

OUTREACH PROGRAM SUITCASE LESSON PLAN

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Name of Suitcase: Andean Music and Clothing

Lesson Title:	La cultura andina	Grade Level:	11-12
Curriculum Area:	AP Spanish	Time Frame:	85 minutes
Developed by (name):	Nathan Campbell	(school)	Manheim Central High School

Content Standards:

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

Overview: Students use the products and practices from the suitcase and additional resources to develop an understanding of the culture of the indigenous peoples of the Andean region has been maintained through its music. Students will learn about the oppression of Andean music by governments and discuss the use of censorship as a tool to suppress a people.

Objectives/ Essential Questions:

1. ¿Cuáles son los instrumentos típicos de los Andes?
2. ¿Cómo define la música a una cultura? ¿la cultura a su música?
3. ¿Bajo qué circunstancias tiene el derecho un gobierno de censurar un género de música o a un conjunto musical?

Activating Strategy:

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1. As students enter the following question will be posted for students to think about and write a few ideas. *¿Bajo qué circunstancias tiene el derecho un gobierno de censurar un género de música o a un conjunto musical?* We will return to this question at the end.
2. Students identify different musical instruments on the interactive white board (IWB) matching terms to images. Review.

Knowledge Students will learn ...	Skills Students will be able to...
<p>Review PowerPoint of musical terms as related to the current unit.</p> <p>Teacher posts images of 6 Andean instruments and a question on the IWB (see hand out).</p> <p>Teacher plays clips from CDs in suitcase to demonstrate the harmony of the instruments.</p> <p>Teacher passes out the song <i>Intiq Churin</i>. Teacher reads the song lyrics poetically.</p> <p>Teacher makes connections from the story about “La Cuyana” from an earlier unit.</p>	<p>Students recall and identify the different images using the current vocabulary.</p> <p>Writing activity: Teacher asks students to write down what they know about these instruments. Then Teacher passes out some of the clothing items (not the instruments) from the suitcase to provide clues as to the origin of these instruments. Students write down their own thoughts and observations (What do they know, what do they observe, what culture(s) do they represent?). Students are asked to exchange their opinions with a partner. Share as a classroom.</p> <p>Teacher asks students to come to the front table to look at the instruments and use them to match the names of the instruments on the IWB. Students will use the items found in the <i>Traveling Suitcase</i> to identify and match the names to the instruments.</p> <p>Students are asked to try playing some of the instruments (use wipes) to hear the sounds.</p> <p>Students look at the lyrics of <i>Intiq Churin</i> comparing the Castillian translation to the Quechua original.</p> <p>(http://www.andes.org/songs.html) Discussion: <i>¿Cuáles son los temas? ¿Hay una pauta obvia?</i></p> <p>Students listen and watch song performed in Quechua: (http://youtu.be/eMyyJXgRAXk) Students read an article about the history of Andean music. Discussing the most surprising points. (http://www.bowdoin.edu/~eyepes/latam/mandina.htm)</p>

	<p>Return to first question about censorship. Students are asked to discuss in groups of 3-4 their opinions. Further discussing:</p> <ol style="list-style-type: none"> 1. ¿Qué ejemplos existen de hoy de la censura? (Russia, Pussy Riot; Franco y los bailes tradicionales; Pinochet y la música andina) 2. ¿Por qué censuraría un género de música? Mira los artefactos andinos. Mira la letra de la canción y los temas. 3. ¿Existe una censura en los Estados Unidos? ¿Quién tiene el derecho de decidir?
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Assessment Evidence		
Self-Assessment	Formative	Summative
	Discussion questions	Students write a journal entry expressing what they have learned and sharing their opinions on censorship as it relates to cultures and communities.

<p>Materials: Interactive White Board (Promethean) or PowerPoint, Traveling suitcase, Lyrics of song: (http://www.andes.org/songs.html) YouTube video: (http://youtu.be/eMyyJXgRAXk) Article: (http://www.bowdoin.edu/~eyepes/latam/mandina.htm)</p>
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<p>Additional Comments/Tips: On the IWB slide the box with question slides out to reveal the matching vocabulary.</p>
