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EDUC 352  
November 20, 2011

### Impact on Student Learning

On Wednesday, November 2<sup>nd</sup>, 2011, I taught a Day of the Dead lesson at Columbia City High School under the supervision of my cooperating teacher. I taught four different periods: period one, three, four, and five. Each period except for period four was completely comprised of Caucasian students; period four had one Latino student and one African American student. Period one was comprised of eighteen students for the pre-test and thirteen students for the post-test. Period three consisted of twenty-seven students for the pre-test and twenty-two students for the post-test. When I taught period four, for which my cooperating teacher completed my evaluation, there were twenty five students present for the pre-test and only nine students present for the post-test. For period five, there were nineteen students in attendance for the pre-test and twenty five students in attendance for the post-test.

As stated in my evaluation from my cooperating teacher, I improved my lesson from period to **period**. Before first period's lesson, I was rather nervous. My cooperating teacher mentioned that I did not seem nervous, but I did speak too quickly and was not as thorough as I know I should have **been**. I also did not ask as many interactive questions as I should have. Because we have plan for second period, we discussed my lesson. Mrs. Beyhan mentioned that my lesson was very well thought out and presented the information appropriately, but I presented it too quickly. Because of this, students did not fully understand the material. For the following periods, she had me **slow** my pace and ask students more questions instead of simply telling them about the holiday. I know that this is a standard teaching practice in today's schools, but I was admittedly nervous and did not engage the first period students as much as I knew I should have. For the other periods, I also had students tell me what they already knew as an introduction

**Comment [h1]:** Excellent!

**Comment [h2]:** This is something to keep in mind as you step into student teaching.

**Comment [h3]:** Pacing is crucial, and this was an important lesson for you.

instead of jumping right into content. For the other periods, students were more engaged and seemed to really enjoy the lesson. By the end of the school day, I could tell how much I had adapted my lesson from first period to fifth period. I was much more confident at the end of the day and I felt as though the students really responded to what I was trying to present to them. In fact, in fourth period, students even offered other information about the holiday that they knew that I did not share with them! I was very pleased with my ability to take constructive criticism from first period and adapt my lesson to benefit students, as well as myself. Because the students were more engaged, I was also more excited about the topic.

**Comment [h4]:** Good for you. This is a disposition administrators (and others) value in their teachers.

**Comment [h5]:** Isn't this interesting. Whether we are the student or the teacher, our enthusiasm feeds off the other group's engagement. It is cyclical.

When I was considering how to put together the actual lesson plan, I took ideas from different sources to incorporate research-based teaching strategies. The middle of my lesson included repetition of vocabulary, a graphic organizer, and guided notes. My vocabulary technique was to pronounce the word for the students so that they knew how to properly say it and have them repeat it. I then explained the word by offering a relevant example to the student's life, a practice well explained in chapter three of D. Fisher and N. Frey's book, *Improving Adolescent Literacy: Content Area Strategies at Work* (2012). D. Fisher and N. Frey (2012) explain that "an important element in mastering new vocabulary words is repetition and rehearsal with purpose" (p. 53). In order to show that students must be able to relate to the content, D. Fisher and N. Frey (2012) also state that repetition must be "embedded in a meaningful context that supports vocabulary acquisition" (p. 53). After discussing the vocabulary, students were given a graphic organizer to compare and contrast the concepts of the target culture holiday and our own well-known Halloween. Along with the repetition of vocabulary, D. Fisher and N. Frey (2012) also discuss the importance of graphic organizers in chapter six by stating that they can "alert students to important ideas" (p. 104) and that they are "an intermediate step to

**Comment [h6]:** Fantastic transition.

transforming information orally or in written form” (p. 105). Ideally, these graphic organizers should lead to a discussion (Fisher & Frey, 2012, p. 105). My intent in using a graphic organizer in my lesson was to “help students understand the relationship between ideas” (Fisher & Frey, 2012, p. 119). After students had recognized this relationship, I enhanced their learning by discussing the topic more in depth while providing students with guided notes, a term explained in M. A. Mastropieri and T. E. Scrugg’s (2010) textbook, *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. In chapter eleven of this text, M. A. Mastropieri and T. E. Scruggs (2010) mention that guided notes, like the ones I incorporated into my lesson, “contain more spaces for students to fill in important details during the lecture” (p. 263). These authors also mention that guided notes help to “ensure that students are obtaining critical information from lectures,” especially for topics “that contain a great deal of new vocabulary and concepts” (Mastropieri & Scruggs, 2010, p. 263).

Comment [h7]: Great discussion

While teaching the lesson, I experienced different surprises in different classes. The surprise I encountered in my first period class was that the students were not as excited about the topic as I had envisioned. I later realized that my presentation of the topic was not the most beneficial for students, nor did it really follow the great Bloom’s questions I included into my original lesson plan. I became nervous and did not give myself enough time to explain the topic before expecting answers to questions. In third period, I was surprised as to how differently the students responded to my slower, yet more exciting teaching manner. Students were asking more advanced questions than I was anticipating answering, some of which my cooperating teacher was even unsure of. I believe that fourth and fifth period followed this same pattern. Simply by changing my way of explaining the material, students were more excited about the topic, which

Comment [h8]: 😊

was my biggest surprise of this lesson overall. Because I was able to adapt to the benefit of my students after receiving the feedback and criticism, I handled the situation very well.

When I began the lesson, I asked if students remembered anything about the holiday from previous Spanish classes or experience. Instead of stating the specific objectives for the class, I stated the overall goal for the lesson, which was to learn more about the Day of the Dead and be able to compare the holiday to Halloween. However, I did not tell the students what types of activities the lesson would include. In my opinion, telling the students exactly how many activities were going to be incorporated into the lesson would have overwhelmed them, as I did a lot of activities in one class **period**.

Even though I simply gave students a goal for the lesson versus specific objectives, I was still able to scaffold instruction, especially as the day went on. I added new guiding questions and helpful hints and stronger explanations each class period. If I were able to re-teach first period, I would have taught it similarly to fifth **period**. From what I have seen, this is a practice amongst most teachers. Knowing exactly what students will struggle with is extremely hard to judge, so teachers counteract confusion by adapting as they go. By fifth period I was scaffolding instruction by asking the students a guiding question and having them provide answers instead of me simply boring them with knowledge. For example, I had a calaca, or skull that was decorated appropriately for the celebration. In first period I explained to the students what it was for and how the family of the deceased would decorate the skull to the deceased person's likeness with fun colors. Instead of only explaining the skull for the other periods, I had the students pretend that they knew the person that the skull was decorated for and had them tell me about the **person**. Students mentioned that because the skull was primarily blue, that person's favorite color was

**Comment [h9]:** That guiding question doesn't necessarily have to do with the number or types of activities; instead, it deals with you explaining up front to students what you want them to be able to "do" or what they should learn that day. It is different than saying today we are going to do \_\_, \_\_, \_\_, and \_\_. Instead, you say, "By the end of this class period, you should be able to \_\_\_\_."

**Comment [h10]:** Great connection/observation

**Comment [h11]:** Good for you!

**Comment [h12]:** Clever! 😊

most likely blue, a very intelligent guess. With the exception of first period, I relied on scaffolding instruction instead of leading instruction.

After discussing my first period lesson with my cooperating teacher, I realized that I had to fix how I encouraged student engagement. I asked first period questions, but Mrs. Beyhan mentioned that I did not give students ample time to consider the question before providing the answer. Because she made me aware of this problem, I was able to change how I prompted student engagement in the other classes. I asked more questions and gave students a longer time to consider and answer. I also changed my pacing which allowed students to keep up with the lesson in order to even have an answer. However, my biggest struggle with student engagement switched when I started asking students what they already knew before simply explaining a concept. Often times, students were able to explain to fellow classmates the very concept I was going to explain. After adjusting from first period to third period, I had more student engagement, but it was mainly the same students. To counteract this, I began calling on students to offer and answer instead of relying the same students to provide an answer. In fourth period, I began by asking specific students instead of transitioning from volunteers to students I choose. Because of this, almost all students were able to offer a response to at least one question during the period. By fifth period I was asking for more examples or asking in a way that required students to talk to their classmates before providing an answer, involving all students. When I would call on students, I would make sure that I picked varying students instead of the same ones. When I would call on students that were seated around those that always volunteered an answer, those students also knew the answers. However, when I would call on a student that was not one that normally offers answers, he or she did not have as strong of an answer as other students. I noticed this to be a pattern in each class. This could be because the student that always

volunteers answers usually shares what he or she knows with those around him or her, whereas a student seated away from a student that participates fully may feel disconnected from what is happening in the classroom. I tried my best to call on different groups from different areas of the classroom.

**Comment [h13]:** Good – keep this in mind as you student teach

Because my lesson involved many different activities, I was able to stimulate critical thinking skills through the progression of my activities and through guiding questions outlined in the step-by-step portion of my lesson plan. By having the students compare one of their own holidays, Halloween, to a similar holiday in the target culture, I was able to facilitate critical thinking. Students had to compare customs, food, clothing, and events that are part of both holidays, then compare them in a follow-up discussion. Also, students were provided with guided notes that were essentially a way for me to read to the students about the holiday and enhance their understanding of the topic. This activity was also an anticipatory activity that led to a discussion about how the holiday originated. Students were able to access higher levels of Bloom's in each of these activities, as discussing why the culture does what they do based on what we learned about the holiday is not a concept examined in the lower levels of Bloom's.

**Comment [h14]:** Fantastic!

Because I followed my step-by-step and told students the goal of the lesson, I was able to meet my learning objectives. Students were asked to do a pre-test, repeat a vocabulary word after the teacher for correct pronunciation, complete the holiday comparison worksheet using knowledge from the antecedent YouTube videos and discussions, complete the guided notes worksheet, and achieve a four out of five on the post-test. For the pre-test, students were asked to list five things that they knew about the holiday previous to discussing the topic. Because I was teaching Spanish III students, most of the students in the last three classes remembered at least five correct aspects of the holiday, as shown in my data table below. However, period one

did not truly meet this objective, as the class average can be estimated to about a three point five out of five. The next objective was for students to be able to correctly pronounce the vocabulary words. As written this objective is met because I did not move on with a word until the majority of the class pronounced the word correctly. The true intent behind this objective was to use critical thinking skills in the discussions for each vocabulary word. After finishing the pronunciation of the vocabulary word, I would ask students to use critical thinking skills to see if they could come up with a use for or similar meaning for the word/item we were discussing. After having a concept of the vocabulary, students were to use this knowledge and new knowledge from the short YouTube videos to complete the holiday comparison chart. Because students were able to offer three concepts for each category, they successfully met this objective. This is especially true after our class discussion about the chart when I assessed students' critical thinking skills again by asking them to explain the differences between the holidays and provide possible reasoning for the practices the target culture follows. After the holiday comparison, students were asked to complete the guided notes as I read an informational passage about the holiday. Because all students followed along and completed the worksheet as I read, they met this objective. Immediately following the guided notes activity, students were given the post-test. My goal was for students to score at least a four in order to show mastery of the concept. Because each class' average score was above a four, students met this objective as well.

My evidence of student learning is displayed in my graph that compares the average pre-test scores for each class with the average post-test scores for each class. Overall, each class improved from their pre-test scores to their post-test scores. Period one had the biggest increase in score averages. Because the pre-test was given before introducing the topic, I cannot think of a major reason for this occurrence. In each of the other classes, I admittedly did a better job of

**Comment [h15]:** It sounds like you used a variety of sources/methods in your lesson. Because of your excellent preparation, your students seem to have mastered the objectives.

introducing the topic, but that was not until after the issue of the pre-test. With this exception very apparent, it is still evident that each class increased from one pre-test to the post-test. If I look at specific, individual scores for period one, I had five out of thirteen students receive all five points for the pre-test and fifteen out of eighteen students receive all five points for the post-test. For period three, nineteen students out of twenty two received all five points on the pre-test and twenty four out of twenty seven students receive all five points on the post-test. For period four, seven out of nine students got all five points for the pre-test and twenty four out of twenty five got all five points for the post-test. For my last period, nineteen out of twenty five students got all five points for the pre-test and eighteen out of nineteen students got all five points for the post-test.

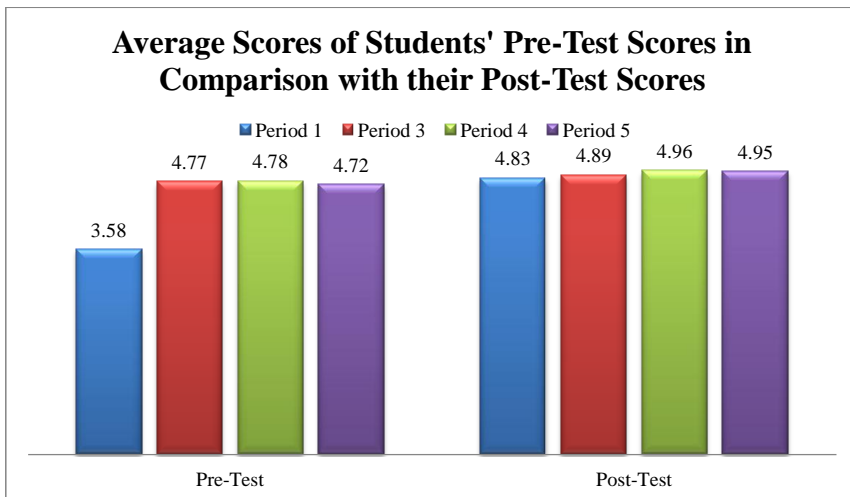
**Comment [h16]:** Great details about your data

I will be sure to use this data from my pre-test and post-test analysis to drive future instruction. I will take into account the many variables that can occur between classes, based on class size, attendance, participation, attentiveness, engagement, and willingness to complete the given tasks properly. Because I concentrated on the class averages, I also need to keep in mind that even in the post-tests with all four classes combined, I still had eight students out of eighty nine that took the post-test that did not receive the full five points. What could I have done differently to engage these students so that they could have achieved better scores on the post-test? I need to keep this question in mind in order to self-reflect and see how I could have varied instruction better. In retrospect, I could have asked different types of questions (not just critical thinking based) or had more students involved in their learning. I used visuals through the YouTubes videos, offered group and individual work, and scaffolded student learning. I also used different students to answer different questions instead of relying on students that seem to always be the same volunteers. I certainly learned a lot about teaching through this lesson,

especially since I had the chance to reflect and discuss my lesson with my cooperating teacher during our plan period and between classes. The most important concept that I will take from these test results, is that overall, I did help students learn because scores improved from pre-tests to post-tests. I will continue to reflect after each class period and see how I can improve throughout the day from class to class. Driving future instruction is not always completely based on test scores. It can be based on whether or not students were able to help me improve as a teacher and that I learned how to help them want to be more engaged in the lesson. I learned more about how to drive future instruction based on these concepts than I did from the specific test scores. If I look at the scores, I am able to say that a goal for my future instruction is to always see an increase in scores from a previous test to a newer test. By setting up a table like the one below, I was able to really see how my teaching improved students' scores. Students can learn from me and I will continue to base future instruction on their performance. Consequently I will learn from my students as well. I will make a great teacher because I can adapt what I am doing to meet students' needs.

**Comment [h17]:** Reflection seems to be part of who you are at this point, and that is so important in being an excellent teacher. Those who don't spend time thinking intentionally about their students' learning don't ever help them to achieve a deeper level of understanding.

**Comment [h18]:** Yes!!!!!!!!!!!! I have no doubt you will be amazing!!!! I can't wait to watch as you step into your career!!!!



### References

- Fisher, D., & Frey, N. (2012). Chapter 3: word for word: vocabulary development across the curriculum. *Improving adolescent literacy: content area strategies at work* (3rd ed., pp. 37-55). Boston: Pearson.
- Fisher, D., & Frey, N. (2012). Chapter 6: picture this: graphic organizers in the classroom. *Improving adolescent literacy: content area strategies at work* (3rd ed., pp. 101-120). Boston: Pearson.
- Mastropieri, M. A., & Scruggs, T. E. (2010). Chapter 11: teaching study skills. *The inclusive classroom: strategies for effective differentiated instruction* (4th ed., pp. 249-271). Upper Saddle River, N.J.: Merrill.

**MANCHESTER COLLEGE**  
**Department of Education**

**LESSON PLAN by:** Stephanie Hofer

**Lesson:** Student Teaching Placement Lesson: **Día de los muertos**

**Length:** 70 minutes (one class period)

**Age or Grade Intended:** Spanish III students

**Academic Standard(s):**

- MH 11.4.2 Describe products, perspectives, and symbols of the target cultures.
- MH 11.4.3 Describe factors that influence practices, products, and perspectives.
- MH 11.4.4 Recognize the interrelations among the practices, products, and perspectives of the cultures studied.
- MH 11.4.5 Discuss significant events unique to the target cultures.
- MH 11.4.6 Describe contributions from other cultures.
- MH 11.4.7 Investigate elements that shape cultural identity in the target cultures.
- MH 11.6.2 Use digital media and culturally authentic resources to study target cultures.

**Performance Objectives:**

1. Given the vocabulary sheet (attached), students will repeat the vocabulary word after the teacher for participation.
2. Given the Día de los muertos and Halloween worksheet (attached), students will rely upon previous knowledge and what they learned from the YouTube videos to complete the worksheet in small groups, listing at least three concepts in each box.
3. Given the *Day of the Dead art: José Guadalupe Posada: Father of La Catrina* worksheet (attached), students will fill in the blank spaces for completion while the teacher reads the passage.
4. Given the five question true or false post-test quiz, students will answer the questions to the best of their ability, ideally scoring a 4/5 or higher to prove mastery of the holiday lesson.

**Assessment:** Día de los muertos (Day of the Dead) is a very important, well-known cultural holiday in Mexico. Before giving this lesson, it is hard to say which students have personally celebrated it, which students have studied it previously, and which students have never ever heard of the holiday. I am running this lesson on the assumption that all students have only an extremely basic knowledge of the holiday. To begin, I will administer the pre-test, which requires students to simply write down five things that they already know about Day of the Dead. This will be turned in for completion. Next, I will play both YouTube videos (total of about six minutes) for enrichment/to gain knowledge of cultural holiday. The first video serves to explain the celebration and provide background information. The second video is to explain what is needed to celebrate and how to celebrate holiday. While the videos are playing, students are expected to be attentive as a participation exercise. Students will be warned that this information they are learning will be

**Comment [h19]:** Excellent!!!!!!!!!!!!!!!!!!!!!!

pertinent to know later in the lesson. Then, I will move on to the Vocabulary sheet (attached) and will read the vocabulary words and answer questions that students may have about a given word. Students will repeat the vocabulary word back to the teacher as a participation exercise also. As a follow-up to the videos, students will be given the worksheet on Día de los muertos and Halloween. Students will complete this worksheet in small groups by offering three answers for each box (with the exception of the 'dates' column) and this will be turned in for completion of the aforementioned task. To further enhance understanding, I will then pass out the worksheet called *Day of the Dead art: José Guadalupe Posada: Father of La Catrina* (attached). I will refer to the teacher version and read the passage, while students will follow along and fill in the blanks on the student version. (This will be turned in for completion). For something fun and educational, students will color the skull on the Día de los muertos coloring page (example attached), according to culturally appropriate colors and patterns as a completion grade. Finally, students will complete the post-test (attached). This five question true or false quiz will serve as a formative assessment to demonstrate whether students learned more after the lesson than they knew beforehand. This will be graded for accuracy, ideally scoring a 4/5 or higher.

#### **Advanced Preparation by Teacher:**

1. Make copies of the Vocabulary Sheet for Día de los muertos (attached)
2. Make copies of the Día de los muertos and Halloween comparison sheet (attached)
3. Create the teacher version for the history worksheet: *Day of the Dead art: José Guadalupe Posada: Father of La Catrina* (attached)
4. Make copies of the student version history worksheet: *Day of the Dead art: José Guadalupe Posada: Father of La Catrina* (attached)
5. Make copies of the skull coloring page for Día de los muertos. (an example is attached, but the actual worksheet is located in a book which is in possession of my cooperating teacher – the front cover is the attached file)
6. Create the five question true/false post-test and answer key (both attached)
7. Make copies of the five question true/false post-test (each page contains two quizzes, so only copy half as many)

#### **Procedure:**

**Introduction/Motivation:** ¡Hola, clase! Bienvenidos al Día de los Muertos! Today we are going to have some fun learning about and exploring the Day of the Dead, a very important cultural holiday in Mexico celebrated yesterday and today. I have some great activities planned for you. Has anyone studied Día de los muertos before?

#### **Step-by-Step Plan:**

1. Pre-test: Have students write down five things that they already know about Day of the Dead. This will be turned in for completion. (Gardner: Intrapersonal) (Bloom's: what do you already know about Día de los muertos? – Knowledge)
2. Play both YouTube videos (total of about six minutes) for enrichment/to gain knowledge of cultural holiday:
  - a) To explain the celebration and provide background information:  
[http://www.youtube.com/watch?v=sUUAgEWeYeI&feature=results\\_main&playnext=1&list=PLC428ED974A44A549](http://www.youtube.com/watch?v=sUUAgEWeYeI&feature=results_main&playnext=1&list=PLC428ED974A44A549)
  - b) To explain what is needed to celebrate and how to celebrate holiday:  
<http://www.youtube.com/watch?v=mKjPHV3HEjY&feature=fvsvr>

(Gardner: Visual/Spatial, Musical/Rhythmical, Verbal/Linguistic) (Bloom's: How would you compare this holiday with ones you celebrate personally? – Comprehension) (Bloom's: Apply what you learned about Día de los muertos to develop a definition for the holiday. – Application)

3. Pass out Vocabulary sheet (attached). Teacher will read the vocabulary words and answer questions that students may have about a given word. Students will repeat the vocabulary word back to the teacher. (Gardner: Visual/Spatial, Verbal/Linguistic) (Bloom's: Which words do you not understand? – Knowledge)
4. Pass out worksheet on Día de los muertos and Halloween. Students will complete this worksheet in small groups by offering three answers for each box. This will be turned in for completion of the aforementioned task. (Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic, Logical/Mathematical) (Bloom's: Make a distinction between Halloween and the Day of the Dead. – Analysis)
5. Pass out worksheet called *Day of the Dead art: José Guadalupe Posada: Father of La Catrina* (attached). The teacher will refer to the teacher version and read the passage. As the teacher is reading, students will follow along and fill in the blanks on the student version. This will be turned in for completion. (Gardner: Intrapersonal, Visual/Spatial, Verbal/Linguistic, Logical/Mathematical) (Bloom's: Based on what you know, how would you explain the symbolization of La Catrina in the Mexican culture? – Evaluation)
6. Pass out the Día de los muertos coloring page (example attached). Students will color the skull according to culturally appropriate colors and patterns. This is a completion grade. (Gardner: Visual/Spatial) (Bloom's: What colors were used in the sugar skull decorations we saw in the videos? – Knowledge)
7. Have students complete the post-test (attached). This five question true or false quiz will serve as a formative assessment to demonstrate whether students learned more after the lesson than they knew beforehand. This will be graded for accuracy, ideally scoring a 4/5 or higher. (Gardner: Interpersonal, Visual/Spatial) (Bloom's: What have you learned from today's lesson that you did not previously know? – Comprehension)

**Closure:** What is something that you learned about the Day of the Dead that you did not know before coming to class today? I hope everyone had a great time learning about this holiday through my activities. I hope that you can share what you learned today with others today, as people are over Mexico are currently celebrating what we just talked about. ¡Hasta viernes chicos!

#### **Adaptations/Enrichment:**

**Student with ADHD:** Students with ADHD could benefit if a teacher implements behavioral interventions, implements cognitive-behavioral interventions, and monitors the use of medications. A Behavioral Intervention for this lesson is having orderly events with antecedent and consequent events. Basically, the student needs structure and help transitioning between individual activities, while at the same time, involving some physical activity. In my lesson plan, I have planned in transitions between individual seatwork and group work to provide the ADHD student with physical movement, as well as a logical progression of activities that flow from one to the other. Also helpful for the ADHD student, is implementing cognitive-behavioral interventions. For my lesson plan, this could be included by having the student keep a personal log/journal about

**Comment [h20]:** Is there a way to help the flow here? Are these words needed to understand the lesson? When you teach, make sure you draw a connection.

**Comment [h21]:** Wow! Excellent section!!!! You are very comprehensive!

how many times he or she leaves his or her seat and for what reason; this gets the student thinking (cognitive) about their behavior (behavioral) and whether or not it is necessary. Most ADHD students are in need of activity, so recording this activity may reduce its frequency. Furthermore, a teacher that has a student with ADHD should be aware of what medicines the student is using. If a student has changed medications, the teacher should record any unusual actions. For example, because I have included physical activity and time for a short break between the varied activities, the student should be fairly well stimulated. If a student typically does a certain action, and upon switching medications has stopped or increased a given action, the teacher should document the change. This is so that the student may change medications to ideally offer the student with the best learning environment possible. Without the proper tools, an ADHD student cannot learn; teachers need to know that for most students with ADHD, their medication is one of their tools! Specifically for my lesson, the student with ADHD will be given signals to begin and end each activity, be given verbal and written instructions on how to complete the given activity (giving this student the Teacher Version of the Read-Aloud *Day of the Dead art: José Guadalupe Posada: Father of La Catrina* and the Student Fill-in-the-Blank version should help the student understand and follow along), use peers as extra help during group activities and discussions, use breaks appropriately (monitor behavior during transitions), work on note-taking skills, and write questions down before asking (writing phrases that he or she heard during the Read-Aloud activity). A student with ADHD in my classroom that is present for this lesson will surely be able to succeed, given the aforementioned tools and opportunities. Most adaptations for this student can also help the class as a whole, so some of which have been included into the lesson plan for all students to benefit from.

#### Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- Which activity needs the most adjustment for next time? What would I change?

#### Lesson Specific:

- Did students bring in previous knowledge of the holiday?
- Were students able to gain knowledge from my lesson?
- Was the lesson level appropriate? (Was the lesson too challenging for students?)
- Were students able to complete each task?
- Did I have an appropriate amount of tasks? Was there time left in the period or did I plan too much?
- Were students able to connect to the lesson and participate willingly during all activities?
- Was this an appropriate balance of 'fun and educational' versus simply educational activities?
- Did students meet the goal of at least 4/5 on my post-test or did my lesson not provide enough meaningful information?
- Was this an appropriate way to present this holiday?

**Comment [h22]:** I appreciate that you add this part. It is important to focus on the specific lesson at hand.

### Vocabulary

• Día de los Muertos	Day of the Dead
• Angelitos	angels
• La Foto	Picture
• Las Frutas	Fruit
• Las Manzanas	Apples
• Los Plátanos	Bananas
• Las Uvas	Grapes
• Caña	sugar cane
• Los Dulces	Candy
• Las Flores	Flowers
• Cempazuchiles	marigolds (symbolize death)
• El Pan de Muerto	Bread of the Dead
• Las Calaveras	Skulls (literally skull. Imaginary & satirical obituaries which appear in the newspaper; satirical verses.
• Calaverear	to live it up or act recklessly
• Calaverada	wild behavior
• La Mascara de calavera	the skull mask
• Calaca	skeleton
• Calavera de azucar	sugar skulls
• El Papel Picado	Cut Paper Designs
• Copal	Incense
• Las Velas	Candles
• La Cruz	Cross
• La Danza de los Viejitos	Dance of the Old Men
• Las Ofrendas	Offerings
• Alabanza	Catholic hymn of praise
• Un Vaso con Agua	Glass of Water



## *Día de los Muertos and Halloween*



In small groups, list what makes Halloween distinct for each category. Then, write anything your group knows about the Day of the Dead.

Halloween		Día de los Muertos
	Dates	
	Main Events and Activities	
	Clothing	
	Food	
	Words Associated with the Holiday	

## Teacher's Notes:

# Day of the Dead art

## José Guadalupe Posada: Father of *La Catrina*

by Theresa Cano  
azcentral.com



Since his death nearly a century ago, José Guadalupe Posada's work has steadily gained popularity with art lovers and **Día de los Muertos** celebrators alike. He is especially known for his **calaveras** images of whimsical skeletons.

Posada, born in **1852** in the Mexican state of Aguascalientes, began his career as a teacher of lithography. In 1887, he moved to **Mexico City** where he worked as an illustrator for hire.

His **work** reflected the times in which he lived. While a vast majority of the poverty-stricken population was **illiterate**, Posada's illustrations made the stories, news articles, broadsides, advertisements and the many other items his work accompanied easy to grasp.

Truly defining the phrase "**a picture speaks a thousand words**," he captured the essence of an emotion, putting it in a form that made it come to life for thousands of people.

Posada created hundreds of images to accompany the lyrics of corridos (**Mexican ballads**). The corridos were mostly topical, relaying the death of a **bullfighter**, the beginnings and ending of the Mexican revolution, and while the **lyrics** filled in the stories, it was the music and artist's images that rounded out the feeling behind the songs.

Eventually settling down as the chief illustrator for Antonio Vanegas Arroyo in Mexico City, Posada created nearly **20,000** images during his career.

During Posada's time working for the publisher, dictator Porfirio Díaz's rule over **Mexico City** was not one that was celebrated by its citizens. Posada's illustrations clearly showed the general feeling of disdain for the corrupt government, helping to mold negative public opinion of Díaz and the company he kept.

Posada was regarded as the **voice of the common man** and helped to solidify art as a means to communicate the public's unhappiness and skepticism of the government. He used the practice of caricaturizing figures as **skeletons** to serve as a sort of satirical obituary. While he lampooned people of all classes, it was his rendering of the aristocrats, whom Díaz held in such high regard, that remains the most popular of Posada's vast catalog work.

"La Catrina," is one such image. While the illustration of the high society **woman** is one of Posada's most highly regarded pieces, it's also arguably the most recognizable image of the Día de los Muertos celebration.

In fact, many of Posada's **calaveras** can be seen at Día de los Muertos festivals today. The Caretas (**masks**) worn at the end of the celebrations to scare the dead away from their altars are often times either reproductions of or influenced by Posada's illustrations.

The style and sentiment in Posada's work fueled an artistic movement in the years following his death in **1913**. Muralists Diego Rivera and José Clemente Orozco, who became heavyweights in the **Mexican** art community, both named Posada as a major influence on their work.

While he was alive, Posada received what amounted to just a few **cents** for each of his drawings. He lived a humble life and upon his death, was buried in a common grave, though there was nothing **ordinary** about him.

Read more: <http://www.azcentral.com/ent/dead/articles/dead-history3.html#ixzz1borTVPfc>

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

### Day of the Dead art: Worksheet

José Guadalupe Posada: Father of *La Catrina*

by Theresa Cano

azcentral.com



## HISTORY

Since his death nearly a century ago, José Guadalupe Posada's work has steadily gained popularity with art lovers and \_\_\_\_\_ celebrators alike. He is especially known for his \_\_\_\_\_ images of whimsical skeletons.

Posada, born in \_\_\_\_\_ in the Mexican state of Aguascalientes, began his career as a teacher of lithography. In 1887, he moved to \_\_\_\_\_ where he worked as an illustrator for hire.

His \_\_\_\_\_ reflected the times in which he lived. While a vast majority of the poverty-stricken population was \_\_\_\_\_, Posada's illustrations made the stories, news articles, broadsides, advertisements and the many other items his work accompanied easy to grasp.

Truly defining the phrase " \_\_\_\_\_," he captured the essence of an emotion, putting it in a form that made it come to life for thousands of people.

Posada created hundreds of images to accompany the lyrics of corridos ( \_\_\_\_\_). The corridos were mostly topical, relaying the death of a \_\_\_\_\_, the beginnings and ending of the Mexican revolution, and while the \_\_\_\_\_ filled in the stories, it was the music and artist's images that rounded out the feeling behind the songs.

Eventually settling down as the chief illustrator for Antonio Vanegas Arroyo in Mexico City, Posada created nearly \_\_\_\_\_ images during his career.

During Posada's time working for the publisher, dictator Porfirio Díaz's rule over \_\_\_\_\_ was not one that was celebrated by its citizens. Posada's illustrations clearly showed the general feeling of disdain for the corrupt government, helping to mold negative public opinion of Díaz and the company he kept.

Posada was regarded as the \_\_\_\_\_ and helped to solidify art as a means to communicate the public's unhappiness and skepticism of the government. He used the practice of caricaturizing figures as \_\_\_\_\_ to serve as a sort of satirical obituary. While he lampooned people of all classes, it was his rendering of the aristocrats, whom Díaz held in such high regard, that remains the most popular of Posada's vast catalog work.

"La Catrina," is one such image. While the illustration of the high society \_\_\_\_\_ is one of Posada's most highly regarded pieces, it's also arguably the most recognizable image of the Día de los Muertos celebration.

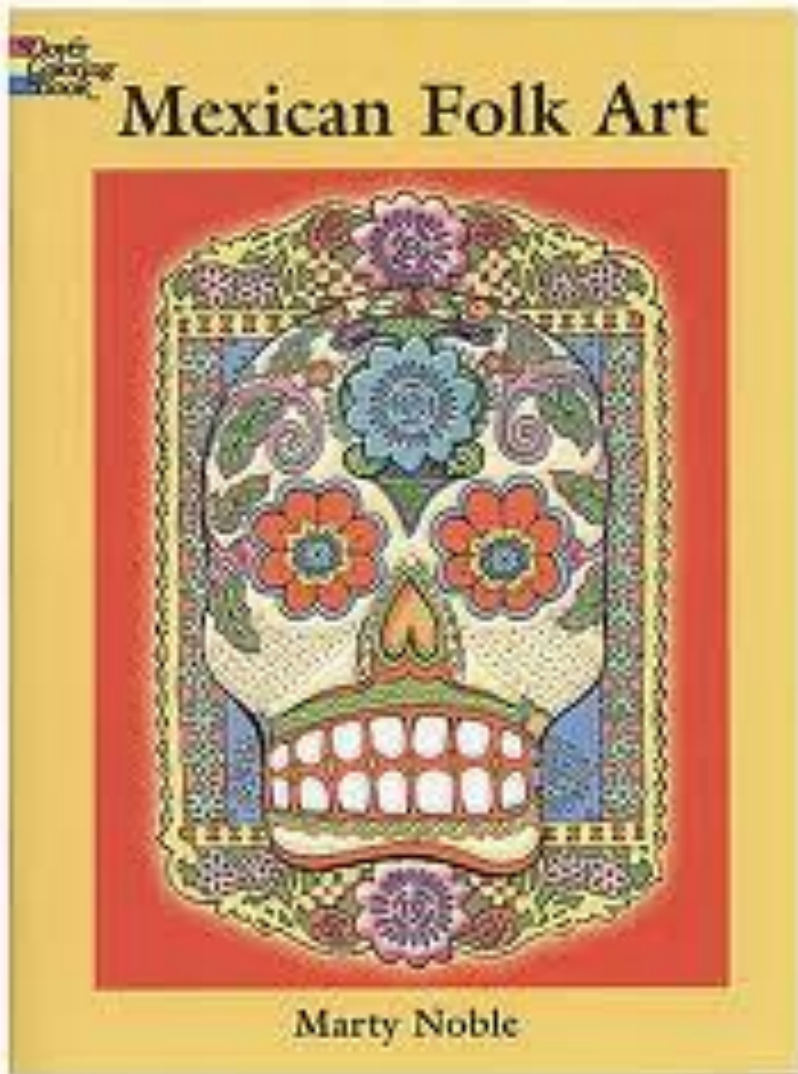
In fact, many of Posada's \_\_\_\_\_ can be seen at Día de los Muertos festivals today. The Caretas (\_\_\_\_\_) worn at the end of the celebrations to scare the dead away from their altars are often times either reproductions of or influenced by Posada's illustrations.

The style and sentiment in Posada's work fueled an artistic movement in the years following his death in \_\_\_\_\_. Muralists Diego Rivera and José Clemente Orozco, who became heavyweights in the \_\_\_\_\_ art community, both named Posada as a major influence on their work.

While he was alive, Posada received what amounted to just a few \_\_\_\_\_ for each of his drawings. He lived a humble life and upon his death, was buried in a common grave, though there was nothing \_\_\_\_\_ about him.

Read more: <http://www.azcentral.com/ent/dead/articles/dead-history3.html#ixzz1borTVPfc>

Example of Coloring Page for Día de los muertos



Post-Test:

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

**Periodo:** \_\_\_\_\_

Por favor, indica si la frase es cierto o falso.

1. CIERTO FALSO Es decir que el primer día del día de los muertos es cuando vengan los angelitos.
  2. CIERTO FALSO Es decir que el primer día de día de los muertos es cuando vengan los adultos.
  3. CIERTO FALSO Se hacen ofrendas para invitar a los muertos a entrar la casa o el espacio.
  4. CIERTO FALSO José Guadalupe Posada era un hombre muy importante en el mundo del arte, especialmente para el símbolo de La Catrina.
  5. CIERTO FALSO Es decir que el día de los muertos es como Halloween y la Navidad.
- 

**Post-Test Answer Key:**

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

**Periodo:** \_\_\_\_\_

Por favor, indica si la frase es cierto o falso.

1. **CIERTO** FALSO Es decir que el primer día del día de los muertos es cuando vengan los angelitos.
2. CIERTO **FALSO** Es decir que el primer día de día de los muertos es cuando vengan los adultos.
3. **CIERTO** FALSO Se hacen ofrendas para invitar a los muertos a entrar la casa o el espacio.
4. **CIERTO** FALSO José Guadalupe Posada era un hombre muy importante en el mundo del arte, especialmente para el símbolo de La Catrina.
5. CIERTO **FALSO** Es decir que el día de los muertos es como Halloween y la Navidad.



Manchester College Lesson Plan Rubric

Required	1	2	3	4	score
<b>(C1) MC lesson plan format with explicitly stated Academic Standards</b>	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 M format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	
<b>(C1) Lesson Plan Objectives</b>	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standards	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	
<b>(A1) Assessment</b>	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel	
<b>(C1) Intro/ Hook</b>	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	
<b>(C1) Supporting Materials</b>	No supporting materials are included	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson	Supporting materials and student handouts are clear and complete. Materials enhance lesson	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly	
<b>(C1) Procedures/ Instructional Activities</b>	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	
<b>(C6) Bloom's</b>	Bloom's levels are not indicated	A few (2) levels of Bloom's questions are used	Some (3) different levels of Bloom's questions are used	A variety (4 different levels) of Bloom's questions are used	
<b>(E1) Gardner's</b>	Gardner's MI are not indicated	A few (2) examples of Gardner's are identified	Some (3) examples of Gardner's are identified	A variety (4) examples of Gardner's are identified	
<b>(E1) Adaptations/ Modifications</b>	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two (3) reasonable adaptations and/or modifications	Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary	
<b>(R6) (E2) Engaging/ Creativity</b>	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	
<b>(R5) Grammar and spelling</b>	Spelling and grammar are unacceptable. (4 or more errors)	The lesson plan contains many (3) spelling and grammar errors	The lesson plan contains few (2) spelling and grammar errors	Spelling and grammar in lesson plan are flawless (1 or no errors)	