

OUTREACH PROGRAM SUITCASE LESSON PLAN

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Name of Suitcase: Day of the Dead

Lesson Title:	Día de Muertos	Grade Level:	9, Spanish 1, Novice Low/Novice Mid
Curriculum Area:	Spanish I	Time Frame:	85 minutes
Developed by (name):	Megan Flinchbaugh	(school)	Manheim Central High School
Prior knowledge recommended:	Students have learned/been exposed to the following verbs and vocabulary: <ul style="list-style-type: none"> • Gustar • Ser • Tener • Basic conversation • Physical and character descriptions • Free-time activities • Family • Colors 		

Content Standards:
ACTFL Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2

<p>Overview: Students will view the typical elements of an altar from Día de Muertos and learn about them through the traveling suitcase, a virtual guest speaker, the teacher and/or a video to gain a basic understanding of the purpose of Día de Muertos.</p>
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Objectives/ Essential Questions:

1. ¿Qué es el Día de Muertos?
2. ¿Dónde y cuándo se celebra el Día de Muertos?
3. ¿Por qué y cómo se celebra el Día de Muertos?

Activating Strategy:

Prior to class, set up an altar using materials from the suitcase. Label each item with a visible letter. The labeled items should be those that are also on the infographic (so students can associate an item/letter with its name).

On the board, list the following questions:

- ¿Cuándo?
- ¿Dónde?
- ¿Quiénes?
- ¿Cómo?
- ¿Por qué?

Provide a handout for students with the same information in a T-chart where students can list in Spanish what they know in one column and what they learn (during the lesson) in the other column.

- a. Students answer the questions in Spanish based on what they already know about the celebration. (1-2 minutes if they are likely to know very little; more if they are likely to know more) Students share their answers with partner.
- b. Request volunteers to answer the questions. During the review, students fill in the other column of the chart with the answers/additional information.
- c. Teacher can help fill in missing information or wait until the end of the lesson to use this as a summarizing activity.

Knowledge Students will learn ...	Skills Students will be able to...
<p>Students view the elements of a typical Día de Muertos altar and learn their names and purpose.</p> <p>Students hear and see new vocabulary words related to the altar.</p>	<ol style="list-style-type: none"> a. Hand out the infographic (one per student or one per pair). Students read all the sections/sentences from the infographic aloud in pairs. Together, they answer comprehension questions based on the infographic. b. As students finish, they approach the altar (created with materials from the traveling suitcase) and work together to match the names of the elements with the items on the altar. They record their answers on their worksheet. c. Review the answers to all the comprehension questions. To aid in the review, post pictures of key vocabulary from the infographic and/or altar the students may have trouble comprehending.

<p>Authentic connection Option 1: UF Virtual Guest Students understand this celebration on a personal level by hearing a presentation from a person from/living in Mexico.</p> <p>Authentic connection Option 2: Video https://www.youtube.com/watch?v=uNdr_Qx6QU8</p> <p>Students view the altar and other elements of Día de Muertos in an animated video that shows the return of the dead.</p> <p>Reflection Students reflect on how they might celebrate/whom they might honor for Día de Muertos.</p>	<p>During the review, direct students to the key vocabulary on the board, the altar, and the infographic to aid them in understanding the purpose and meaning of the altar.</p> <ol style="list-style-type: none"> Students read the questions and ask questions prior to beginning the presentation. Students listen to the presentation and follow along, taking notes and answering questions on the handout. Students ask questions of the guest speaker at the end of the presentation. <i>Ideally, the guest speaker posts key vocabulary and place names in the PowerPoint to aid students in completing their worksheet. However, the teacher may fill in these gaps if necessary.</i> Return to the T-chart from the activating strategy. As a whole class or in pairs, students consider what they could add to their chart and fill it in. <p>Distribute the handout with the vocabulary exercises and questions about the video.</p> <ol style="list-style-type: none"> Students read the questions and ask questions prior to beginning the presentation. Students view the video, taking notes and answering questions on the handout. Review the vocabulary and questions with the class. Return to the T-chart from the activating strategy. As a whole class or in pairs, students consider what they could add to their chart and fill it in. <p>Finally, students answer a reflection question on Día de Muertos traditions. <i>Students can do this reflection after the explanation/activities with the altar or after a virtual guest speaker/video activity.</i></p>
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Assessment Evidence		
Self-Assessment	Formative	Summative

	<p>Review of answers to worksheet activities. Q&A to check for comprehension of the infographic. Q&A with virtual guest speaker.</p>	<p>Students answer specific questions regarding a person they would like to honor in a Día de Muertos celebration.</p>
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Materials:

Interactive White Board (Promethean) or PowerPoint, Traveling suitcase, Handouts/Worksheets

Day of the Dead animated short: https://www.youtube.com/watch?v=uNdr_Qx6QU8

Images: <http://www.nomadarte.com/viajes-por-mexico/voy-a-visitar-a-mis-muertos-cementerio-de-pomuch-campeche/>

<http://www.recetasgratis.net/Receta-de-PIBIPOLLO-receta-16127.html>

http://www.milenio.com/estados/limpia_de_huesos-Choo_Ba-ak-Pomuch-Campeche-dia_de_muertos-mayas_0_401959975.html

Links to possible infographics:

<http://www.telesurtv.net/pages/Especiales/Dia-Muertos/index.jsp>

This page includes a wealth of additional information!

<http://angelguardian.mx/beta/infografia-el-altar-y-su-significado/>

Additional Comments/Tips:

Teacher may want to add items to the altar to match everything from the infographic (cup of water, plate of salt, etc.)

This lesson is ideal for novice learners when conducted entirely in Spanish. Doing so will require heavy, consistent teacher support through the use of visual clues (included in the handouts, on PowerPoints/interactive white boards, gestures, teacher simplification of text, etc.). The teacher will likely need to read the directions for each section/activity along with the students and clarify where necessary. With teacher support, this is a wonderful and rewarding set of activities that promotes communication and cultural understanding. *Without teacher input and support, this lesson is more appropriate for an Intermediate-Low class.*

The video can be done in place of or in addition to the virtual guest speaker activity. If done in addition to the activity, allot at least 30 additional minutes for the lesson execution.