

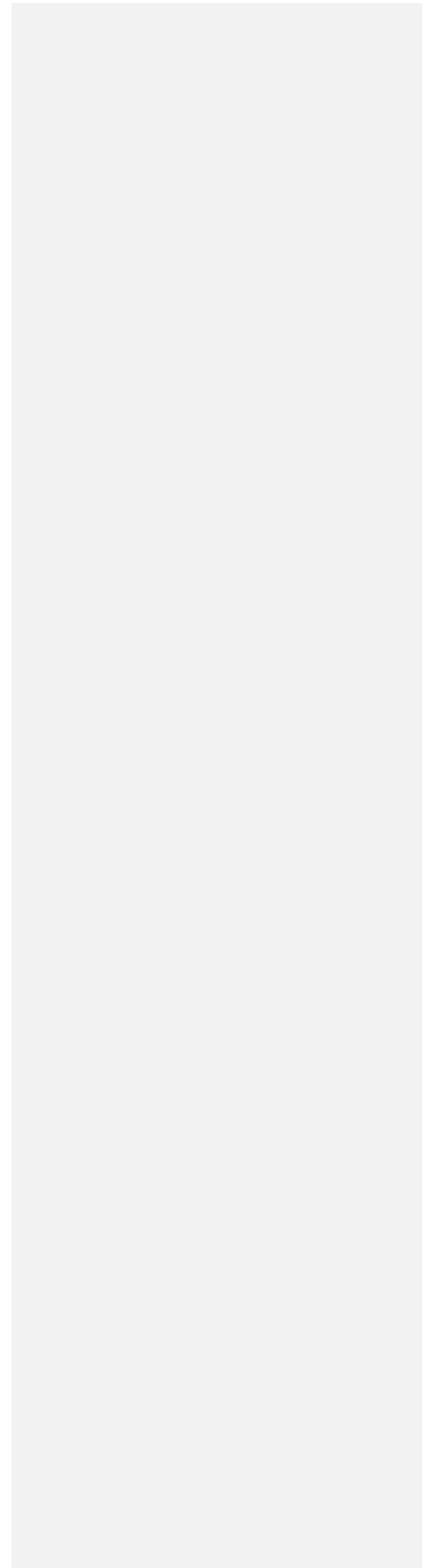
Lesson Plan Stage Two

Spanish Culture Lesson –
Cinco de Mayo

Stephanie Hofer

Educational Psychology

May 4, 2010



Lesson Plan

Lesson: Spanish Cultural Lesson – Cinco de Mayo

Length: 30 minutes

Age or Grade Level Intended: Secondary Education (Middle School or High School Spanish class)

Academic Standard(s): World Language

MH12.4.1: Analyze and reflect on cultural practices of the target cultures.

MH12.4.2: Discuss products, perspectives, and symbols of the target cultures through guided participation.

MH12.4.3: Explain factors that influence practices, products, and perspectives. *Examples: Politics, gender equality, environmental issues, etc.*

true MH12.4.4: Explain the interrelations among the practices, products, and perspectives of the cultures studied.

MH12.4.5: Explain significant events unique to the target cultures.

Performance Objective(s):

- Given a brief background of Cinco de Mayo, students will reenact the Battle of Puebla, supervised and side-coached by the teacher.
- Given step-by-step dance instructions and proper music, students will dance the traditional “La Raspa” dance, aided and verified by the teacher.
- Given a word bank of 24 Cinco de Mayo-related words, students will complete a word search, verified by the teacher.

Assessment: Students will be given an overview of the Mexican holiday. The teacher will introduce Cinco de Mayo and give students quick facts that are listed on the Teacher’s Lesson Notes Sheet. The teacher will then assign roles for both parties and important main characters involved in war. The teacher will read off the story, which is also on the Teacher’s Lesson Notes Sheet, and students will act out their part when it appears in the story. (Students will act out the Battle as appropriate to their parts, using simple creative dramatics techniques.) Students will be supervised and side-coached by the teacher throughout this entire portion of the lesson, so the degree of performance is based upon participation, verified by the teacher. The teacher will then move on with the lesson (and wrap up the acting part of the lesson) by reviewing the overview of Cinco de Mayo, the quick facts, and the characters. Afterwards, the teacher will start the next activity and introduce the “La Raspa” dance and explain its significance in Mexican

Comment [jcg1]: These must be directly related to the standards. You did not evaluate each of those.

Comment [jcg2]: What degree of performance?

Comment [jcg3]: What are they learning here? Word searches are good time consumers but what do the kids learn?

Comment [jcg4]: This section should only describe how you will assess each objective. Much of what is written here is part of your lesson plan.

culture during the time of the Battle of Puebla and its current significance. The teacher will teach students “La Raspa” and have them dance to a traditional mariachi band playing the “La Raspa” music from a recording. The degree of performance in this area of the lesson is, again, participation-based, which will be verified by the teacher; it will be very apparent as to who is participating and who is not. In the following portion of the lesson, students will make up their own version of “La Raspa.” In order to do so, the teacher will give the students a few minutes to come up with a dance, and then play the music. Students will then share with class their version of “La Raspa” for participation credit. Students will then complete a word search with important words from Cinco de Mayo as a review of important people and vocabulary from the lesson. The teacher will of course verify that students have completed the word search, and then move into the closure portion of the lesson. Overall, this lesson’s purpose is to engage many different learning styles in order to let all students further understand the Mexican holiday of Cinco de Mayo. Most activities in this lesson involve participation as the degree of performance because they require so much movement. Verification by the teacher that students have participated fully is the only true way to check that students have done what they were asked to.

Advance Preparation by Teacher:

1. Resource for information about Cinco de Mayo and story taken and adapted from:
<http://www.buzzle.com/articles/cinco-de-mayo-facts.html>
2. A recording of “La Raspa”
3. Resource for online word search creator:
<http://www.puzzle-maker.com/cgi-bin/wswocgi>

Procedure:

Introduction/Motivation: Has anyone ever heard of Cinco de Mayo? Does anyone know where it is celebrated? Does anyone know why it is celebrated? Could anyone give me a brief background description of the holiday? What else do you know about this holiday? Well, today we are going to be doing some activities in order to make you more aware of the history and purpose of this holiday.

Step-by-Step Plan:

1. Introduce Cinco de Mayo and give students quick facts. (Gardner: Verbal/Linguistic)
2. Assign roles for both parties and important main characters involved in the war. [Teacher will read the story and students will act out their part when their part comes up in the story. Students will act out the Battle of Puebla. (Gardner: Visual/Spatial, Verbal/Linguistic, Bodily/Kinesthetic, Interpersonal)]
3. Wrap up overview of Cinco de Mayo and review quick facts. (Gardner: Verbal/Linguistic)

Comment [jcg5]: Each of these steps should be numbered as it would be easier for a sub to follow.

Comment [jcg6]: What facts?

4. Start next activity: Introduce the “La Raspa” dance and explain its significance in Mexican culture during the time of the Battle of Puebla and its current significance in today’s culture. (Gardner: Visual/Spatial, Verbal/Linguistic)
5. Teach students “La Raspa” and have them dance to the traditional mariachi band “La Raspa” music. (Gardner: Visual/Spatial, Bodily/Kinesthetic, Intrapersonal, Musical/Rhythmical)
6. Have students make up their own version of “La Raspa.” Play music and share with class. (Visual/Spatial, Bodily/Kinesthetic, Musical/Rhythmical)
7. Handout word search with important words from Cinco de Mayo. (Logical/Mathematical, Visual/Spatial)

Comment [jcg7]: Where are these notes?

Closure: “Who can tell me something that they have learned about Cinco de Mayo? Which two countries did the Battle of Puebla include? Who was General Ignacio Zaragoza? Who was Napoleon III? I hope that today’s activities helped you all to further understand the significance of this great Mexican holiday!”

Adaptations/Enrichment:

Student with Learning disability in reading

comprehension: The only reading involved in this lesson done by the students is during the crossword. There is no reading comprehension skills involved, but if a student has a disability in reading, the teacher could read the crossword to the student or help the student one-on-one.

Student with ADHD: A student with ADHD should be pretty engaged during this lesson because it is rather fast-paced. However, this lesson does involve listening skills, so if the student is not listening or paying attention, the teacher could call his or her name to get him or her refocused.

Student with Gifts and Talents in Creativity: A gifted student could be engaged with this lesson if he or she is asked to research more facts about the time-period of Cinco de Mayo, the Battle of Puebla, or the War of Reform. The student could then explain to the class what the holiday represents and the teacher could enhance the student’s explanation. A student with a talent in creativity could either make the cross word for the class or lead the class in his or her version of “La Raspa.”

Self-Reflection:

- Was the lesson successful?
- Did the students have enough background in Mexican culture and/or vocabulary to complete the exercise?
- Were students engaged?
- Did this activity make sense to the students?
- Did the students understand my directions?
- Was this type of assessment appropriate?

S B M A R I A C H I E D V O M M Y X Y
 A P S A R A L M U S I C R A M X Z Q R
 Y F E F Q L B S A D E U Y C E M K M O
 V N F L F D F L K L S O W D V B O E T
 T N G O Y L E I B U O T J U V L Y X C
 Z B O H E R I T A G E P N V A R D I I
 O D U C A Q J B U L L F I G H T S C V
 S K R O W E R I F G G U F Q S G X O K
 C Y G I B A T T L E O F P U E B L A I
 B G S A F T Z F L Z Q F I S D A N C E
 N C M P M Y Y Q D M L S Z P O H N N F
 F L C E L E B R A T I O N W R M S Y S
 R C Q D E R S V B B Y I I O W I M V R
 A P M R B M R O F E R F O R A W D A T
 N N M L C A Z O G A R A Z X D E R E T
 C H N I Y X V J N Z B I J S B T P A S
 E G N N E E R G I L V T K H D I J H G
 D C N A P O L E O N I I I M N H R X J
 O D E C O R A T I O N S P N A W H M R

Battle of Puebla
 bullfights
 celebration
 cinco
 dance
 decorations
 fireworks
 food

France
 games
 green
 heritage
 La Raspa
 mariachi
 mayo
 Mexico

music
 Napoleon III
 pride
 red
 victory
 War of Reform
 white
 Zaragoza

Teacher's Lesson Notes:

Comment [jcg8]: If you embed these in the lesson plan or at least mention that they are attached it will be easier for a sub to follow.

1. Quick facts:

- **Resource for Cinco de Mayo information:**
<http://www.buzzle.com/articles/cinco-de-mayo-facts.html>
- regional holiday in Mexico
- celebrated in order to commemorate the unexpected victory of Mexican army over the French forces on May 5, 1862 at the Battle of Puebla
- significant day, next to Independence Day (Mexican Independence Day = September 16)

2. Acting out Battle of Puebla:

- Actors (at least 6): Mexicans, Napoleon/French General, French army, Mexican army, Mexican General/Ignacio Zaragoza, government officials
- The **Mexicans** suffered from destruction and bankruptcy during the War of Reform, 1858 - 1860, which was an internal struggle for economic, political and religious reforms. Taking advantage of collecting debt, **Napoleon III**, the ruler of France, along with his **well-trained army (French Army)** marched to invade Mexico City. It was then that the Battle of Puebla took place between the **Mexican army** and **French army**. At the battle, the **Mexican General** and **French General** fought with swords, in which the **Mexican General Ignacio Zaragoza** won. As a part of winning celebration, speeches were being made by the **government officials** in honor of the **Mexican army**. The **Mexicans** celebrated the day with lively dances, games, traditional foods (enchiladas, tacos), traditional music, colorful decorations, bullfights and fireworks.

3. Review after acting

- French forces (about 6,500) were better equipped and more in number than the Mexican army (about 4,500). However, it was the unity of the Mexicans and their love for Mexico that helped them to overcome the invading French troops.
- The Battle of Puebla = catalyst for the Mexicans; served them in gaining confidence for the future war of independence
- victory was a symbol of pride and patriotism for the Mexicans, proving to the world that they are capable of defending themselves from foreign intervention
- With confidence and determination, the Mexicans achieved independence after defeating the French in 1867.
- Cinco de Mayo is a significant day for all Americans, as the Battle of Puebla represented the last struggle to fight against foreign power. Though there is no doubt that Cinco de Mayo is a day of political significance, the Mexicans, especially those residing in Puebla, celebrate it as a day of pride and heritage.

4. La Raspa

- Play song on iPod
- Teach students the dance
- Practice dance
- Have students make up their own version

5. Word search: made on website:

<http://www.puzzle-maker.com/cgi-bin/wswocgi>

Manchester College
Lesson plans- EDUC 230

Name: Stephanie Hofer

Teacher: Dr. Korrine Gust

Date : _____

Title of Work: Cinco de Mayo

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards. C1- Plans informative, developmentally appropriate lessons and/or units INTASC 2, 3, 4, 7	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	_3_
Lesson Plan Objectives C1- Plans informative, developmentally appropriate lessons and/or units INTASC 2, 3, 4, 7	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	_3_
Assessment A1- Develops appropriate tools to assess learning INTASC 4, 8	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	4
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions. C6- Uses effective questioning strategies INTASC 4, 5, 7	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	3_
Adaptations/Modifications and Enrichment Opportunities E1- Differentiates learning opportunities that respond to individual learning	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an	Lesson thoroughly details reasonable adaptations, modifications, and enrichment	_4_

styles and learning challenges INTASC 2, 3, 4, 5			enrichment opportunity.	opportunities that are exemplary.	
Grammar and Spelling R5- Models appropriate written communication skills INTASC 6	5 or more errors in grammar and/or spelling are present.	3-4 errors in grammar and/or spelling are present.	1-2 errors in grammar and/or spelling are present.	No errors in grammar and/or spelling are present.	_4_
				Total----	21/24

Teacher Comments:

