

Día de Muertos, *Past and Today*



Educator Guide & Lesson Plan inspired by
Ofrendas: Celebrating el Día de Muertos

Learning Target

I will learn about *Día de Muertos* in Mexico and the United States. I will learn the altar elements, history, tradition, concept of death, and its significance/relevance in Mexico's past and today.

Student Outcomes

Students will

- Traditional elements of an altar
- History of the day
- Evolution of the day reflected in contemporary times
- Cultural relevance
- Application into one's own life
- Community
- Concept of death

WL Standards

1.3.N.W.a

Illustrate and present materials in the target language such as an advertisement, poster, or menu.

2.1.N.F.e

Explain the practices and significance of an important -civil or religious holiday or celebration AND- regional holiday or celebration AND- personal or family holiday or celebration within a community or culture in which the target language is spoken.

2.2.N.F.d

Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.

3.2.N.a

Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture.



21st Century Learning Skills Alignment

Creativity And Innovation

Use a wide range of creation techniques

Communication And Collaboration

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts Listen effectively to decipher meaning.

Pre-Visit Activities

Both lessons should be completed before attending the exhibit.

- **Google Slide Show (45 Minutes):** Present the slide show in class, use the notes attached to guide the discussion and classwork.
- **Posada Article And Drawings (45 Minutes):** Students are to receive their copy of the article with the activities to do in class. Teachers have a different copy with notes and supports included.

During Visit

Self-Guide

Students will walk through the exhibit and keep notes on the altars viewed. The notes will be in response to 2 Visual Thinking questions; the Visual Thinking questions are:

- What's going on in this picture?
- What do you see that makes you say that?

The notes transcribed will be used to help with the post activity assigned back at school.

Students not attending the exhibit have the assignment “Artículo 11...” to complete at school; this will also help in doing the assigned post activity.

(This educational resource was developed by the DIA Education Programs team in collaboration with Spanish teacher Sandra Guzman)

Post Visit

All students will do the Altar assignment.

Students will choose their own format: tattoo, poem, drawing, etc.; in which to design their own altar. The traditional elements as reviewed in the pre activities must be included. The subject may be a loved one, the memory of someone famous, or giving homage to a cause that is of importance to the student. The final product must demonstrate to the observer that the student understands the history, tradition, community, and concept of death as associated with *Día de Muertos*.

The rubric is as follows.

Altar Rúbrico

Vas a diseñar un altar para *Día de muertos*. Puede ser en cualquier forma. Unas ideas son: tatuaje, playera, poema, diorama, pintura/dibujo. ¿Otra idea?- Habla conmigo. El altar debe incluir los elementos tradicionales, ¿recuerda del Google Slides? El tema de tu altar puede ser de algún difunto personal, en memoria de un famoso o dando reconocimiento a una causa que es importante para tí. Lo resultado será que yo sé que tú entiendes la historia, tradición, comunidad y concepto de la muerte...todo asociado con este día. *Tiene que ser completamente en español*. [Standards: 1.3.N.W.a; 2.1.N.F.e; 2.2.N.F.d; 3.2.N.a]

	Dominio(10)	Competente (7)	Falta de competencia (4)
Holiday themes/connections <ul style="list-style-type: none"> • Historia • Tradición • Comunidad • Concepto De La Muerte 	All themes are clearly evident. Audience has no trouble connecting them.	Some themes are evident or difficult to connect them by audience.	Few themes are evident or off topic. Not in Spanish as required.
Altar elements <ul style="list-style-type: none"> • Agua • Velas • Papel Picado • Flores • Petate • Figura El Perro • Pan De Muerto • Calaveras De Azúcar • Bebidas 	All elements are included and easily identifiable.	Some elements are included and/or somewhat easily identifiable.	Few elements are included, not easily identifiable or is off topic. Not in Spanish as required.
Altar levels <ul style="list-style-type: none"> • Cielo • Tierra • Purgatorio 	All levels are included and easily identifiable.	Some levels are included and/or somewhat easily identifiable.	Few levels are included, not easily identifiable or is off topic. Not in Spanish as required.
Project creativity and aesthetic quality: <ul style="list-style-type: none"> • Visually pleasing • Colorful • Layout is clear • Appropriate use of visual/props 	The final project is creative, colorful and interesting to look at/keeps the viewer's attention. There is a clear design/layout. Time and effort have been taken to create the final project.	The final project is somewhat creative, colorful and interesting to look at/ keeps some of the viewer's attention. Some time and effort have been taken to create the final project.	The final project is hardly creative, colorful and not very interesting to look at. There is no clear design/layout apparent. Little time and little effort has been taken to create the final project. Not in Spanish as required.