

8th grade, Unit #2, World Language, Dia de los Muertos

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Enduring Understanding

Religious and cultural celebrations differ between cultures.

Essential Questions

How is death viewed in different cultures?

Common Core Standards

FL.3-12.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
FL.3-12.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
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.3-12.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
FL.3-12.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
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.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
FL.3-12.7.1.NH.A.A.1	Identify the main idea and some supporting details when reading.
FL.3-12.7.1.NH.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.3-12.7.1.NH.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.3-12.7.1.NH.A.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.A.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.B.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
FL.3-12.7.1.NH.C.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
FL.3-12.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.3-12.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
FL.3-12.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
FL.3-12.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
FL.3-12.7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Student Learning Objectives

The students will:

Recognize the cultural symbols associated with Dia de los Muertos.

Demonstrate comprehension orally and in writing of cultural practices associated with Dia de los Muertos based on children's literature.

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

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

Discuss and write about Day of the Dead traditions in the target language.

Apply present-tense verb endings to highly contextualized authentic cultural readings pertaining to the Day of the Dead celebration.

Instructional Activities

Watch Day of the Dead video streamed online, on DVD, or on Vimeo which shows an authentic Day of the Dead celebration in Oaxaca, Mexico.

Whole class discussion in the target language of Day of the Dead symbols, events, and literature. Guided writing activity to create an essay about Day of the Dead events in the target language.

Students read either a teacher-created writing or authentic piece of writing pertaining to the Day of the Dead and answer questions in writing or orally by interpreting and inferring the meaning of new highly-contextualized vocabulary.

Create authentic sugar skulls or other crafts typical of the Day of the Dead celebrations.

Day of the Dead Research Project Options:

1. Day of the Dead group presentation project: Students evaluate, analyze, and explain Day of the Dead traditions and philosophies and choose to present their findings by creating a Power Point presentation, planning calendar for a Day of the Dead celebration, a diagram that compares and contrasts the Day of the Dead with another holiday, or a written letter from the perspective of a Mexican student.
2. Students read several Coplas or proverbs whose topic is the relationship between life and death. They create their own Copla using their own philosophy of life or death in both English and Spanish. Students then write their created

Copla on a tombstone template.

3. Students view various images online of Day of the Dead altars and research the components of a typical altar. Students then create and dedicate an altar to a person of their choosing. Included should be a written description in the target language of the altar materials and a description of the significance of the person.

Interdisciplinary Connections

Social Studies: Anthropological discussion of religious beliefs and practices, as related to death.

Art: Creative representations

ELA: Inferring, Comparing/Contrasting, Interpreting information, Poetry

Technology: Online research

Texts and Resources

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

DVD: El Día de los Muertos (Teacher's Discovery)

www.vimeo.com (Día de los Muertos- 2 minute short video)

Powerpoint/Prezi

Template for Coplas and other Day of the Dead project and activity options

Assessment

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.

