start to tap her feet.

A la niña que está en medio  
Le quisiera regalar  
Una tijerita de oro  
Para la virgen del pilar

To the girl in the middle  
I would like to give  
Little gold scissors  
For the Virgin of the Pillar.

*(Saltar con las manitos\* a la cintura)*  
E yunga para la yunga  
E yunga para la ya.  
E yunga para la yunga  
E yunga para la ya.

*(Jump with the hands on the waist)*  
And yunga to the yunga  
And yunga to the ya.  
And yunga to the yunga  
And yunga to the ya.

**Game Instructions:** The kids go around in a circle and then mimic the motions that they sing.

**Music:** Search the internet for "traditional Andes music" to play during the Perú discussion.  
Ask students to listen for different types of instruments including the pan flute.



**Food:** Chifle- Banana Chips

Popular around the country, *chifle* can be bought from street vendors, at kiosks, bodegas, at the market and supermarket. Finely sliced green or ripe bananas are fried in oil then seasoned with salt. Purchase some banana chips at a local grocery store and bring them in for students to try. Be aware of food allergies.

## **Craft Ideas:**

### **Llama Craft-**

This is an example to show the wrapping of yarn around the llamas' bodies. The template in the picture is a little different than the one in this book →



#### **Option 1: (better for upper elementary)**

**Supplies:** Template copies, cardboard, thick yarn of various colors, glue, scissors, crayons or markers

1. Print the llama template on the following page for all students.
2. Have the students color the head, legs and feet of the llama.
3. Cut out the llama and glue it onto cardboard.
4. Cut it out again so it is more sturdy.
5. Wrap yarn around the llama many times to cover its body.
6. Glue the yarn to the back of the llama to finish.
7. Cut a smaller piece of yarn and wrap and glue it to the head of the llama.

#### **Option 2: (better for younger elementary students)**

**Supplies:** Llama template copies, yarn cut in 3-inch strips or cotton balls, markers or crayons, glue

1. Hand out copies of the llama template.
2. Have students color the legs and head of the llama with crayons or markers.
3. Give students glue and the yarn strips or cotton balls and have them glue them to the llama's body on their paper.



These examples show yarn and cotton balls glued on the llamas' bodies. The templates in the pictures are different than the one in this book →



#### **Option 3: (for very young children or time constraints)**

Use the llama template as a coloring page for students after discussing Perú. Students could draw the background behind the llama and even try to draw Machu Picchu terraces and ruins behind the animal in the white space of the paper. Project or share pictures of Machu Picchu for students to use as a guide while working.



# Perú



Today, I learned about Perú and the Incan ruins of Machu Picchu.  
Llamas often roam wild in Perú and provide wool for clothing and weavings.

## Day of the Dead-

Please be extremely sensitive when teaching this topic. Make sure to keep it light, fun, and colorful. We want to relay a very important holiday in Mexico, but we don't want to upset children or parents. For those reasons, this topic needs to be handled very delicately.

**Here are some pointers:**

1. Make sure that the children know this is **PRETEND**
2. Point out the similarities to our own Halloween - costumes, candy...
3. **Do not** burn incense
4. **Do not** have them build altars for their own dead relatives
5. Send a copy of the story home with the families, so that they understand the holiday.

### **Lesson Plan-**

Before ever starting your class, familiarize yourself with the holiday by reading through the talking points in this section.

1. When introducing this topic to your class, share a short clip from the movie Coco, if possible. There are clips on YouTube that would make a great addition to your class.
2. Discuss the talking points with the class.
3. Review the idea of a plaza, mariachis, sombreros, similarities between Halloween and Día de los Muertos. Point out the bullfighting, the food, piñatas, Mexico City, and familiar Spanish vocabulary.
4. Make the Día de los Muertos flores or one of the other craft ideas included as time permits.

**Play fun mariachi music to fully enjoy this topic!**

### **Day of the Dead (talking points)-**

- "Día de los Muertos" or Day of the Dead is a holiday, which is celebrated in Mexico and parts of Central America. It is most similar to our Halloween festival, but it isn't a scary holiday.
- November 2nd is the official date for Day of the Dead, although it is celebrated between October 31st and November 2nd.
- The best way to describe this holiday is that it is a time when family members who have passed away are remembered. In Mexico, this festival is considered to be the most important holiday of the year.
- Although this celebration is associated with the dead, it is not sad or depressing, but rather a time full of life, happiness, color, food, family, and fun.

- There is excitement everywhere. In many areas, outdoor markets are displayed in which they sell many symbolic goods, such as special breads, flowers, pottery, baskets, candles, paper puppets, and candy skulls.
- The main symbols of this holiday are colorful skulls and skeletons, which are displayed throughout the country. Scenes of skeletons hugging, marching, dancing, and laughing are seen in window displays on the streets. Flowers, especially orange flowers, are another significant symbol for the Day of the Dead festivity.
- People celebrate this holiday in their homes, as well as in cemeteries. Between Oct. 31st and Nov. 2nd (a time called "Todos Santos"), offerings of food and drink are prepared for the dead. "Ofrendas" (offerings) are often set up on an altar displaying portraits, personal items, clothing, favorite foods, and other possessions of the deceased family member.
- Sometimes they are shown at the gravesites as well. On Nov. 2nd, family members visit the gravesites of their loved ones. They decorate their graves with flowers, enjoy picnics consisting of favorite foods of the deceased, and socially interact with others at the cemetery.
- The Mexicans see this as a very important holiday, as it shows the celebration of the life cycle. Sometimes, families stay at the graves all night with candles in hand. This time of year is very festive, and everyone talks of the dead as if they were still alive. During this time, people remember their family members and the joys of their lives.
- The common foods eaten on this holiday include pan de los muertos ("bread of the dead"), which is sweet bread baked in the shape of skulls and crossbones. Sometimes plastic toy skeletons are hidden by the baker in each loaf. Whoever bites into it will have good luck! People eat candies in the shape of coffins and skeletons.
- Day of the Dead can range from a religious day to just a unique Mexican holiday celebrated with special foods and candy.
- Death is seen as life by all who celebrate the Day of the Dead. Families believe that whatever the deceased person liked, they will have again. That is why families enjoy their favorite foods and drinks in honor of the dead. The whole family comes together to celebrate this joyous time!
- Prints of skeletons doing everyday activities are called calaveras in Mexico. **Calavera** means skull in Spanish and by extension, skeleton.

# El Día de los Muertos



- 1- rojo
- 2- verde
- 3- azul
- 4- amarillo
- 5- morado



Me llamo \_\_\_\_\_



### Craft Ideas:

**Tissue Paper Flowers-** Mexicans always have multi-colored flowers for Día de los Muertos. Decorate your room too!

#### **Supplies:**

1 package of multicolored tissue or crepe paper  
1 package of green pipe cleaners  
Scissors



**Directions:** Take four to five sheets of multi-colored tissue paper and layer them. Cut the paper into 8-inch squares. Keeping the sheets layered, take one set of squares and fold them like an accordion. (It will look like a thin rectangle.) At the center of the rectangle, cut a small v-shaped notch on both sides. Take the end of a pipe cleaner and twist it around the notch. With the stem pointing straight down, gently pull up one layer of tissue into the center. Pull up the remaining layers, one by one. Repeat for the other side of the flower. Once all the layers are pulled up, fluff them in place to look more like real flowers. Continue making more flowers with the remaining stacks of squares.

**Tips and variations:** For sturdier stems, wrap two pipe cleaners together. Cut smaller or larger squares to change the size of your flowers. Add more layers for thicker flowers or less layers for thinner ones. For a shiny effect, dip the top edges in white glue and then dip in loose glitter. You can also make smaller flowers and string them together as garland.

### More Day of the Dead Craft Ideas:



#### Plastic Cup Skulls:

**Materials:** plastic cups,  
permanent markers in various  
colors, pictures of colorful  
skulls

### Day of the Dead Masks:

**Materials:** paper plates, popsicle sticks, masking tape, Markers, pictures of colorful sugar skulls

\*For younger students, cut the plates and secure them to the sticks ahead of time.

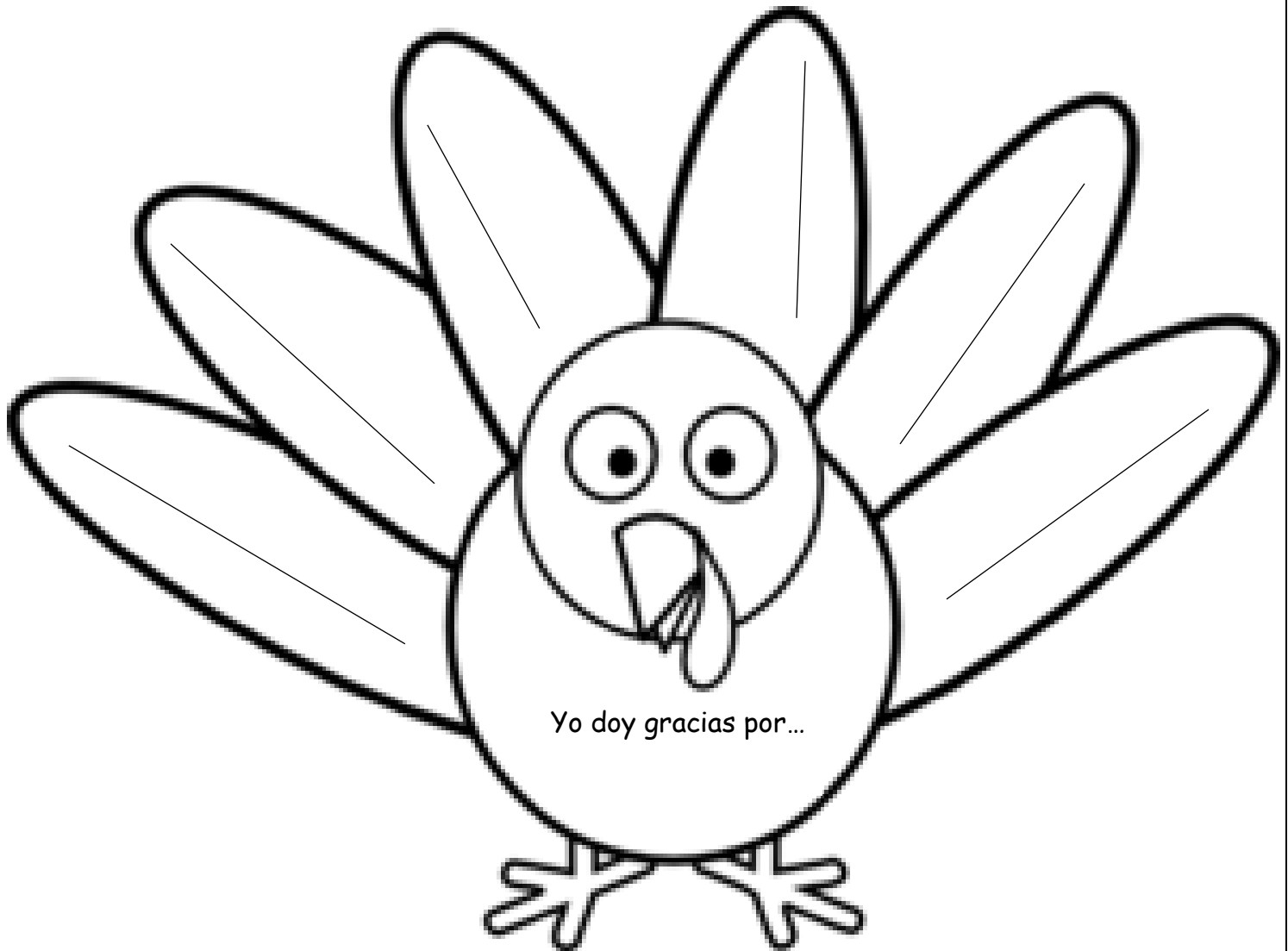


### Q-tip Calacas:

**Materials:** Q-tips, black construction paper, white paper for the face, scissors, black marker

Me llamo \_\_\_\_\_

# El Día de Acción de Gracias

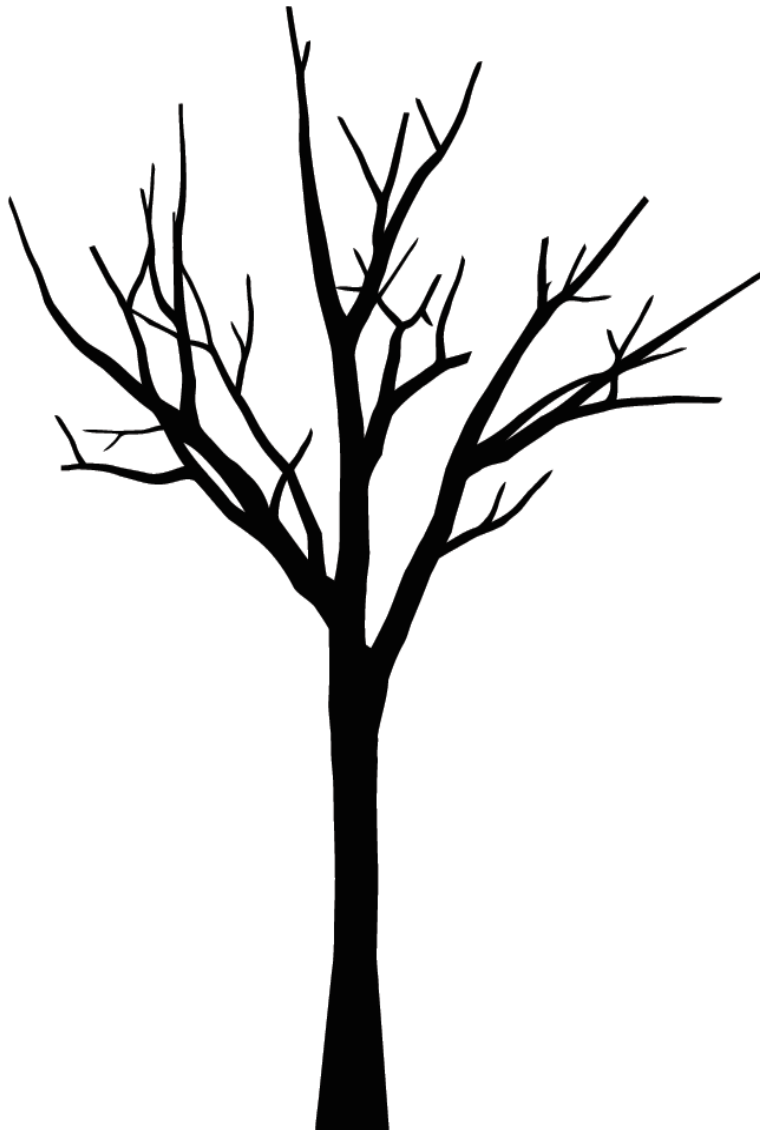


Direcciones: Write things you are thankful for IN SPANISH on each of the turkey's feathers. Use the word bank and ask your teacher for help! Then, color your turkey.

<b>amor</b> - love	<b>juguetes</b> - toys	<b>casa</b> - house	<b>escuela</b> - school	<b>dulces</b> - sweets
<b>comida</b> - food	<b>animales</b> - animals	<b>amigos</b> - friends	<b>dinero</b> - money	<b>salud</b> - health
<b>familia</b> - family	<b>cama</b> - bed	<b>hermanos</b> - siblings	<b>juegos</b> - games	<b>maestros</b> -teachers



**Thanksgiving Tree:** After reviewing the meanings on the leaves with your teacher, color and cut out the leaves to paste onto the tree. Write your name on the line under the tree.



\_\_\_\_\_  
Quiere dar gracias  
por...

## Las Posadas y La Navidad-

### Lesson Ideas-

- Review the holiday descriptions of Las Posadas and La Navidad in Part IV of this book and use them as talking points when discussing these topics with your classes.
- Teach and sing Christmas carols in Spanish using YouTube for the tune when needed.
- Use the following page describing the history of the poinsettia as talking points and choose a poinsettia craft below.



←Supplies: paper plates, glue, green paint or marker for background color, red construction paper to trace hand 5 times, yellow pom-poms or paint for centers.



←Supplies: red and green paint, white Paper, sponges cut into petal shapes

Supplies: Cardboard tubes, scissors, glue, plastic gems for centers, yarn →

Supplies: red, green and yellow construction paper, glue →



## Flor de la Nochebuena

Every year around Christmas, families get together to pay tribute to the past, honor the present, and give thanks to the future by celebrating the holiday. Families often tell stories that further enchant the season of giving, and one of the most enchanting Christmas stories is that of a little girl with no gift to honor baby Jesus.

It is said that a poor young peasant girl in Mexico on her way to celebrate Christmas at church followed tons of people carrying brilliant gifts to honor baby Jesus. She suddenly felt embarrassed because she had no gift to give. The little girl so desperately wanted to give something of great value and when she could think of nothing, she began to cry.

Some people say that a friend of the little girl saw her crying and went over to console her. The little girl confessed that she had nothing to give and her friend told her that any gift from the heart would surely be appreciated. Others say that an angel appeared and told the young girl to pick a bouquet of weeds from the roadside.

Either way, the girl picked a handful of weeds from the roadside and continued to church. At church people lined up to place extravagant gifts at the foot of the nativity scene. People looked at the little girl in disbelief as she placed her weeds near the manger.

Suddenly the weeds transformed into beautiful red flowers, and everyone who witnessed the gift swore they had witnessed none other than a Christmas miracle.

Each year at Christmas time, beautiful red poinsettias bloomed on the roadside. People began to spread word of the miracle witnessed, and the red flowers were called 'Flores de Noche Buena' - Flowers of the Holy Night.

The story of the poor peasant girl is told each year in Mexico, inspiring all that a gift from the heart is the most precious gift of all, and even the simplest of things can be great.





# Canciones de la Navidad



## Cascabeles

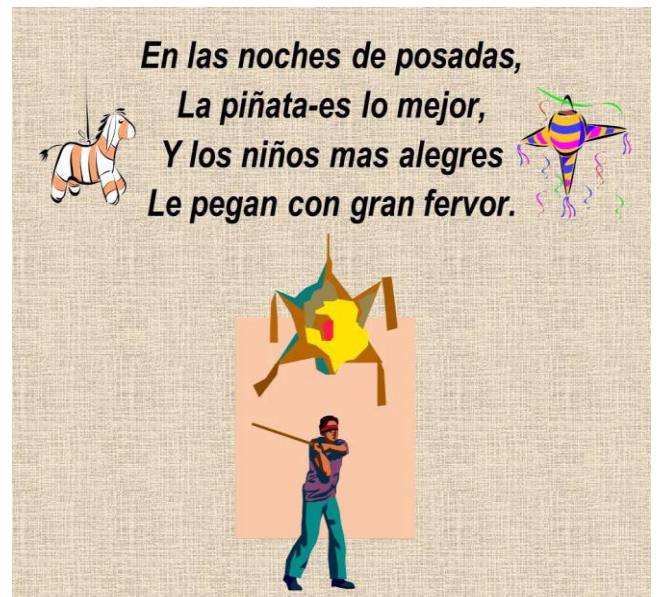
Navidad, Navidad,  
Hoy es navidad,  
Es un día alegría y felicidad  
Cascabeles, Cascabeles,  
Lindos casacebeles,  
Con sus notas de alegría  
Anuncia Noel

## Mi burrito sabanero

Con mi burrito sabanero voy camino de Belén  
Con mi burrito sabanero voy camino de Belén  
Si me ven si me ven  
Voy camino de Belén

El lucerito mañanero ilumina mi sendero  
El lucerito mañanero ilumina mi sendero  
Si me ven si me ven  
Voy camino de Belén

Con mi cuatrico voy cantando,  
mi burrito va trotando  
Con mi cuatrico voy cantando,  
mi burrito va trotando  
Si me ven si me ven  
Voy camino de Belén



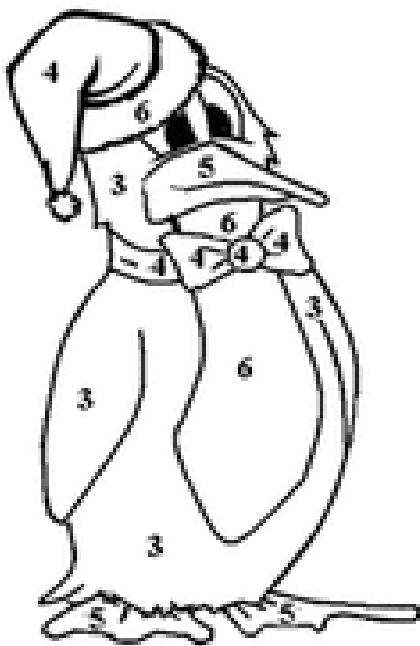
*En las noches de posadas,  
La piñata-es lo mejor,  
Y los niños mas alegres  
Le pegan con gran fervor.*



Me llamo \_\_\_\_\_

# FELIZ NAVIDAD

- 1 gris
- 2 café
- 3 negro
- 4 rojo
- 5 amarillo
- 6 blanco



## Las Pascuas and Holy Week

**Lesson ideas-** Use the information from Part IV to discuss how Latin Americans and Spaniards celebrate Easter and Holy Week.

Teach students important words that correlate with the holiday by using the vocabulary list on the basket activity page in this section. Students can cut and paste the labeled pictures inside the Easter basket. They can decorate the basket as well.

An Easter egg coloring page is also included.

**Directions: Felices Pascuas-** Copy and cut apart the picture groups along the dotted line. Next, distribute to students and have the class repeat the new terms after you. Students should then cut out the individual pictures and glue them in the basket (on the next page) and decorate the basket.



huevo



chocolate



cordero



conejo



pollito



cesta



torrija



primavera



mona



flor



huevo



chocolate



cordero



conejo



pollito



cesta



torrija



primavera



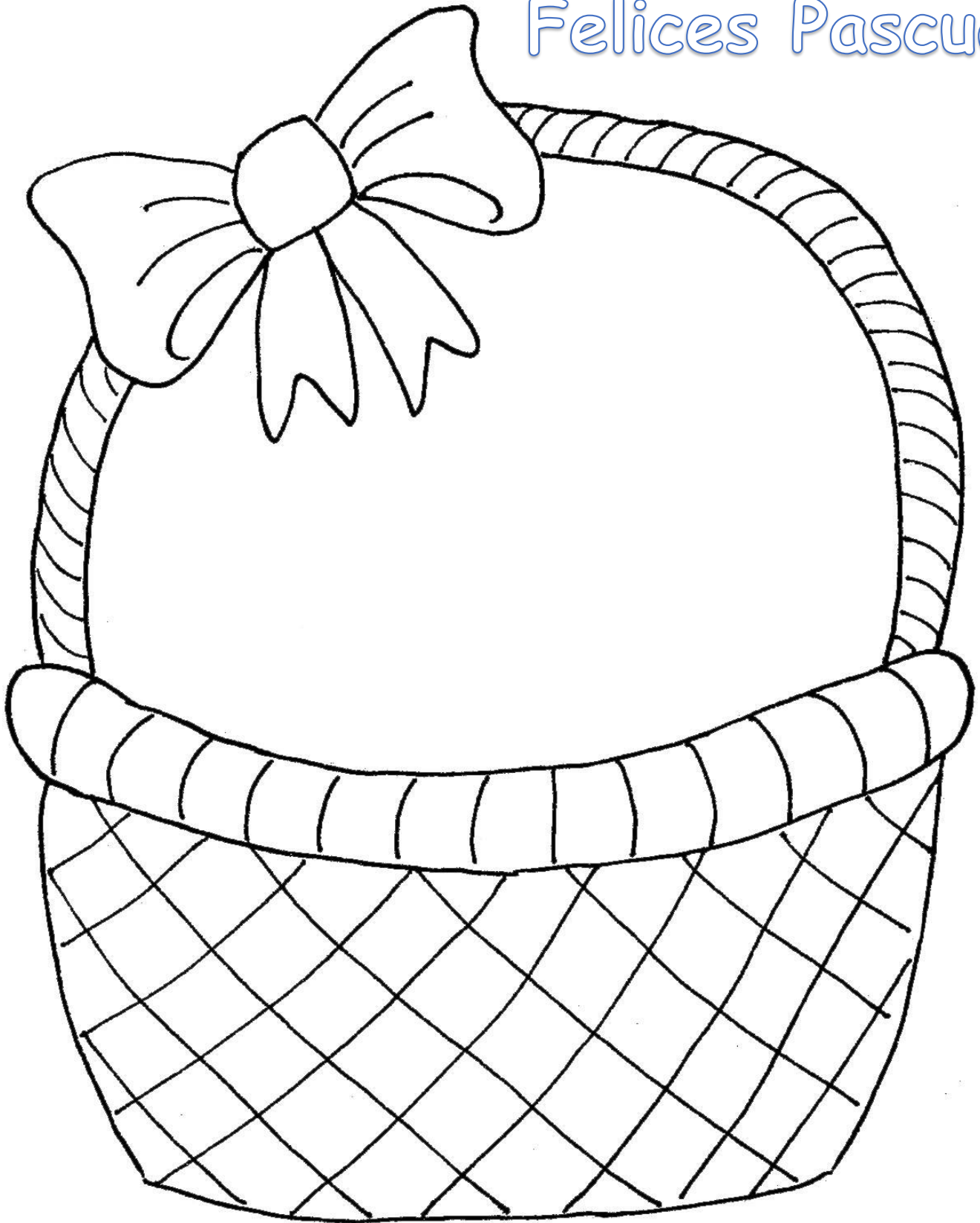
mona



flor

Me llamo \_\_\_\_\_

Felices Pascuas

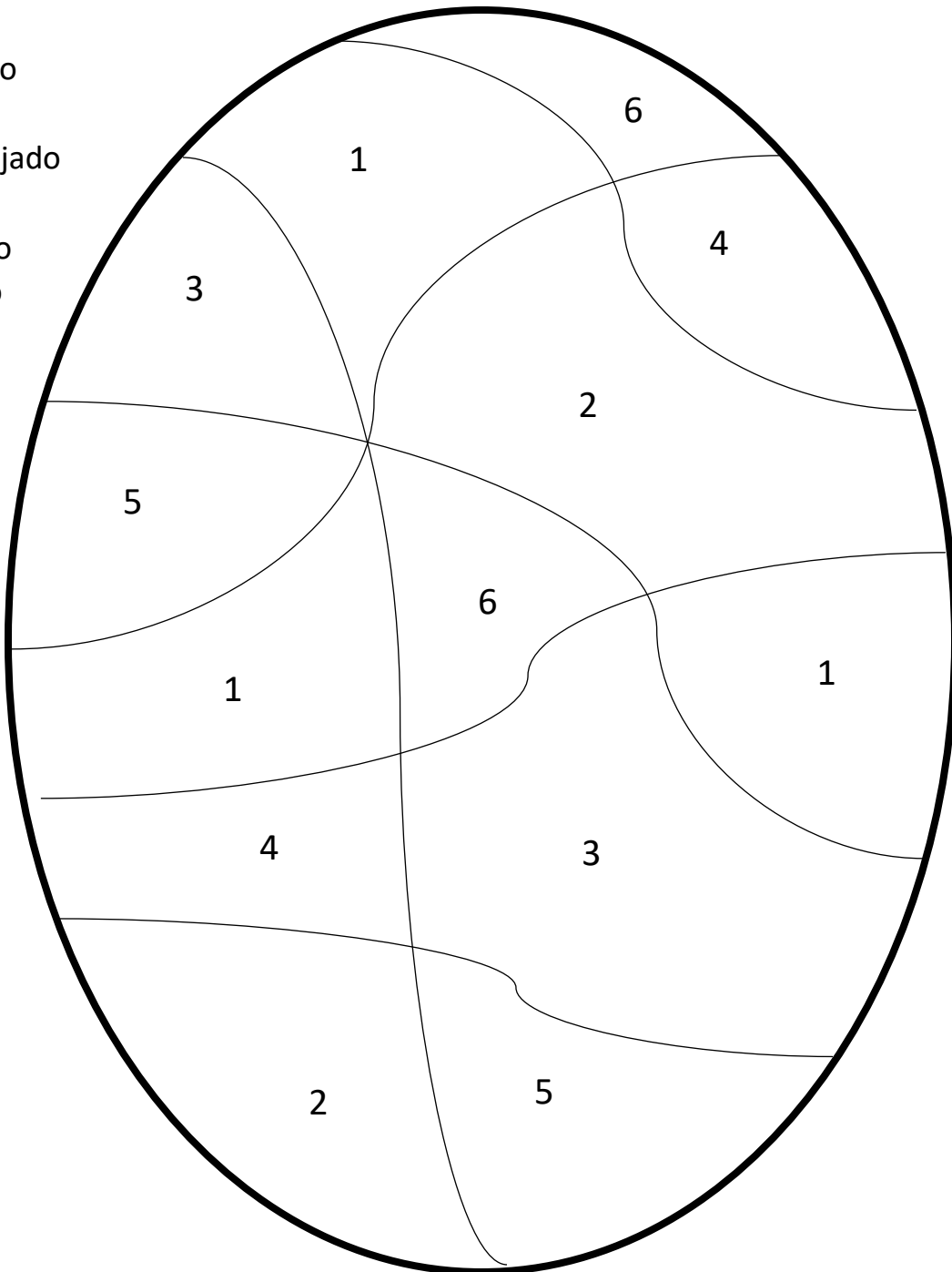




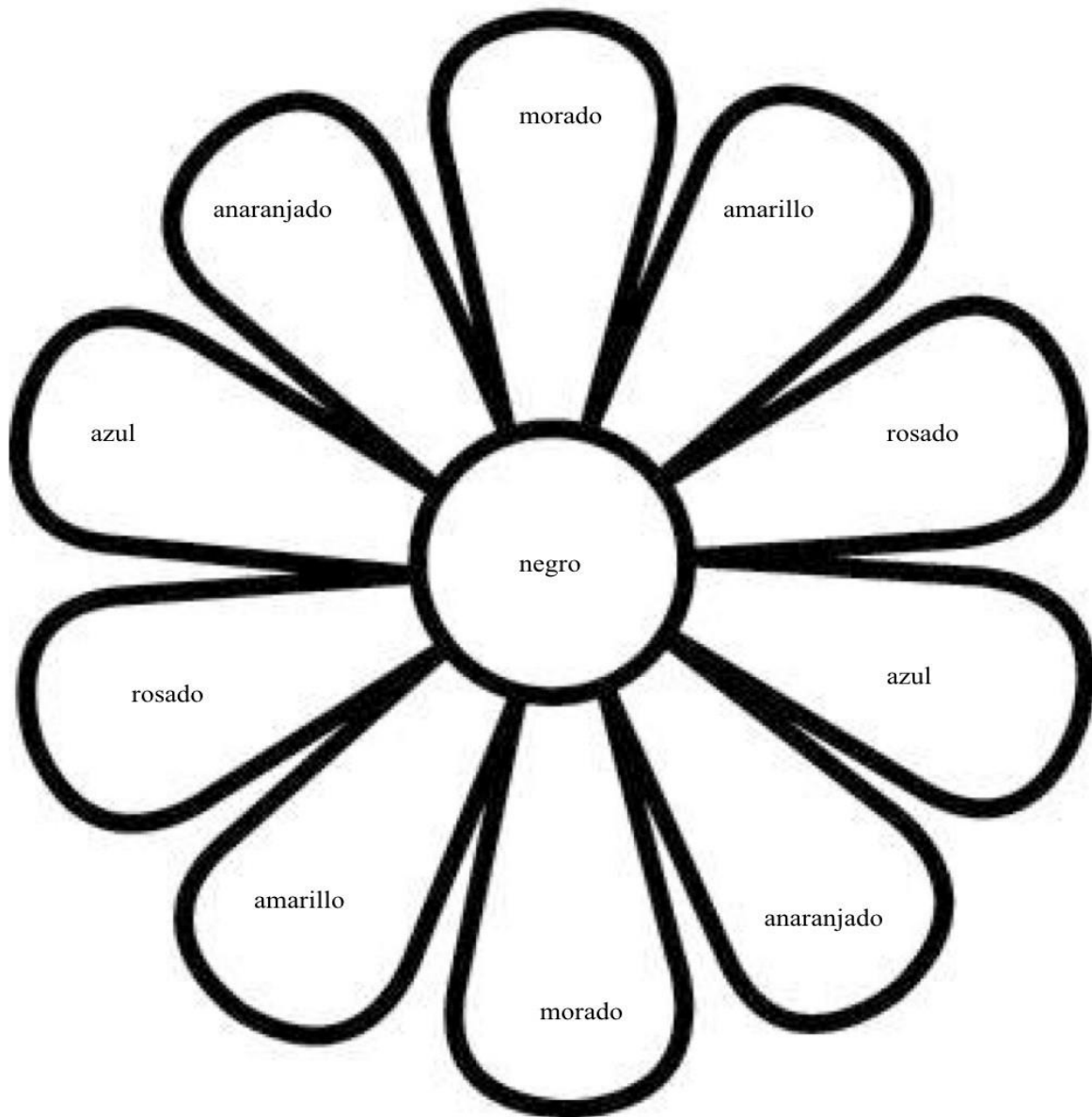
Me llamo \_\_\_\_\_

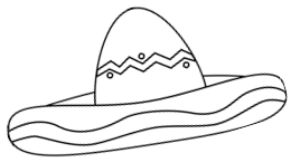
# FELICES PASCUAS

- 1- Azul
- 2- Amarillo
- 3- Verde
- 4- Anaranjado
- 5- Rojo
- 6- Morado
- 7- Rosado



# Feliz Día de la Madre



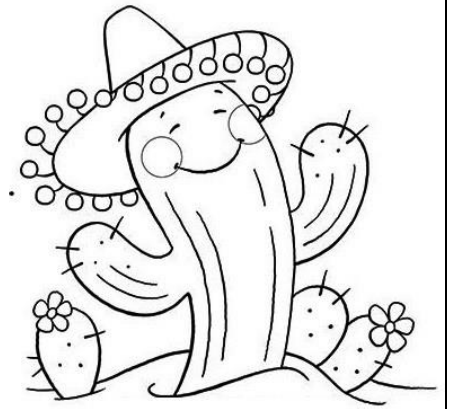


## *Cinco de Mayo* Important Facts

Me llamo \_\_\_\_\_

Cinco de Mayo is celebrated on May 5<sup>th</sup> each year. It commemorates the victory at the Battle of Puebla in 1862. The Mexican army, led by General Zaragoza, was fighting against the French and won an unlikely victory. The people threw a large party to celebrate.

Today, Cinco de Mayo is observed as a celebration of Mexican culture.



## **Part VIII: Resource Pages**

- **Traditional Songs, Rhymes and Games: pp.181-188**
- **Cultural book suggestions p.189**
- **Cultural movie clip suggestions p.190-191**
- **Tracking Template pp.192-195** Copy the chart and use it to track which materials you use throughout the schoolyear with each grade level. Include it in your binder for reference in future years.



## **Traditional Songs, Rhymes and Games: pp.181-188**

(Search the name of songs, games or rhymes on YouTube for models when needed)

### **Los Pollitos Dicen**

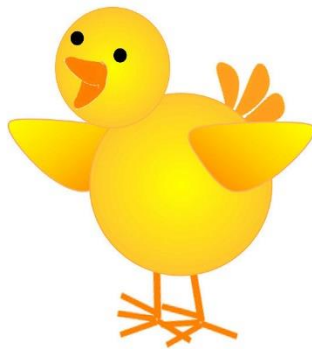
Los pollitos dicen,  
pío, pío, pío  
cuando tienen hambre  
cuando tienen frío

La gallina busca,  
el maíz y el trigo  
les da la comida  
y les presta abrigo

Bajo sus dos alas,  
acurrucaditos  
duermen los pollitos  
hasta el otro día.

*(se vuelven a repetir las primeras 3 estrofas)*

Cuando se levantan  
dicen mamacita,  
tengo mucha hambre  
dame lombricitas.



### **The Little Chicks Say**

The little chicks say  
Chirp, chirp, chirp,  
When they are hungry  
And when they are cold.

The mother hen looks for  
Corn and wheat.  
She gives them food  
And grants them shelter.

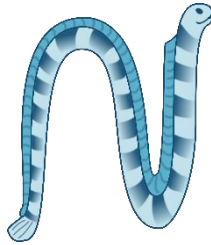
Under mama's wings,  
Huddling up,  
Sleep the little chicks  
Until the next day.

*(Repeat first 3 verses & then sing..)*

When they get up,  
They say "Mommy,  
I'm very hungry,  
Give me little worms."

### A la víbora- Juego de cantar

A la víbora, víbora de la mar, de la mar,  
Por aquí pueden pasar.  
Los de adelante corren mucho,  
Los de atrás se quedarán,  
Tras, tras, tras.



Una Mejicana, que frutas vendía,  
Ciruelas, chabacanos, melón y sandía.  
Verbena, verbena,  
Jardín de matatena.  
Que llueva, que llueva,  
La Virgen de la cueva.

Campanita de oro,  
Déjame pasar, con todos mis hijos,  
Menos éste de atrás, tras, tras, tras,  
Será melón, será sandía  
Será la vieja del otro día!

### To the Sea Snake- Singing Game

To the snake, sea snake, to the sea,  
You can go by here.  
Those ahead run fast,  
Then those at the back will stay,  
Back, back, back.

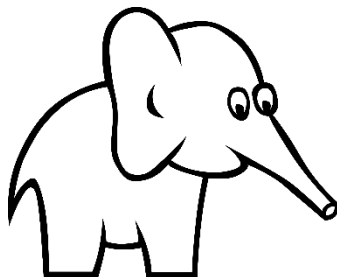
A Mexican woman, who was selling fruit,  
Plums, apricots, melon and watermelon,  
Verbena, verbena,\*  
Stone garden.  
Let it rain, let it rain,  
The Virgin of the cave.  
Little golden bell,

Let me pass, with all my children,  
Except the one at the back, back, back!  
It'll be melon, it'll be watermelon,  
It'll be the old woman from the other day.

**Game Instructions-** Two children decide who will be the melon and who will be the watermelon. Then they join hands to form an arch and sing the song two or three times, while the other children pass under the arch in a line. When reaching the last "tras, tras, tras," ("back, back, back"), the two children forming the arch bring their arms down to catch the child passing under them. That child then decides whether to be a melon or a watermelon, and lines up behind one of the two parts of the arch. When all the children have been "caught" there is a tug of war to decide whether the melons or the watermelons are the strongest.

### Cinco elefantitos- Juego de dedos

Cinco elefantitos, éste se cayó,  
Cuatro elefantitos, éste se perdió,  
Tres elefantitos, éste se enfermó,  
Dos elefantitos, éste se murió.  
Ahora queda uno, uno se quedó,  
Y este elefantito, ¡me lo llevo yo!  
¡Me lo llevo yo!



### Five Little Elephants- Finger Play

Five little elephants, this one fell down,  
Four little elephants, this one lost its way,  
Three little elephants, this one got sick,  
Two little elephants, this one passed away.  
Now one is left, one did stay,  
And this little elephant, I'll take it away!  
I'll take it away!

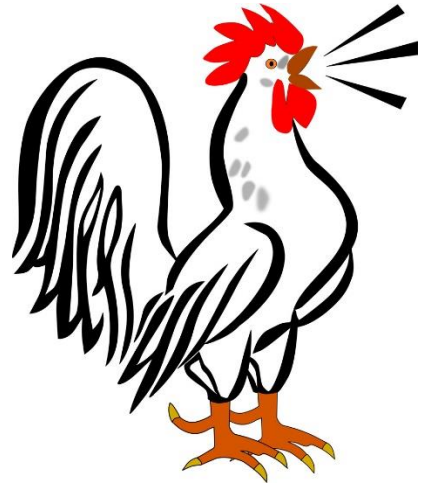
\*To play *Five Little Elephants*, use all 5 fingers and end with the thumb as the winning elephant.

**De colores**- Canción infantil

De colores, de colores se visten los campos en la primavera  
De colores, de colores son los pajaritos que vienen de afuera  
De colores, de colores es el arco iris que vemos lucir  
Y por eso los grandes amores de muchos colores me gustan a mí  
Y por eso los grandes amores de muchos colores me gustan a mí

Canta el gallo, canta el gallo con el quiri quiri quiri quiri quiri  
La gallina, la gallina con el cara cara cara cara cara  
Los polluelos, los polluelos con el pío pío pío pío pío pío  
Y por eso los grandes amores de muchos colores me gustan a mí  
Y por eso los grandes amores de muchos colores me gustan a mí

De colores, de colores brillantes y finos se viste la aurora  
De colores, de colores son los mil reflejos que el sol atesora  
De colores, de colores se viste el diamante que vemos lucir  
Y por eso los grandes amores de muchos colores me gustan a mí  
Y por eso los grandes amores de muchos colores me gustan a mí



**De Colores**- Translation

All the colors, all the colors, oh how they dress up the countryside in springtime,  
All the colors, all the colors of birdies, oh how they come back to us outside,  
All the colors, all the colors in rainbows we see shining bright in the sky,  
And that's why a great love of all colors makes me feel like singing so joyfully,  
And that's why a great love of all colors makes me feel like singing so joyfully.



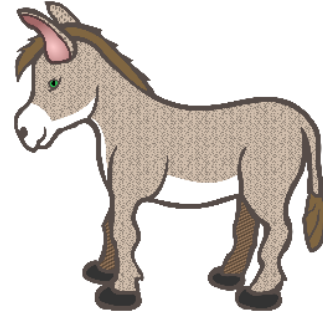
The rooster sings, he sings, cock-a-doodle, doodle, doodle, doodle, doodle, doodle, doodle-doo,  
The chicken clucks, she clucks, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck,  
The little chicks they cheep, they cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep,  
And that's why a great love of all colors makes me feel like singing so joyfully,  
And that's why a great love of all colors makes me feel like singing so joyfully.

All the colors, all the great, glowing colors that we see in the sky at sunrise,  
All the colors, all the colors are seen in the thousand reflections in sunlight,  
All the colors, all the colors are seen glittering in a diamond ring,  
And that's why a great love of all colors makes me feel like singing so joyfully,  
And that's why a great love of all colors makes me feel like singing so joyfully.

### El burro- Vowels Rhyme

A, el burro se va,  
E, el burro se fue,  
I, el burro está aquí,  
O, el burro se ahogó,  
U, el burro eres tú.

A, The donkey's going away,  
E, The donkey did flee,  
I, The donkey is standing by,  
O, The donkey drowned, oh no!  
U, The donkey is you!



### El sapo- Canción de corro

Salió el sapo a cantar  
A cantar a la orilla del agua,  
Y unos mosquitos salieron  
A rondar, a rondar.

El sapo se molestaba,  
Los mosquitos se alegraban,  
Porque seguían cantado,  
A bailar, a bailar.

Mientras más vueltas le daban  
El sapo más se mareaba,  
Y los mosquitos cantaban  
A bailar, a bailar.  
Y los mosquitos cantaban  
A bailar, a bailar.

Y entonces el baile  
Lo hizo enojar  
Y todos los moscos  
Se puso a tragar.

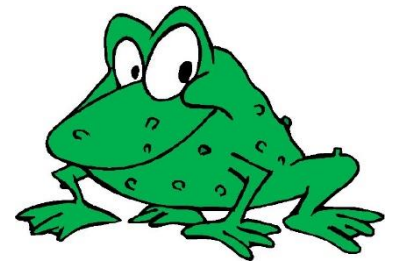
### The Toad- Circle Game

The toad came out to sing,  
To sing by the waterside,  
And some mosquitoes came out  
To hang around, hang around.

The toad was getting annoyed,  
The mosquitoes were getting happy  
For they kept singing,  
"Let's dance, let's dance".

The more they were flying around,  
The sicker the toad was getting,  
And the mosquitoes were singing,  
"Let's dance, let's dance"  
And the mosquitoes were singing,  
"Let's dance, let's dance".

Then the dance  
Made him angry  
And he started to eat  
All the mosquitoes.



### **Game Instructions**

The children hold hands and form a circle. A child goes in the middle, he's "the toad" the others being "the mosquitoes". They sing while going around in a circle, changing direction at every verse. At the end of the song, the toad chases the other children and the first child he catches becomes the new "toad".



**Este dedito compró un huevito-** Juego de dedos

Este dedito compró un huevito,  
Este lo cocinó,  
Este le echó la sal,  
Este lo probó,  
y este pícaro gordo, se lo comió.

\*This is a rhyme that's "played" like "This Little Piggy".

\*This counting-out rhyme can be repeated over and over again...

**This Little Finger Bought an Egg-** Finger Play

This little finger bought an egg,  
This one cooked it,  
This one poured the salt  
This one tasted it,  
And this fat rogue ate it!

**Este era un gato-** Rima de sorteo

Este era un gato  
que tenía los pies de trapo  
y la cabecita al revés.  
¿Quieres que te lo cuente otra vez?



**There Was a Cat-** Counting-out Rhyme

There was a cat  
That had feet of rags  
And a backwards head.  
Do you want me to tell it to you again?

**¡Hola, amiguitos! ¿Cómo están?**

¡Hola, amiguitos! ¿Cómo están?  
¡Hola, amiguitos! ¿Cómo están?  
Hoy venimos a jugar  
luego vamos a cantar  
y así nos podemos saludar.

**Hello, How Are You My Friends?**

Hello, how are you my friends?  
Hello, how are you my friends?  
We are here to play  
Then will sing away  
And then we can all say Hello.



**Itzi, bitzi araña**

Itzi, bitzi araña,  
tejió su telaraña.  
Vino la lluvia,  
y se la llevó.  
Salió el sol,  
se secó la lluvia.  
Y Itzi, bitzi araña,  
otra vez subió.



**Itsy Bitsy Spider**

The itsy-bitsy spider  
Climbed up the waterspout  
Down came the rain  
And washed the spider out  
Out came the sun  
And dried up all the rain  
And the itsy-bitsy spider  
Climbed up the spout again.

### La Cucaracha

(Coro)

La cucaracha, la cucaracha,  
ya no puede caminar  
porque no tiene,  
porque le falta  
las dos patitas de atrás.

Ya murió la cucaracha,  
Ya la llevan a enterrar,  
Entre cuatro zopilotes  
Y un ratón de sacristán.

(Coro)

### The Cockroach

(Chorus)

The cockroach, the cockroach,  
Can't walk anymore  
Because it doesn't have,  
Because it's missing  
Two little hind legs.

The cockroach died at last,  
They're taking her to be buried  
By four vultures  
and a mouse as the sexton.

(Chorus)

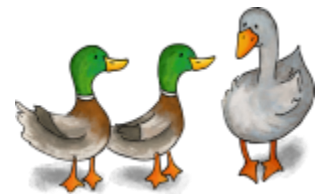


### Pato, pato, ganso- Juego en círculo

Pato,  
Pato,  
¡Ganso!

### Duck, duck, goose- Circle game

Duck,  
Duck,  
Goose!



### **Game Instructions**

The children sit in a circle except for the one who's "It". The person who's "It" goes around tapping each child's head saying "Pato". Eventually, the one who's "It" taps a kid's head and says, "Ganso". The one who was tapped has to run in the opposite direction from the one who is "It". It's a race (in opposite directions) to see who can get back to the 2nd kid's spot first. Whoever gets there first sits down and the other one is "It".

### Tin marín de dos pingüé- Rima de sorteo

De tin marín de dos pingüé\*,  
Cúcara, mácara, títere fue,  
Yo no fui, fue Teté,  
Pégale, pégale, al quien fue.

### Tin Marin, Two Big Ones- Counting-out Rhyme

Tin Marin of two big ones,  
Cockroach, mockroach, it was a puppet,  
It wasn't me, it was Teté,  
Smack, smack, the one who did it.

\*This is a nonsense counting-out rhyme like "Eenie meenie miney moe". It can be found all over the Spanish speaking world.

**La paloma azul**- Juego en círculo

La paloma azul  
que del cielo bajó,  
con las alas doradas  
y en el pico una flor,  
de la flor una lima,  
de la lima un limón;  
vale más  
mi morena  
que los rayos del sol.  
Y a los titiriteros  
que me pagan la entrada  
yo te amo y te quiero  
y me muero por ti.



**The Blue Dove**- Circle Game

The blue dove  
That came down from the sky,  
With its golden wings  
And a flower in its beak,  
From the flower, a lime,  
From a lime, a lemon;  
My dark-haired one  
Is worth  
More than the sunbeams  
And at the puppet masters'  
Who pay the entrance fare for me,  
I love you and cherish you  
And I'll die for you.

**Son las 12**

Son las 12, son las 12  
Vamos ya, vamos ya  
Vamos a casita  
Vamos a casita  
Con mamá  
Y con papá

Son las 12, son las 12  
Vamos ya, vamos ya  
Toca la campana  
Toca la campana  
Ding, dong, dan  
Ding, dong, dan.



**It's Twelve o'clock**

It's 12 o'clock, it's 12 o'clock,  
Let's go now, let's go now!  
Let us go to our house,  
Let us go to our house  
with mommy  
and with daddy.

It's 12 o'clock, it's 12 o'clock,  
Let's go now, let's go now!  
Go and ring the church bell  
Go and ring the church bell,  
Ding dong ding  
Ding dong ding!

**Un, dos, tres, calabaza-** Juego

Un, dos, tres,  
calabaza.

**One, Two, Three, Pumpkin-** Game

One, Two, Three,  
Pumpkin.

\*Variations of "Un, dos, tres, calabaza" are played around the world. It's the equivalent of "Red Light, Green Light, 1, 2, 3!"

**Game Instructions**

"Un, dos, tres, calabaza" is played with a group of children.



The group stands on one end of the playing area, at the starting line. The person who is "It" stands at the other end, at the finish line, usually facing a wall.

The person who's "It" faces the finish line, with his back to the group. He says, "Un, dos, tres, calabaza" clapping a hand against the wall if there is a wall. Then he quickly turns around to face the group.

When he's facing away from the group, the people in the group run towards the finish line. Meanwhile, as soon as the one who's "It" finishes saying, "Un, dos, tres, calabaza" he quickly turns around to face the group. The group must freeze. Anyone who is caught moving has to go back to the starting line.

The game continues like this until someone reaches the finish line. That person wins. That person is "It" in the next round.



## Cultural Book Suggestions:

- La Otra Orilla, by Marta Carrasco
- I love Saturdays y domingos, by Alma Flor Ada
- Extra! Extra! by Alma Flor Ada
- My Abuelita, by Tony Johnston
- El juego de la lotería, by Rene Colato Lainez
- Fiesta Babies, by Carmen Tafolla
- Sol a Sol, by Lori Marie Carlson
- Yum! iMmm! ¡Qué rico! By Pat Mora
- Abuela, by Arthur Dorros
- iPío Peep! (Traditional Spanish Nursery Rhymes) by Alma Flor Ada
- Frida, by Jonah Winter and Ana Juan
- Merry Navidad, by Alma Flor Ada
- Marisol McDonald no combina, by Monica Brown
- Tito Puente Mambo King, by Monica Brown
- Nana's Big Surprise, by Amada Irma Perez
- Mud Tacos!, By Mario Lopez
- The Cazuela that the Farm maiden stirred, by Rafael López
- The Legend of the Cascarón, by Roxanna Montes-Bazaldúa
- Frida's world, by Maria Gabriela Brito
- The Fiesta Dress; A Quinceañera Tale, by Caren McNelly McCormack
- Too many Tamales, by Gary Soto

\*\*\*Find these books and more at your school or local library or search these sites: Pinterest, Amazon, Bookfinder4U, ABE Books, or Book Depository.

## Cultural Movie Clip Suggestions:

\*Be sure to preview ALL video clips you plan to show to your classes and make a judgement call regarding length of clips you plan to show and content in relation to the age of students in your classes. You should not show more than 5-10 minutes of video at a time. Be selective!

- **Coco** (PG, 1h, 45min)  
This movie is packed with rich culture. It centers on Day of the Dead in Mexico and the meaning of the family. One of the best movies out there for authentic culture and a great story.
- **El Libro de la Vida (The Book of Life)** (PG, 1h, 29min)  
Manolo is a young Mexican man with big dreams. Unfortunately, his father's dreams are completely different: he wants Manuel to continue the family tradition of bullfighting. Torn between the two, he travels to three fantastical worlds (the underworld, the Land of the Forgotten, and the Land of the Remembered). Told in semi-musical style, with surrealist graphics, *El libro de la vida* is a beautiful movie.
- **Canela (Cinnamon)** (NR, 1h, 41min)  
A story about a grandmother and her granddaughter, Maria. Maria tries to convince her grandmother to return to her former love of cooking and the family restaurant *El Molcajete*- which has been straying from its original traditional recipes.
- **Ferdinand** (PG, 1h, 48min)  
Ferdinand is a calm bull who likes to sit and smell flowers. Due to a run-in with a bee, he gets mistaken for a fierce fighter, and selected to fight the infamous matador, El Primero. This has a great, happy ending and introduces watchers to Spain and bullfighting without the gore.
- **Rio and Rio 2** (G, 1h, 35min)  
Though Rio and Rio 2 are set in Brazil and not technically Spanish-language films, both movies have Spanish-language options and deal with many Latin American themes (environmentalism, deforestation of the Amazon rainforest).  
**Rio:** A pet Macaw in Minnesota, Blu, travels to Rio de Janeiro, Brazil to learn about his home.  
**Rio 2:** Blu and Jewel now have 3 kids. When they see their kids are too used to life in the city, they decide to take them into the Amazon jungle to experience real life.

- **Anina** (PG, 1h, 18min)

Anina, a ten-year-old girl in Uruguay, gets into a fight on the playground at school. The punishment from the principal is strange: each student gets a black envelope they're not allowed to open for a whole week. During that anxious week, all sorts of adventures happen that help Anina understand herself better. (Best suited for older elementary and middle school)

- **Bizarre Food with Andrew Zimmerman** (PG, 2h, 7min)

Andrew Zimmerman explores the signature foods of places around the world such as:

Managua

Veracruz

Santiago

Lima

Bogota

Puerto Rico

Mexico City

Buenos Aires

Barcelona

(Best suited for upper elementary and middle school)

- **Living on One Dollar** (PG, 53min)

Four friends leave the U.S. and plan to live on \$1 per day in Guatemala. Although this film can reinforce the storyline of interpreting poverty in Latin America only through the eyes of foreigners, it can be a powerful way for students to see outside their everyday lives.

(Best suited for upper elementary and middle school)

- **Ghosts of Machu Picchu** (PG, 53min)

Discover the mysteries and marvels of Machu Pichu in this documentary from PBS. (Be aware that skulls are shown in places.) (Best suited for upper elementary and middle school)

**Tracking Template:** Copy this chart and use it to track which materials you use throughout the schoolyear with each grade level. Include it in your binder for reference in future years. (Reminder: **DO NOT** write in this book)

School: \_\_\_\_\_

School year: \_\_\_\_\_

Grade Levels →							
Mexico Info Sheet							
Quinceañera							
Mariposas							
Diego and Frida							
The Aztec							
Spain- Extensive Plan							
Miguel de Cervantes							
The Spanish Lisp							
Salvador Dalí							
Sagrada Familia							
Guatemala							
Honduras							
El Salvador							
Nicaragua							
Costa Rica							
Panamá							
Venezuela							
Colombia							
Ecuador							
Perú							
Bolivia							
Paraguay							
Uruguay							
Argentina							
Chile							
Ecuatorial Guinea							



Grade Levels →							
Mexican Independence Day- Sept. 15-16							
Hispanic Heritage Month- Sept. 15-Oct. 15							
Día de la Raza- Oct. 12							
Día de los Muertos- Nov. 1-2							
Día de Acción de Gracias							
Lady of Guadalupe- Dec. 12							
Las Posadas- Mexico- Dec. 16-24							
Traditions of la Navidad							
Traditions of El Año Nuevo							
El Año Nuevo in Mexico							
Me gustaría activity							
Three Kings Day- Jan. 6							
El Día de San Valentín- Feb. 14							
La Bandera de Mexico- Feb. 24							
Carnaval- before Ash Wed							
La Semana Santa- Easter							
Cinco de Mayo- May 5							
Currency from the Spanish-speaking world							
Flags from the Spanish-speaking world							
Spanish Language Across the Globe							
Differences in Traditional Cuisine							
The History of Tango							
Pablo Neruda							
The Inca							
The Ancient Maya							
La Siesta							
El Fútbol							

Grade Levels →							
Famous Latinos and Spaniards-Project							
Spanish in the U.S.- Cognates							
Why Learn Spanish?							
The Benefits of Being Bilingual							
Dichos							
Trabalenguas							
Spanish Chistes							
Birthday Traditions							
<b><u>ELEMENTARY SECTION:</u></b>							
Guatemala- Tortillas							
Guatemala- Mayan Weaving							
Guatemala- Quetzal							
Mexico- El Zócolo							
Mexico- Palomitas							
Mexico-Flag Coloring Page							
Mexico- Monarch Migration							
Puerto Rico- El Plátano							
Puerto Rico- El Coquí							
Spain- Talking points							
Spain- Songs and Games							
Spain- Picasso Craft							
Peru- Talking points							
Peru- Songs and Games							
Peru- Llama Craft							
Day of the Dead- Girl coloring page							
Day of the Dead- Skull coloring page							
Day of the Dead- Crafts							

[illegible]