

# 7th grade Unit #2, World Language, Dia de los Muertos

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **October**  
Length: **2 weeks**  
Status: **Published**

## Enduring Understanding

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Various cultures have different views of life and death.

## Essential Questions

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What are the philosophical ideologies and historical perspectives related to the celebration of el Dia de los Muertos?

## Common Core Standards

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FL.PK-12.7.1.NM.A.G	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
FL.PK-12.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
FL.3-12.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
FL.PK-12.7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.PK-12.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
FL.3-12.7.1.NH.A.D	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
FL.3-12.7.1.NH.B.C	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
FL.3-12.7.1.NH.B.D	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
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FL.3-12.7.1.NH.C.D	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
FL.3-12.7.1.NH.C.I	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
FL.3-12.7.1.NH.C.J	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

## Student Learning Objectives

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Identify countries of the world in which Day of the Dead celebrations occur.

Compare and contrast the cultural celebrations of Dia de los Muertos, Halloween, and Memorial Day.

Recognize and analyze the cultural and religious symbols and history associated with Dia de los Muertos.

Discuss the impact of the advances in technology, globalization, and modern culture on the current and historical celebrations of Day of the Dead.

Demonstrate comprehension orally and in writing of cultural practices associated with Dia de los Muertos in a Web Quest.

Create an authentic cultural product associated with the celebration of el Dia de los Muertos.

Watch Day of the Dead video streamed online showing an authentic celebration in Oaxaca, Mexico.

Identify, discuss, explain, analyze, and evaluate traditions and philosophies by researching Day of the Dead celebrations in a variety of different media formats.

## **Instructional Activities**

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Whole class discussion/KWL of Day of the Dead practices and celebrations. Discuss current celebrations of Dia de los Muertos and examine the impact of modern society on ancient traditions.

Students use related websites to research and identify on a world map the locations of Day of the Dead celebrations around the globe.

Students create an authentic product associated with Dia de los Muertos such as a mask or an altar.

In a Performance Based Assessment using the internet, library reference and topic books, and iPads, students will work cooperatively to evaluate, analyze, and explain Day of the Dead traditions, philosophies, and celebrations. Students will present their research by choosing from a written essay in English/Spanish, a written letter from the perspective of a Mexican student pertaining to Day of the Dead philosophies and celebrations, Power Point presentation, creation of a planning calendar for Day of the Dead celebration, Diagram and discussion comparing Day of the Dead to another holiday.

## **Interdisciplinary Connections**

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Social Studies: geographical location of celebrations, anthropological discussion of religious beliefs and practices

Art: illustration of holiday symbols

ELA: read-alouds, comparing/contrasting, presentational skills and public speaking

Technology: Web Quest, creation of multimedia presentation

## **Texts and Resources**

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Google images of symbols and altars associated with Dia de los Muertos celebrations.

Children's literature associated with Dia de los Muertos

World map

Templates for mask, altar, or calaveras

Websites related to Day of the Dead philosophies and celebrations for Web Quest: <http://vimeo.com/71853142>, <http://latino.si.edu/dayofthedead/>, [http://education.nationalgeographic.com/education/media/dia-de-los-muertos/?ar\\_a=1](http://education.nationalgeographic.com/education/media/dia-de-los-muertos/?ar_a=1),

<http://www.inside-mexico.com/featuredead.htm>, <http://spanish.about.com/cs/culture/a/dayofdead.htm>, <http://www.mexicansugarskull.com/support/dodhistory.html>, <http://www3.niu.edu/newsplace/nndia.html>, <http://www.holidayinsights.com/other/losmuertos.htm>, <http://www.azcentral.com/ent/dead/>, <http://www.eugeneweekly.com/20131017/lead-story/dia-de-los-muertos>, <http://www.mexconnect.com/tags/day-of-the-dead>

## **Assessment**

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Comprehension of literature, vocabulary and cultural differences through oral response.

Oral discussion of cultural practices and differences.

Correctly identify the location of Mexico on a world map either by pointing or coloring it.

Checklist identification of symbols associated with the holiday.

Rubric evaluation of student-created cultural product.