

The Act of Remembering



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

Introduction

In this lesson, students will explore, observe, analyze, interpret and respond to various *Día de Muertos* ofrendas, as well as other original and authentic sources in order to analyze and interpret what “the act of remembering” means in Mexican *Día de Muertos* culture. Students will discuss, respond to, and share their ideas about the ofrendas and other relevant sources in small groups. Finally, as a summative task, students will be asked to incorporate elements of *Día de Muertos* into their own ofrenda or artistic rendering, as they are invited to create their own “act of remembering.”

Learning Target

Using the ofrendas featured in the *Día de Muertos* exhibition at the Detroit Institute of Arts, as well as other relevant sources, students will analyze and interpret the traditional (and non-traditional) elements of the ofrenda, and what “the act of remembering” looks like in Mexican *Día de Muertos* culture. They will then compare it to “acts of remembering” in their own lives and cultures, and finally create an artistic representation of the act of remembering and loss from their own lives, their family history, or from their community.

Guided Questions

- What elements do ofrendas include in order to remember?
- What is the “act of remembering?” What does it mean traditionally, and what does it mean today?
- What does the act of remembering mean in Mexican culture and on *Día de Muertos*?
- How does art help us remember people, places, time periods?
- How do *Día de Muertos* ofrendas remember people, places, causes, and cultures?
- How do our own acts of remembering compare to the act of remembering through una ofrenda?
- How does the act of remembering in my own culture/community compare to the *Día de Muertos* culture in Mexican culture?
- How can I visualize and create my own “act of remembering?”



Student Outcomes

Students will

- Develop a deeper understanding of *Día de Muertos* culture through analysis and discussion of authentic sources
- Become familiar and be able to identify the elements of traditional ofrendas by using their skills in observation, analysis and interpretation to recognize examples of these elements in both traditional and non-traditional ofrendas, as well as *Día de Muertos* artwork
- Compare their own culture or experiences of “acts of remembering” with the ritual of *Día de Muertos* in Mexican culture
- Create an artistic representation of the act of remembering and loss from their own lives, their family history, and/or from their community

World-Readiness Standards For Learning Languages

Communication

- Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

Culture

- Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

Connections

- Access and evaluate information and diverse perspectives that are available through the language and its cultures

Comparisons

- Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own



Communities

- Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world

21st Century Learning Skills Alignment

- Critical Thinking and Problem Solving
- Global Awareness
- Civic Literacy
- Creativity

Pre-Visit Activities

PART ONE: Introduce students to the elements of the traditional ofrenda

Activity One | Intro Video - Day One

Watch either (or both!) of the following videos (<https://www.youtube.com/watch?v=GzaZidVrebA> , <https://www.youtube.com/watch?v=wblOLT-vEzA>). English versions only are available. While watching, have students complete the “See/Think/Wonder” page (Appendix A), in English as the videos are in English. Have students share with a partner and then invite volunteers to share with the class.

Activity Two | Visual Representation of Traditional Ofrendas - Day One and/or Day Two


Break the students up into pairs of two students (or three if needed). Have students study one of the images of the traditional Día de Muertos altar. (See Appendix B). You can choose one image for all students to look at, or have students look at different images. You can also choose the best one here to fit the level of Spanish of your students. While reading, have students use the graphic organizer *Elementos del Altar* (Appendix C) to take notes on key words/ideas in Spanish pertaining to each element.

Have each pair/group join with another group (forming a group of four), and share (in Spanish), what they found for each element. When finished sharing, have each group of four contribute to the class what they learned about the traditional elements of the ofrenda. You might choose to make a large representation of this on the board, or on chart paper to refer to later throughout the week, or following the visit to the Ofrendas Exhibit.

Activity Three | Google Culture Ofrendas - Day Two and/or Day Three

Spanish Link: <https://artsandculture.google.com/exhibit/YAICc67IRPvBIQ?hl=es>

English Link: <https://artsandculture.google.com/exhibit/YAICc67IRPvBIQ>



For shorter presentations (if you need something of less time), you can also use these Google Culture Presentations:

Spanish Link: <https://artsandculture.google.com/exhibit/XQKSp6xep2BvIA?hl=es>

English Link: <https://artsandculture.google.com/exhibit/XQKSp6xep2BvIA>

Have students click through the *Google Culture Presentation: The Meaning of the Altar*. Note: Students can click through either a Spanish or English presentation (see links above). This is a more advanced article, with some very tricky words. For level 1 or 2 students the English version might be best, whereas the Spanish version offers a nice challenge to 3, 4, or AP students. Feel free to make the choice for your classroom.

As they click through, have students complete a See/Think/Wonder (Appendix D) guided notes page, and add to their “Elementos de la ofrenda” notes. Encourage students to stop at least five times, and to choose at least one of the oral history videos from *The Hollywood Forever Oral History Series* near the end of the presentation.

When finished, invite students to share out their additional findings with the class (in English/Spanish depending on level and the sources you used).

If time, you might have students do an additional (short) research project. Have students work in pairs or groups of three, and research one element of the ofrenda. Students will present to the class in detail on that particular elemento with history, meaning, and visual examples. Then other students can take notes, and add to their “Elementos de la ofrenda” notes.

PART TWO: Introduce Students to the Mexican concept of death and remembering

Activity One | Film, Day of the Dead: A Celebration of Life (English Subtitles) - Day Four

Using Appendix E, ask students in Spanish (or English depending on level) what it means to remember the dead. What do they do each year to remember the dead in their lives? Do this as a think/pair/share.

Then, watch the following video with students, in Spanish (<https://www.youtube.com/watch?v=j44yUsIzUks>). Have students take notes on the images/elements that they see in the video using the same graphic organizer included in Appendix E. Perhaps show the video twice if needed. If time, consider having students click through this presentation (in English or Spanish), and add to their graphic organizer: <https://artsandculture.google.com/exhibit/MAKSjyfuT7RxIw>, <https://artsandculture.google.com/exhibit/MAKSjyfuT7RxIw?hl=es>)

When finished, ask students to respond to the questions at the end of Appendix E: What is the Mexican view of Death? How is it different/the same as the U.S.? Or another culture? How does it compare with your family/culture/community and how it responds to death? Explain. Have students share their responses with a partner. Give students plenty of time to share. Then invite students to share their responses with the whole class.



Activity Two | In class writing/essay (Assessment) - Day Four or Day Five

Have students synthesize their notes, observations and understandings of traditional Día de Muertos ofrendas, and the ideas about death in Mexican culture by responding to the following writing prompt(s) (Appendix F). You might assign one, or all of them, or use it as an AP-style writing essay. You might choose to offer some of the prompts in English for Novice Spanish students (Levels 1 and 2). Students can use their notes from the various sources studied in class. You can have them write informally on a lined sheet of paper, or use the lined paper provided for a more formal essay (Appendix I).

During Visit

Activity One | Visit to the Ofrenda Exhibition - Day Six

During the visit, students can enter from any of the entrances, and start from any of the ofrendas on display. Begin your session by reading through the English/Spanish Ofrenda Museum Guide (a handout typically given for the exhibition). Have students circle/highlight key words/phrases for comprehension. Then share out as a class, those key words/phrases from the document. You might do this in Rivera Court, or perhaps prior to the visit, if you can get a copy of the pamphlet beforehand. Or if time does not allow, you can choose to do this when you return from the museum visit.

Have students go through in pairs, and complete the graphic organizer “Visita al museo: El rito de recordar en las ofrendas” (Appendix G). Students should stop and analyze at least five of the ofrendas, or more if time allows. Remind students that they should thoughtfully go through the gallery, remembering to “stop-see-think-wonder” about each ofrenda, and use the provided graphic organizer to do so. Novice-level students (Spanish 1 and 2) can still take notes in Spanish, using the new vocabulary they have learned related to Ofrendas. You might have Intermediate or Advanced level students take more detailed notes, or use complete phrases.

When done, students should meet at the central meeting point (perhaps the Rivera Court once again), and find a quiet place to respond to the “compelling questions” essay individually. (Appendix H). These questions are in English and Spanish, so feel free to determine what is best for your class level.

Activity Two

When all students have thoughtfully gone through the ofrendas gallery, have students and teachers meet in the central meeting point (our beloved Rivera Court), and gather together to share out responses to the compelling questions (in English or Spanish depending on the level). You may also choose to do this in another location, or first thing in class during the post-visit part of the lesson, depending on the timing of your visit.



Post Visit

Activity One | Share Visit Experiences - Day Seven

Once back in class, have students share their findings with a partner, using the graphic organizer of elements (Appendix G), and their writing (Appendix H). They should use the Pair/Share strategy to do this, although you may give them some time to think or finish up their writings before they discuss. Again, this could be in English or Spanish depending on the level of students.

When done sharing with their partners, invite students to share with the class.

Activity Two | Discussion/Short Write/Essay - Day Seven

Next, have students discuss the following discussion question (Appendix J) with their partner/small group. Discussion Question: How do our own acts of remembering compare to the act of remembering through una ofrenda? (If you would like, you could make this a short write in class, or an in-class essay (AP Exam style, as it compares and contrasts culture so well). If you feel there is already a lot of written response in this lesson, you could always just turn it into a round table discussion with your class.

Activity Three | Intro to Art/Ofrenda Assignment - Day Eight or longer if needed

Introduce students to the “Mi rito de recordar” project (Appendix K). Use the guiding questions below to guide students to thinking of ideas:

- How can I visualize or create my own “act of remembering”?
- What does my “act of remembering” look like?

Invite students to brainstorm and work on their project, both in-class and at home, in order to present to the class, as well as possibly the school, or other Spanish classrooms. Essentially they could make their own “Ofrenda Exhibition” in your school. Remind students that they can choose to do an ofrenda, or they can create another piece of art that demonstrates their own “act of remembering” for a loved one, something in their culture or community, or a cause. Remind them that it must include at least FIVE of the traditional elements of the altar (multiple forms accepted, i.e. a poem they write might mention velas or cempasúchil flowers).

Suggestion: Students could work on this in class and/or at home on days 8, 9, 10, and 11, with a presentation and due date on the 12th day of the study. You could also invite visitors to the student gallery/classroom to use the graphic organizer (Appendix G) in English or Spanish, to go through the exhibit (like the students did in the museum!). You, the educator, can evaluate submissions during the exhibit, or during the presentations.

¡Buena suerte!



Appendix A - Día de Los Muertos: A Brief Overview (National Hispanic Cultural Center)

Día de Los Muertos: A Brief Overview

As you watch the video, stop and think about at least four images/phrases/ideas that you see/hear in the video that are related to Día de Muertos.

VEO/ESCUCHO... (I see/hear...)	Pienso... (I think...)	Me pregunto... (I wonder...)

Appendix B - Ofrendas Readings (Spanish)

Altar de muertos

La celebración de Día de Muertos fue el producto del sincretismo entre la tradición prehispánica y la española. Se trata de uno de nuestros rituales más entrañables y un elemento imprescindible es el altar. ¡Aquí los básicos para tu ofrenda!



Niveles: representan los estratos de la existencia; si son tres, representan el cielo, la tierra y el purgatorio.

Festín: comida (platos), bebida (alcohol), botana (fruta) de acuerdo con las preferencias del difunto en vida.

Papel picado: representa la alegría del encuentro con los difuntos.

Velas y veladoras: luz que guía en este mundo. Las moradas significan duelo; las blancas, pureza. Con las veladoras se puede hacer un sendero para llegar al altar.

Copal: elemento prehispánico que limpia y purifica las energías del lugar.

Fotos de los difuntos: Se cree que el espíritu de los difuntos regresa del mundo de los muertos.

Cruz: incluida por los evangelizadores como emblema del catecismo a la veneración de los muertos indígena. Puede ser de sal, ceniza o flores.

Objetos temáticos: muchos altares son ofrecidos a personajes destacados en vida. En este caso, es un homenaje a músicos e intérpretes.

Pan de muerto: se ofrece como alimento a las ánimas que por ahí transitan.

Calaveritas: son de azúcar y representan a los miembros de la familia.

Cempasúchil: por su aroma, sirve de guía a los espíritus en este mundo.

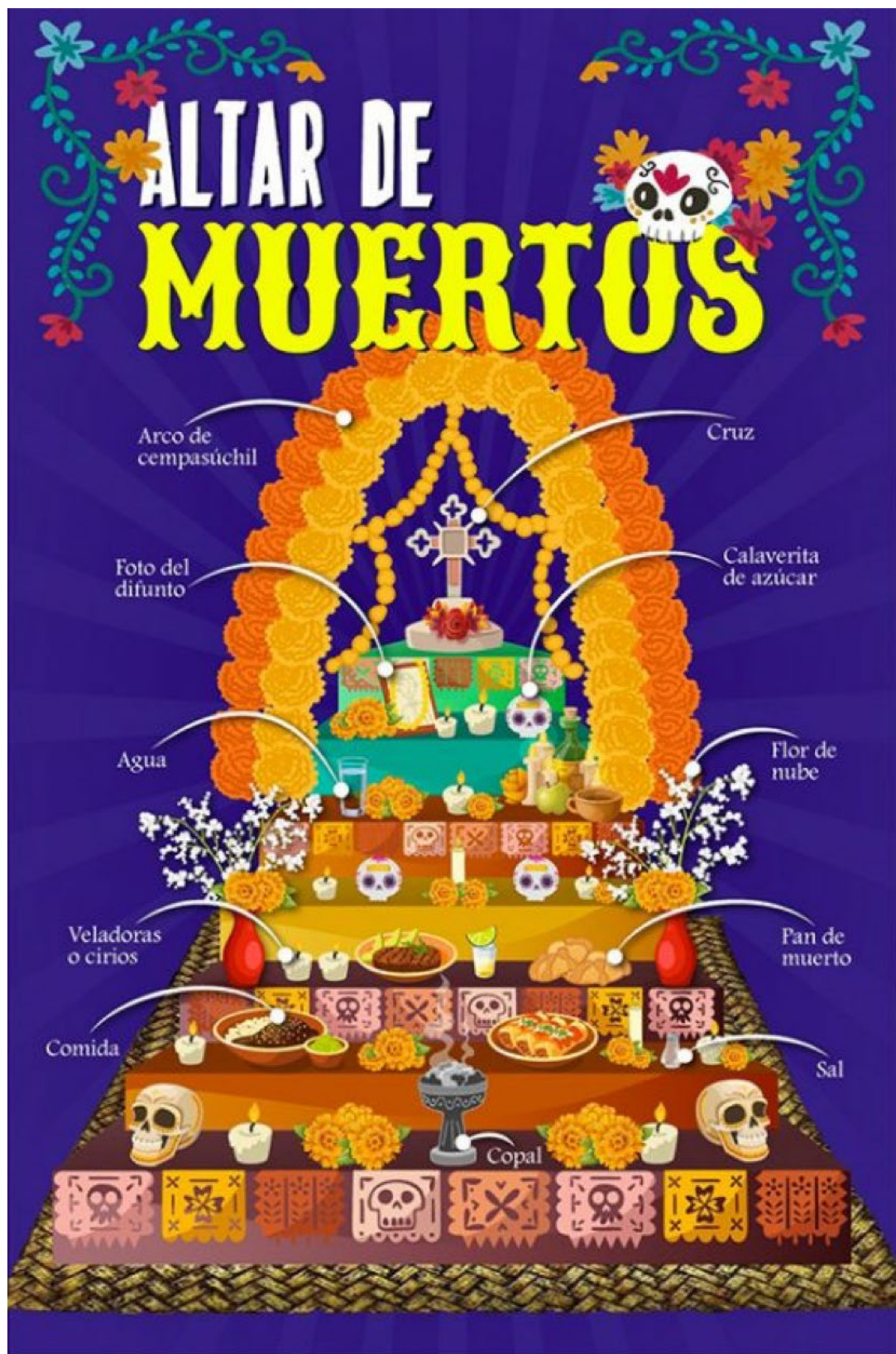
México desconocido

f i t + y

Fuente/Source: <https://www.mexicodesconocido.com.mx/haz-tu-propia-ofrenda-de-dia-de-muertos.html>

Levels: 1, 2, 3, 4, AP

Appendix B - Ofrendas Readings (Spanish)



Fuente/Source: <https://www.mexicodesconocido.com.mx/altar-de-muertos-elementos-que-debe-llevar.html>

Levels: 1, 2

Appendix B - Ofrendas Readings (Spanish)

Altar de muertos

El altar de muertos es un elemento fundamental en la celebración del Día de Muertos. Dos niveles representan el cielo y la tierra. Los altares de tres niveles añaden el concepto del purgatorio. El altar de siete niveles simboliza los pasos necesarios para llegar al cielo y así poder descansar en paz.

Elementos decorativos
Cadenas de papel picado, morado y amarillo significan la unión entre la vida y la muerte. Flores, velas, calaveras de azúcar, y una vara para liberar al muerto del demonio y los malos espíritus.

Desde la entrada hasta el altar, se traza un camino con flores de cempasúchil, para guiar al difunto con su aroma.

¿Sabías que por su significado y riqueza cultural, en el año 2003, la tradición de Día de Muertos fue denominada Patrimonio de la Humanidad?

Una cruz de camándula, hecha de tejocote y limas.

SEXTO. La foto del difunto a quien se dedica el altar.

QUINTO. La comida y fruta que fueron preferidos por el difunto.

CUARTO. Pan de muerto, que es adornado con azúcar roja que simula la sangre; se recomienda que el pan sea hecho por los parientes del difunto.

TERCERO. Sal para los niños del purgatorio.

SEGUNDO. Para las ánimas del purgatorio.

PRIMERO. Se pone la foto del santo o virgen de la devoción.

facebook.com/C7.Jalisco

JALISCO

Fuente/Source: <https://www.facebook.com/162466582922/photos/y-t%C3%BA-ya-hiciste-el-tuyo/10152459412402923/>

Levels: 3, 4, AP

Appendix B - Ofrendas Readings (Spanish)

OFRENDA DE DÍA DE MUERTOS

Un componente esencial de los festejos de Día de Muertos es el altar, que se coloca para dar la bienvenida a las almas de los difuntos. Conoce los principales elementos y significados.

ALTAR

Representa los niveles que el difunto tendrá que pasar para descansar en paz.

Dos niveles: Cielo y Tierra.
Tres niveles: Cielo, Purgatorio y Tierra.

El más tradicional es el de 7 niveles:

- Nivel 1**
Se coloca la imagen del santo al que se sea devoto.
- Nivel 2**
Se destina a las ánimas del purgatorio y sirve para que el difunto tenga el permiso para salir de ese lugar.
- Nivel 3**
Se pone sal para purificar el espíritu de los niños del purgatorio y para que el cuerpo no se corrompa durante el viaje.
- Nivel 4**
El pan de muerto se ofrece como alimento a las almas.
- Nivel 5**
Comida y fruta preferidas por el difunto.
- Nivel 6**
Foto del difunto a quien se dedica el altar.
- Nivel 7**
Se coloca una cruz formada con semillas, pétalos, frutas, ceniza o cal. Sirve para que el difunto pueda expiar sus culpas.

PRINCIPALES ELEMENTOS



Agua

Fuente de vida y se ofrece a las almas para mitigar su sed.



Velas y veladoras

"Luz" que guía a las almas hacia sus antiguos hogares y alumbró su regreso a la última morada.



Papel picado

Representan el viento y la alegría festiva.



Flores

Adornan el lugar. Los pétalos de cempasochil forman un camino que guía las almas. Blancas: representan el cielo. Amarillas: la Tierra. Moradas: el luto, alabanza, y para limpiar el lugar de malos espíritus.



Petate

Sirve como cama o mesa para que las ánimas descansen.



Figura de perro xoloitzcuintle

Permite que las ánimas de los niños se sientan contentas al llegar al banquete.



Pan de muerto

Su forma circular representa el ciclo de la vida y la muerte; tiene cuatro canillas o huesos en forma de cruz que simbolizan los cuatro puntos cardinales.



Calaveras de azúcar

Hacen alusión a la muerte siempre presente.



Bebidas

Las que más gustaban al difunto.

NTX+

Fuentes: cdi.gob.mx, unum. Investigación y Redacción: Jennifer Rosado Martínez. Edición: Mónica I. Fuentes Pacheco. Arte y Diseño: Alberto Nava Consultoría.

Fuente/Source: <https://twitter.com/notimex/status/925372979684495365>

Levels: 2, 3, 4, AP

Appendix C - “Elementos de la ofrenda”

Elementos de la ofrenda

Usa esta gráfica para apuntar los elementos importantes del Día de Muertos. Dibuja un ejemplo, marca los elementos que están presentes en la ofrenda, y escribe las palabras clave y las ideas importantes que menciona la fuente.

Elemento: Niveles	Elemento: Velas	Elemento: Agua	Elemento: Papel picado
Elemento: Flores	Elemento: Pan de muerto	Elemento: Comida y bebidas	Elemento: Calaveras de azúcar
Elemento: Sal	Elemento: Cruz	Elemento: Objetos temáticos	¿Otros elementos?

Compara la ofrenda que estudiaste tú, a la del otro grupo. ¿Cuáles son los elementos en común? ¿Cuáles son los elementos que son diferentes? ¿Por qué piensas que hay esta diferencia?

¿Cuáles son los elementos más tradicionales de la ofrenda? ¿Por qué piensas que son tan importantes para incluir?



Appendix D - Presentación de Google: El Significado del Altar u Ofrenda/Google Culture

Presentation: The Meaning of the Altar / el significado del Altar u Ofrenda (Google Culture)

VEO/ESCUCHO... (I see/hear...)	Pienso... (I think...)	Me pregunto... (I wonder...)

Appendix E - Film Notes “Day of the Dead: A Celebration of Life (English Subtitles)”

Day of the Dead: A Celebration of Life (El film)

Toma apuntes de las palabras clave, y las imágenes importantes del video. Después, responde a las preguntas.

Antes de ver

¿Qué significa “recordar nuestros muertos”? ¿Qué haces en tu vida, tu familia, tu cultura, o tu comunidad para recordar sus muertos? Explica.

Palabras clave	Imágenes importantes

Después de ver: ¿Qué significa la muerte en la cultura mexicana?

¿Cómo es similar o diferente de la manera en que las personas de los EEUU (u otro país) piensan de la muerte? ¿Cómo compara a los pensamientos de tu familia/cultura/comunidad? Explica.



Appendix F - Ensayo (en clase) / Essay (in class)

Responde a las siguientes preguntas en un trabajo elaborado y bien detallado en español. Usa evidencia de las fuentes y de tus apuntes en clase.

Escribe

1. Se puede considerar las ofrendas como “ritos de recordar” a nuestros muertos en la cultura mexicana. Después de pensar en lo que has aprendido de las ofrendas tradicionales, junto con el tema de la muerte en la cultura mexicana, ¿qué significa “el rito de recordar” en la cultura mexicana? ¿Cómo recuerda a nuestros muertos el rito de hacer una ofrenda? Explica.
2. ¿Cómo se puede comparar las tradiciones de honrar a nuestros muertos en culturas diferentes? Compara por lo menos una cultura y sus ritos de la muerte a los de la cultura mexicana. Usa evidencia específica y explica.
3. ¿Cómo es que la creación de algo, como en las ofrendas o a través del arte, nos puede ayudar recordar y honrar a nuestros muertos? Explica.

Respond to the following questions in a detailed and well-planned essay in English. Use evidence from the sources we have studied, and from your notes in class.

Write

1. We can consider the creation of “la ofrenda” as an “act of remembering” in Mexican culture. Thinking about what you’ve learned about traditional ofrendas, as well as how death is viewed in Mexican culture, what does the “act of remembering” mean in Mexican culture? How does creating an ofrenda remember the dead?
2. How does honoring the deceased compare across cultures? Compare at least one other culture and their traditions with those of Mexico.
3. How can creating something, like altars or art, help us to remember and honor the dead in our own lives?

Appendix G - During Visit Graphic Organizer

Visita al museo: El rito de recordar en las ofrendas

Choose at least four ofrendas, and take notes on the elements present, and the meaning of those elements in each ofrenda.

Ofrenda	Elements (2-3 elements)	How do these elements honor/ remember the dead?	What is the artist trying to say by including each element?

Appendix G - During Visit Graphic Organizer (en Español)

Visita al museo: El rito de recordar en las ofrendas

Escoge por lo menos cuatro ofrendas, y toma apuntes de los elementos presentes, y el significado de estos elementos en cada ofrenda.

Ofrenda	Elementos (2 ó 3)	¿Cómo honran los muertos a través de estos elementos?	¿Qué está comunicando el/la artista al incluir estos elementos?



Appendix H - Durante la visita Preguntas convincentes / During Visit Compelling Questions

Para responder

Escoge UNA de las ofrendas de la exhibición. Responde a las siguientes preguntas con esta ofrenda en mente.

- ¿Cuáles son los elementos tradicionales de esta ofrenda? ¿Qué representan? Explica.
- Escoge dos o tres elementos de la ofrenda, y analiza por qué el/la artista los usó, y qué dicen sobre la muerte.
- ¿Cómo está presente la idea de la muerte en la ofrenda? ¿Sigue el pensamiento de la cultura mexicana? Explica.
- ¿Cómo es esta ofrenda representativa de “un rito de recordar” en la cultura mexicana? Explica.

Respond

Choose ONE of the ofrendas of the exhibit. Respond to the following questions, keeping this ofrenda in mind.

- What are the traditional elements of this ofrenda? What do they represent? Explain.
- Choose two or three of the ofrenda’s elements, and analyze why the artist used them, and what they say about death.
- How is the idea of death present in the ofrenda? Does it follow the idea of death in the Mexican culture? Explain.
- How is this ofrenda representative of “the act of remembering” in Mexican culture? Explain.



Appendix K - Mi rito de recordar (Proyecto, English version)

Project: My Act of Remembering

Objective: Students will create an artistic representation of the act of remembering and death/loss from their own lives, their family history, and/or from their community.

Introduction

Think of a person, place, cause, historical moment or aspect of culture in your life that you would like to remember, or that you already do remember. Create an ofrenda or an original artistic piece that honors and remembers the person or topic you have chosen, and that is an “act of remembering”, like una ofrenda. You may work individually or with a partner to create your final piece.

Your artistic “rito de recordar” could be an ofrenda, or it could be created through another artistic medium, such as:

- A poem
- Short story
- Short film/Documentary
- Tattoo
- Painting
- Drawing
- Sculpture
- Photography

Guidelines

Your final piece should:

- Be an act of remembering, honoring a person, place, cause or historical moment in your culture involving death or passing on
- Include at least FIVE of the traditional ofrenda elements that we have studied/seen in examples of ofrendas
- Be creative, unique and original
- Include a short description in Spanish describing the piece (similar to the description panels at the museum), and what it means/represents, and how it incorporates Día de Muertos culture

Our artwork will be presented in a gallery to your peers and family members in school.

Rubric

Categories	Exceeds Expectations	Meets Expectations - High	Meets Expectations - Low	Does Not Meet Expectations
Requirements	Student has all or more of the required elements. Elements are integral to the final piece or ofrenda, and are in the spirit of Día de Muertos culture.	Student has all or most of the required elements. Elements are effectively incorporated into the final piece or ofrenda.	Student has some or a few of the required elements. Elements are incorporated into the final piece or ofrenda, but seem a little out of place.	Student does not have the required elements. Elements are not effectively incorporated into the final piece or ofrenda.
Creativity	Student's artistic piece or ofrenda is very creative, unique and original. Student is creative with the elements of ofrendas, and incorporates them creatively into piece.	Student's artistic piece or ofrenda has many elements of creative, unique or original work.	Student's artistic piece or ofrenda is a little creative or unique. Student has incorporated elements, but not incorporated them in a creative manner.	Student's artistic piece or ofrenda is not creative, unique or original.
Día de Muertos Elements and Culture	Student effectively incorporates elements of Día de Muertos, and Mexican ideas of death, as studied in class and during the museum visit.	Student incorporates elements of Día de Muertos, and Mexican ideas of death, as studied in class and during the museum visit.	Student somewhat incorporates elements of Día de Muertos, and Mexican ideas of death, as studied in class and during the museum visit	Student does not incorporate elements of Día de Muertos, and Mexican ideas of death, as studied in class and during the museum visit.
Description of Ofrenda	Student's description is complete, thorough, and organized. Student has thoughtfully described the elements and meaning of artwork/ ofrenda, and has excellent control of language. *	Student's description is mostly complete, thorough or organized. Student has described the elements and meaning of artwork/ ofrenda, and has a good control of language. *	Student's description is somewhat complete, thorough or organized. Student has mostly described the elements and meaning of artwork/ ofrenda, but lacks some control of language.*	Student's description is incomplete, not thorough or organized. Student has not described element and/or their meaning. Student does not have a firm grasp of language control.*

* You may want to grade your student's writing on the ACTFL Performance Rubric instead for their level in presentational writing, (https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors.pdf)

Appendix K - Mi rito de recordar (Proyecto, English version)

Proyecto: Mi rito de recordar

Objetivo: Los estudiantes crearán unas representaciones artísticas del “rito de recordar” y la muerte en sus propias vidas, sus historias familiares, y/o de sus comunidades.

Introducción

Piensa en una persona, un lugar, una causa, o un momento o aspecto de cultura en tu vida que quieres recordar para siempre, o que ya recuerdas hoy en día. Crea una ofrenda o una obra de arte original que honra y recuerda a la persona o el tema que elegiste, y que es un “rito de recordar”, al estilo de la ofrenda. Trabaja individualmente, o con un/a compañero/a de clase para crear la obra final.

Tu “rito de recordar” artístico puede ser una ofrenda, o se lo podría crear a través de otra técnica de arte, como, por ejemplo:

- El poema
- El cuento corto
- El film corto/documental
- El tatuaje
- La pintura
- El boceto
- La escultura
- La fotografía

Requisitos

La obra final debe:

- Ser un rito de recordar, y debe honrar a una persona, un lugar, una causa o un momento histórico en tu cultura que tiene que ver con la muerte
- Incluir por lo menos CINCO de los elementos tradicionales de las ofrendas que hemos visto en clase y en los ejemplos de ofrendas en el museo
- Ser creativa, única, y original
- Incluir una descripción corta en español que la describe (similar a las placas del museo), y qué representa/significa, y cómo incorpora la cultura de Día de Muertos

Vamos a presentar nuestras obras en una galería de arte (en la escuela) a nuestros compañeros y a nuestras familias en la escuela.

Rubric

Categorías	Sobresaliente	Notable	Suficiente	Insuficiente
Requisitos	Tiene todos los elementos (o más). Los elementos son integrales a la obra, y están integrados efectivamente en la obra final. Están hechos en el espíritu de la cultura de Día de Muertos.	Tiene todos los elementos, o la mayoría de los elementos. Están integrados en la obra final.	Tiene algunos de los elementos, o muy pocos de ellos en la obra. Están integrados en la obra final, pero un poco fuera del tema.	No tiene los elementos necesarios. Elementos no están incorporados en la obra final.
La creatividad	La obra es muy creativa, única, y original. Es muy creativo con los elementos de las ofrendas, y los incorpora con mucha creatividad.	La obra tiene muchos elementos creativos, y es evidente que es única y original. Los elementos están incorporados en una manera creativa y original.	La obra es un poco creativa. Tiene elementos de las ofrendas, pero no están incorporados en una manera muy creativa/original.	La obra no es creativa, original o única.
Elementos y cultura de Día de Muertos	Incorpora efectivamente muchos de los elementos tradicionales de Día de Muertos, y las ideas de los mexicanos sobre la muerte, como hemos visto en clase y en la visita al museo.	Incorpora algunos de los elementos de Día de Muertos, y algunas ideas de la muerte en la cultura mexicana, como hemos visto en clase y en la visita al museo.	Incorpora un poco de los elementos de Día de Muertos, y algunas ideas de la muerte en la cultura mexicana, como hemos visto en clase y en la visita al museo.	No incorpora los elementos de Día de Muertos, ni las ideas de la muerte en la cultura mexicana.
La descripción de la ofrenda	La descripción de la ofrenda es muy completa, detallada, y organizada. Se describe los elementos y el significado con mucha consideración. Tiene un manejo sobresaliente del idioma. *	La descripción de la ofrenda es completa, detallada, y organizada. Se describe los elementos y el significado. Tiene un buen manejo del idioma.*	La descripción de la ofrenda es un poco completa, detallada, y organizada. Se describe algunos de los elementos y un poco del significado. Hay algunos problemas con el manejo del idioma.*	La descripción de la ofrenda es incompleta, no muy detallada, y desorganizada. No describe bien los elementos o el significado. No tiene un buen manejo del idioma.*

*Puede ser útil usar las rúbricas de ACTFL para calificar las descripciones de los estudiantes según su nivel, (https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors.pdf)

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