

OUTREACH PROGRAM SUITCASE LESSON PLAN

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Name of Suitcase: Latin American Traditional Attire

Lesson Title:	La ropa mexicana	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:	<p>This lesson takes place in the clothing unit, toward the end of Spanish 1 (second to last unit). Therefore, students have studied many units. Most importantly related to this lesson are:</p> <ul style="list-style-type: none"> • Descriptions, including colors/ser • Professions • Conditions and emotions/estar • Adjective/Noun agreement • Verb conjugation (present indicative) 		
Previous lessons recommended: <i>This lesson can be done independently of these two recommended lessons</i>	<p>During review/practice of vocabulary, have students consider:</p> <ul style="list-style-type: none"> • Types of modern/everyday clothing in the USA • Types of traditional/iconic clothing in the USA • How traditional clothing has affected modern clothing in the USA <p>On the day before this lesson, conduct a one-day lesson on Frida Kahlo and Diego Rivera to make students somewhat familiar with the two artists and their importance, style, and influence.</p>		
Content Standards:			
ACTFL Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2			
Overview: After students have learned briefly about the art and lives of Diego River and Frida Kahlo (one-day lesson on previous day), students view, describe, and consider influences of traditional and modern Mexican clothing.			

Objectives/ Essential Questions:

1. ¿Quiénes son Frida Kahlo y Diego Rivera?
2. ¿Cómo es la ropa mexicana?
3. ¿Qué influencias tienen los estilos tradicionales en la moda moderna?

Before class begins, hang or place the Mexican suitcase items, together with paintings by Frida Kahlo, around the room in stations.

- Horquilla con muñeca
- Muñeca con vestido maya
- Huipil
- Chaleco
- Bolsos grandes
- Bolsos pequeños
- Pintura: "Autorretrato con pelo corto" (Find or print out copy)
- Pintura: "Entre las cortinas" (Find or print out copy)

Activating Strategy:

Project a picture of "Friday y Diego Rivera", Kahlo's 1931 painting, with the name of the painting, name of the artist, and year.

List the following questions:

1. ¿Cómo son el hombre y la mujer?
2. ¿Qué profesión ejerce el hombre?
3. ¿Qué llevan, y de qué color?

Allow students time to write answers to the questions, using their notes. Ask students to share answers with a partner; then go over the possible answers.

Project the same picture, alongside a new set of questions:

1. ¿La ropa es tradicional o moderna? Explica.
2. ¿De dónde son las personas? ¿Su ropa es representativa de su cultura? Explica.

Allow students to answer these questions orally with a partner or in writing. Review them with the entire class.

General activity	Instructions Teacher and students will....
<p>Students form groups of 3 or 4 and begin at one station (area of the room with an item from the suitcase or a copy of a painting)</p> <p>Students have 4 minutes to complete each station.</p> <p>Students meet in their same groups to discuss the clothing they have just viewed. They discuss type of clothing and its connection to modern clothing.</p> <p>Students work individually to write about their reactions to the Mexican items from the suitcase and the paintings.</p>	<p>a. Hand out the worksheet and explain instructions: --Students work in groups of 3-4 to describe the type of clothing, as well as its colors, material(s), uses, etc. Speaking and writing in Spanish, they answer specific questions on the worksheet, filling in the chart for each item or painting they view. All students contribute to answering the questions verbally and in writing. (Teacher may choose to evaluate and/or award points for the speaking portion of the activity)</p> <p>b. Teacher sets the timer for students at each station. Begin with 4 minutes, as students get adjusted to the work. As they proceed to other stations, the time limit can be reduced to 3, then 2 minutes.</p> <p>a. Students continue working in the same groups. They speak in Spanish to discuss and answer follow-up questions. (Part B on worksheet) Students within each group should have similar/related answers.</p> <p>b. Teacher leads review of students' answers to the questions in part B. As part of the review, teacher projects additional images of traditional Mexican clothing.</p> <p>a. Individually and in writing, students reflect in Spanish on the clothing and items they have just seen and discussed. They tell what they like and why, and they express whether and why they prefer traditional or modern clothing.</p>

Assessment Evidence		
Self-Assessment	Formative	Summative
<p>Review answers with partners; fill in additional answers in notes and on worksheets.</p>	<p>Teacher listens to answers/conversations as students work in groups (at stations and afterward). Teacher contributes or helps lead answers or discussion where necessary.</p>	<p>Teacher can collect worksheets, require an exit ticket, and/or provide an additional piece of clothing from the suitcase for students to describe and analyze.</p>

Materials:

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

Sources for images of Mexican clothing:

<http://www.televisa.com/mexicosuena/fotos/belinda-en-mexico-suena-2013/50232/>

<http://mexicoestademoda.com/sin-categoria/moda-mexicana-inspiracion-en-el-mundo/>

<http://www.littlebigtrips.com/2016/12/la-moda-mexicana/>

<http://oncenoticias.tv/index.php?modulo=interior¬a=30&dt=2015-10-18>

<https://eduarddeco.wordpress.com/2015/08/01/el-arte-del-jaspe-y-el-rebozo-segundo-encuentro-nacional/>

<http://www.eluniversal.com.mx/articulo/cultura/patrimonio/2016/01/20/rebozos-arropan-mas-de-100-mil-visitantes-en-canada>

<https://www.mexicodesconocido.com.mx/hombre-campo-vestimenta-2.html>

<http://www.imagui.com/a/trajes-de-charro-para-ninos-c6epobgRd>

Images of Frida Kahlo's paintings

(scanned from a 12-month calendar, but readily available in books and online)

Frida y Diego Rivera

Autorretrato con pelo corto

Entre las cortinas

Sources for images of American clothing:

(For an earlier lesson discussing traditional and modern American clothing)

<https://www.pinterest.com/pin/400327854347511665/>

<http://history1800s.about.com/od/americanmoveswestward/a/goldmemories.htm>

<http://www.mennoworld.org/archived/2012/9/3/amish-population-grows-ohio-and-elsewhere/?page=2>

http://www.quakerjane.com/spirit.friends/plain_dress-plain.html

<http://www.roadsideamerica.com/tip/10391>

Children's books about Frida Kahlo and Diego Rivera:

(For an earlier lesson discussing the lives and art of Frida and Diego)

Frida, by Jonah Winter

Diego, by Jonah Winter

Viva Frida, by Yuyi Morales

Additional Comments/Tips:

As mentioned in the introduction, having students engage in similar activities about American clothing is a helpful preview, as they use similar vocabulary and can then draw cultural comparisons. It is also helpful for students to have some idea of who Frida Kahlo and Diego Rivera are; this helps them make connections to the art from the activity as well as the traditional clothing as a part of Mexican culture and identity.

Teacher may want to add personal items to the set of Mexican items or choose more or different paintings. Teacher may also want to change group size in order to accommodate more or fewer students.

This lesson is ideal for novice learners when conducted entirely in Spanish. If this unit is closer to the beginning of Spanish 1 (rather than toward the end), it 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.), as well as more advanced vocabulary (for discussing embroidery, lace, knitting, etc.). The teacher may 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 in Spanish and cultural understanding. *Without or with less teacher input and support, this lesson is more appropriate for an Intermediate-Low class.*

This lesson is ideal as part of a larger lesson/unit on Mexican clothing in art, drawing heavily on indigenous art and/or art of the Mexican revolution era.