

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 pre-test task, students will write five things that they already know about the holiday: the Day of the Dead, ideally writing five correct concepts for completion.
2. Given the vocabulary sheet (attached), students will repeat the vocabulary word after the teacher for participation.
3. 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.
4. 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.
5. 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 so 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 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

- b) To explain what is needed to celebrate and how to celebrate holiday:
<http://www.youtube.com/watch?v=mKjPHV3HEjY&feature=fvsr>
 (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 all 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 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?

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 azúcar	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 Aquascalientes, 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



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 Aquascalientes, 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

