

List of Cultural Videos and Video Clips

10 Misconceptions about Spanish Language and its Speakers PowerPoint

This 12 slide powerpoint features 10 statements which ask students to decide if they are true or false. Click ahead, and it will tell you the answer and also give an explanation. Features common misconceptions about the Spanish language worldwide and in the US as well as about the people who speak Spanish. Could be a great first day of school lesson.

<http://www.teacherspayteachers.com/Product/10-Misconceptions-about-Spanish-Language-and-its-Speakers>

La Quinceañera Directed by Adam Taub In Spanish. Option of English subtitles. 41 minutes

Many important events in Ana Maria's life have been disappointing. Will her Quince Años (fifteenth birthday) be any different? Her mother and five siblings are determined that it will be: hoping and struggling to make her Quinceañera a special day, despite a lack of support from her father. Exploring issues of family, faith, and coming of age, "La Quinceañera" is a touching portrait of a Mexican family's love and devotion to each other.

<http://laquinceaneradocumentary.com/>

El Día de los Muertos

Video

El Día de los Muertos Teacher Discovery 25 minutes English with some Spanish vocabulary

2006 Emmy Award Winner, Pacific Southwest Region! Bring the Day of the Dead celebration into your classroom! Join Itzli, a girl from Mexico, and Derrick, and an American high school student, as she teaches him all about the Day of the Dead. Filmed entirely in Oaxaca, Mexico, this great video explains the preparations, celebrations, and meaning of the holiday to the people of Mexico. Our new Day of the Dead DVD was filmed live and unrehearsed, the reactions are real. Your students can relate while they learn about this great culture.

YouTube video clips

Mexico's Day of the Dead Travel Channel 3 min clip

http://www.youtube.com/watch?v=sUUAgEWeYeI&feature=results_main&playnext=1&list=PLC428ED974A44A549

Documental Día de Muertos 8:38 min video in Spanish

<http://www.youtube.com/watch?v=heexkdj3Ik0&feature=related>

Useful websites

A wealth of information, photos, videos and activity ideas

<http://www.azcentral.com/ent/dead/>

Summary and pictures of Day of the Dead in other countries

<http://indiancountrytodaymedianetwork.com/2011/11/01/day-of-the-dead-part-iii-blending-traditions-60421>

Cinco de Mayo

Videos

Cinco de Mayo Teacher Discovery 25 minutes English with some Spanish vocabulary

Filmed in Los Angeles, California during the largest *Cinco de Mayo* festival in the world. Join Maria, a young Mexican-American, and Brett, a young American boy, as she helps him discover how and why *Cinco de Mayo* is celebrated and what it means to the residents of America. Explore the streets of L.A. to hear from Mexican-Americans about what they know, how they feel and why they celebrate *Cinco de Mayo*. Discover the real meaning of May 5, 1862.

History Channel Cinco de Mayo Overview 3:27 minutes

While many believe that the holiday of Cinco de Mayo is a celebration of Mexico's Independence Day, this is an incorrect assumption. To learn of the actual significance of Cinco de Mayo, watch this History of the Holidays video. <http://www.history.com/videos/cinco-de-mayo#cinco-de-mayo>

Cinco de Mayo and Mole Poblano

<http://www.history.com/topics/cinco-de-mayo/videos#cinco-de-mayo-foods-mole-poblano>

YouTube video clips

Learn About Cinco de Mayo **1:36 minutes**

<http://www.youtube.com/watch?v=4nde7NGWNKU>

Cinco De Mayo (Education, Documentary) **3:53 min**

<http://www.youtube.com/watch?v=RAHNxUtqTSo>

Book

National Geographic Celebremos el Cinco de Mayo con fiestas, música y baile by Carolyn Otto

En estas páginas, con sus impactantes ilustraciones, la autora Carolyn Otto explora la historia de una fiesta de creciente popularidad y conduce a los lectores a través de un fascinante itinerario de celebraciones del Cinco de Mayo de costa a costa.

Useful websites

Article about Cinco de Mayo – debate on whether or not Spanish teachers should celebrate Cinco de Mayo in class or rather just educate about the holiday.

<http://spanishplans.org/2011/04/27/cinco-de-mayo/>

Article and video about Cinco de Mayo – discusses the Chicano movement and how this holiday is a way to celebrate their heritage. Video interviewing people's views on what Cinco de Mayo is.

<http://www.hispanic-culture-online.com/cinco-de-mayo-history.html#axzz1zRqDBgvb>

Spanish Listening and Cloze Activity – comic with audio or script with audio

<http://www.fluencyprof.com/1/post/2011/04/cinco-de-mayo-activity-with-audio.html>

http://www.salon.com/2012/05/02/cinco_de_mayo_plenty_of_beer_little_history/singleton/

Independence Day

YouTube Video Clips

La Antorcha Nacional 2011

<http://www.youtube.com/watch?v=MmNXjOuNslA>

Llegada de LA ANTORCHA a Liberia,Gte,C.R-13 set 2010

<http://www.youtube.com/watch?v=cvSk-yj3kIM&feature=related>

Activate "Antorcha C.A. de la Libertad"

<http://www.youtube.com/watch?v=I7oDnLEFB-Q&feature=related>

La Fiesta San Fermín

Website with Powerpoint and other resources

<http://senorab1972.wordpress.com/2011/12/28/running-of-the-bulls/>

Website to practice preterite and imperfect and San Fermín

<http://www.colby.edu/~bknelson/SLC/sanfermin/viva.html>

Details about various holidays

<http://www.hispanic-culture-online.com/hispanic-holidays.html#axzz1zRqDBgvb>

NAME: _____

SCAVENGER HUNT!

Spanish is everywhere!

Find the items from this list. Good sources are: newspapers, magazines, junk mail, the Internet, and the community. Items should be compiled in a notebook/folder, **put in order and numbered**.

The Scavenger Hunt Notebook is due on _____

You need to find:

1. Instructions (to anything) printed in Spanish.
2. Picture of Hispanic sports person NOT from the United States, but playing on a US team. Include name, country of origin, sport name and team name.
3. Real beverage label (not from internet) in Spanish or made in a Spanish-speaking country. Alcohol/beer will not be accepted. Drink the beverage and write 1 sentence describing what it was like.
4. Real food label (not from internet) in Spanish or made in a Spanish-speaking country. Eat the food and write 1 sentence describing what it was like.
5. Signature and printed name of an adult **outside of school** who speaks Spanish fluently.
6. Signature and printed name of a person **outside of school** who uses Spanish regularly in his/her job. Describe their job. *It may not be the same person from #5.*
7. News story (in English) about any Spanish-speaking country in a newspaper/magazine. *This may not be from the Internet.*
8. Picture of or an article about a current Hispanic politician in Texas (preferably in our area). Include his/her name and job title.
9. Name of Hispanic musician or musical group. Include lyrics to a song or picture of album cover. They must have at least some songs in Spanish.
10. A copy of a piece of artwork by a Hispanic artist. Include the artist's name and name of the artwork.
11. Book title (include picture of cover) or article about a book by Hispanic author. Include book title and author's name.
12. Name of a store/business in the Austin area with a Spanish name and theme/focus. Include a picture, flyer, business card, or detailed description of the theme/focus. May not be a restaurant.
13. Name of a restaurant in the Austin area with a Spanish name & theme. Include a picture, menu, flyer, business card, or detailed description of location. *Taco Bell, Chipotle, Taco Bueno and other non authentic restaurants do not count.*
14. Name of a street in the Austin area with a Spanish name (write meaning in English also). Include a picture or detailed description of the location.
15. List 10 cities in the United States with Spanish name. Include the state as well. Define in English the names of the cities.

16. Cut out from sources other than the Internet (newspaper/magazine/instructions, etc) 10 new cognates in Spanish that you come across during your scavenger hunt. *The words may not come from your vocabulary list.* Write English translation next to each cognate.
17. Picture of any animal with the name of the animal in Spanish & English. *Not animals learned in class*
18. A coin or bill (or picture of one) from a Spanish-speaking country. Include country and *Spanish* name of the coin or bill (even if it's already on the bill/coin). Write the exchange rate into US dollars ex 1 peso - X dollars
19. Find three high-paying professions that require you to speak Spanish or are greatly enhanced if you speak Spanish. Explain why speaking Spanish is needed/improves the profession. You can research this on the internet, come up with them on your own, or discuss it with your friends/parents. Obvious answers do not count: Spanish teacher, translator, Spanish-speaking talk-show host, etc.
20. A section or article from a newspaper (not magazine) that is printed in Spanish. *This may not be from the Internet.*
21. The cover of a magazine printed in Spanish. *This may not be from the Internet.*
22. Write a quote from President Obama talking about a Spanish-speaking country or Hispanic immigrants. Include where you found the quote (Name of newspaper, list internet site, etc).
23. A paragraph (5 sentences minimum) in English describing, in your own words: 1) The most fun part of the project, 2) the hardest part of the project, and 3) something interesting you learned while doing the project.

Spanish-speaking countries:

* Spain * México * Guatemala * Honduras * El Salvador * Nicaragua * Costa Rica * Panama * Cuba * Dominican Republic * Puerto Rico * Venezuela * Colombia * Ecuador * Peru * Bolivia * Paraguay * Chile * Argentina * Uruguay *

Grading: This counts as a TEST GRADE!

- ◆ Each of the 23 pages will be worth 4 points for a total of 92 points.
- ◆ 8 points for neatness, creativity, and originality.
- ◆ Your scavenger hunt will not be graded if it is not numbered nor in order. It will be returned to you and considered late.
- ◆ One day late: maximum grade of a 70%
- ◆ More than 1 day late: will not be accepted, 0

Do not procrastinate! Start on this project NOW! Please come see me in tutorials if you have any questions. Remember, **this is not your mother's project**. I have scavenger hunts from past years if you would like to look at them for inspiration ☺

You may turn it in to me anytime if you finish early (up until two days before it's due) and I will check it for you!

SUGAR SKULLS TEACHER INSTRUCTIONS

Sugar Skulls are a traditional folk art from Southern Mexico used to celebrate Day of the Dead. Families take the flowers and sugar skulls to the cemetery to decorate the tombs on November 2. Sugar skulls are colorfully decorated with icing, pieces of bright foil, colored sugars and usually bear the name of the deceased loved one being honored. They are easy to make by children and adults, and if kept dry, they can last a year.

Sugar skull making is a good activity to do in conjunction with stories or readings about the holiday. Students can compare the Mexican tradition and feelings about their deceased with the American tradition. They can explore the differences between Halloween and Day of the Dead.

The molds can be bought at: www.mexicansugarskull.com

The best size for classroom use is the Original Medium and has a flat back \$9.50

More step by step instructions along with pictures can be found at:

http://www.mexicansugarskull.com/sugar_skulls/instructions.html#teacher

SUPPLIES:

- Sugar skull molds
- Granulated sugar
- Meringue powder (can be purchased at Michaels in cake decorating section)
- Corrugated cardboard squares, (one for each skull made) 3" x 4" for medium
- Large metal bowl
- Measuring spoons and cups
- Disposable Tablecloth and Paper towels
- Bucket for washing hands

Have students get in groups of 4 prior to making sugar skulls and have them bring the below supplies for their group. These supplies can be purchased at Michaels. Or take a \$1 donation from students to cover costs. Send an email and flyer home with details.

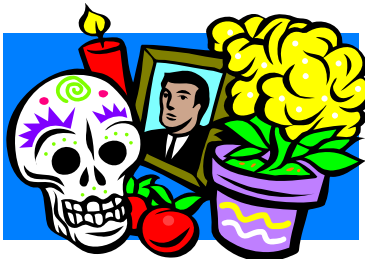
- Decorations: feathers, colored tin foils, paper flowers, sequins, etc.
- Icing in tubes (make sure they have a pointed hole. If they don't you will need to buy tips and coupler rings to hold the tips onto tubes) NO gel tubes – the gel does NOT dry hard
- Also you could have the students responsible for bringing a bag of sugar so you don't have to supply that

Day 1

- Set up a table with tablecloth and mix in bowl the sugar, meringue powder and water. A 10 lb bag of sugar, ½ cup of meringue powder and 7 Tablespoons of water yields 42 skulls. Mix with hands until every bit of sugar is moistened. Test sugar by squeezing a small amount of sugar in your fist, open slowly, and if your fingerprints remain, sugar is ready to mold.
- Hand each student an index card and have them write their name on the edge.
- This is a good day to have students working on an independent activity (a worksheet packet for example) that keeps them busy the entire period. You call students up by small groups of 4. Students bring their index card up with them.
- Students pack sugar mixture firmly into mold and use a straight edge (I have a few pieces of cardboard available) to scrape the back of the mold perfectly flat. Pack down some more and place the index card over mold and invert. Lift mold off carefully. Students place their skull on a designated table to air dry
- A bucket of water and paper towels serve as a nice hand washing set up if a sink is not available in the classroom. Students return to their seat to continue their independent work.
- Always make a few extra sugar skulls to cover for any accidents that might occur.

Day 2

- Today, is decorating day! Students get their skull from table and sit in groups of 4 with sequins, feathers, beads, icing and colored foil at each group. You can have groups of 4 students responsible for purchasing the needed items before sugar skull decorating day to share with their group. You can even have each group responsible for bringing a bag of sugar for you to use on day 1. You can have the students write the name of a loved one who has passed away in icing.
- After students decorate, they place their skull back on the designated table to dry. The following day they should be dry enough that they can take home or include as part of an ofrenda if they made one.



Nombre: _____

Día de los Muertos

Due: _____



This is worth 2 formative grades! Explain what **Día de los Muertos** is and show your **ofrenda** while describing what it is.

As you show your ofrenda, explain the following (take notes on the back of this sheet):

1. When is Día de los Muertos celebrated?
2. How is Día de los Muertos different from Halloween?
3. What does "ofrenda" mean in English?
4. Why do people set up ofrendas?
5. What are typically found on ofrendas? (show person your ofrenda as you list the items)

You must get:

Three teacher's, staff's and/or principal's name & signature

NAME

SIGNATURE

1) _____

2) _____

3) _____

Write your name & sign if the person **explained** Día de los Muertos and **showed** and **described** their ofrenda to you!

Three student's name & signature (they can't be in ANY Spanish classes)

NAME

SIGNATURE

1) _____

2) _____

3) _____

Write your name & sign if the person **explained** Día de los Muertos and **showed** and **described** their ofrenda to you!

Three community people's name & signature (parents can be included)

NAME

SIGNATURE

1) _____

2) _____

3) _____

Write your name & sign if the person **explained** Día de los Muertos and **showed** and **described** their ofrenda to you!



Take notes during the presentation about Día de los Muertos. As you show your ofrenda, you will need to explain the following. You are the expert teaching others about this often misunderstood holiday!

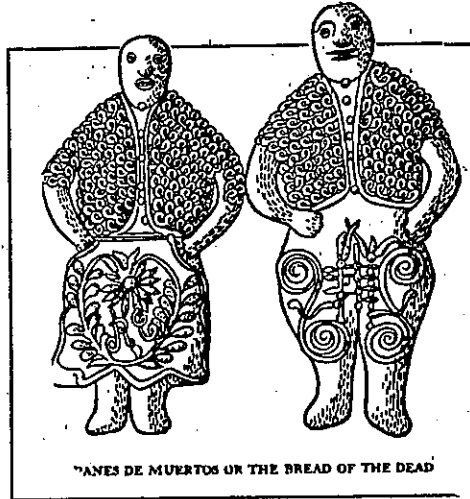
1. When is Día de los Muertos celebrated?
2. How is Día de los Muertos different from Halloween?
3. What does “ofrenda” mean in English?
4. Why do people set up ofrendas?
5. What are typically found on ofrendas? (**show** person your ofrenda as you list the items)
6. Who did you choose to remember on your ofrenda and why? (**show** person your ofrenda)

PAN DE MUERTOS / BREAD OF THE DEAD

Pan de muertos is a special bread which is indispensable to the celebration of the Day of the Dead. The loaves represent the souls of the dead and the essence or soul of the bread is consumed by the dead when they visit. What is left of the bread—that is, its physical reality—is left for the living to consume after the festival.

Large commercial bakeries in places like Oaxaca make huge quantities of bread in oil-heated ovens. Extra bakers are employed, and they work through the night making the loaves. Men from the village of Santo Domingo Comaltepec are recognized as “master bakers” and most go to Oaxaca to work for the commercial bakeries at this time. Local neighborhoods also bake bread, usually in beehive-shaped brick ovens specially constructed for the task.

In the Oaxaca area, three types of pan made for the celebration: ordinary bread (*pan corriente*), medium fine bread (*pan entrefino*), and fine bread (*pan de muertos fino*). All are shaped as a swollen oval (said to be the shape of one's soul), but have slightly different ingredients and decorations. The finest bread is made from the yolks of eggs, cinnamon, and sesame seeds, as well as flour, sugar, salt, yeast, and shortening. It is a pale lemon color when baked, and is the most expensive of the breads. The medium bread is similar, but whole eggs are used instead of just the yolks, and anise is substituted for cinnamon. Ordinary bread is made without eggs and does not rise very much. All breads are decorated with flour and water decorations as well as tiny human heads (*caritas*).



In other areas of Mexico, *pan de muertos* is baked in the shape of humans or animals and sprinkled with colored sugar. Each region of Mexico has its own variation of *pan de muertos*.

Other foods associated with the celebration include *mole* (a tomato, chili, and chocolate sauce usually served on turkey or chicken), chocolate, *conserva de calabaza* (a dessert sweet made with squash), *tamales*, and a variety of sweets made of white sugar, water, marzipan, and ground squash seeds which have been made into a variety of shapes. Fragrant herbs such as ginger, coriander, nutmeg, and *hierbita de olor* (oregano, thyme, and marjoram) are important. It is said that it is the smell of the flowers and the food which attracts the souls of the dead, so great care is given to use items which have a pleasant aroma.

All these foods are made and left for the dead to eat when they return to visit. After the celebration has ended and the dead are officially gone, the special foods can be enjoyed by everyone since the spirits have left the earthly part after they consumed the essence of the foods.

Further reading

Green, Judith Strupp

1969 Laughing Souls: The Days of the Dead in Oaxaca, Mexico. San Diego Museum of Man, San Diego, CA.

The following recipe is from: <http://www.inside-mexico.com/cocina3.htm> You are welcome to use the below recipe or find another version of Pan de Muerto.

Pan de Muerto ~ Day of the Dead Bread



1½ cups **Flour**

½ cup **Milk**

½ cups **Sugar**

½ cup **Water**

1t **Salt**

½ cup **Butter**

2 Packets **Dry Yeast**

4 **Eggs**

1t **Anise Seed**

4½ cups **Flour**

Instructions

- **Mix** all dry ingredients together except the 4 1/2 cups of flour
- In a small pan, **heat** the milk, the water, and the butter. **Add** the liquid mixture to the dry mixture.
- **Beat** well.
- **Mix** in the eggs and the first 1 1/2 cups of flour. **Beat**.
- Little by little **add** in the rest of the flour.
- **Knead** the mixture on a floured board for 10 minutes.
- Put the dough in a greased bowl and allow it to **rise** until it has doubled in size.
- **Punch** the dough down and reshape. On top put some strips of dough simulating bones, and a little ball (tear).
- Let it **rise** another hour.
- **Bake** at 350° F for about 40 minute

Glaze:

1/2 cup **Sugar**
1/3 cup fresh **Orange Juice**
2 tablespoons grated **Orange Zest**

- **Bring to a boil** for 2 minutes, then apply to bread with a pastry brush.
- **Sprinkle** on colored sugar while glaze is still damp.

Feliz Día de Muertos!



NOMBRE: _____

Periodo: _____

Día de la Independencia

Vocabulario:

la antorcha – torch

el grito – shout

el zócalo – main square

las fiestas patrias – patriotic holidays

el recorrido – run, journey

El Día de la Independencia occurs in September for many of the Spanish – speaking countries in the Americas. Mexico celebrates on September 15 and 16, with the *Grito de la Independencia*, music, fireworks, and parades. The first *Grito* occurred at dawn on September 16, 1810, when Padre Miguel Hidalgo de Costilla called to the people of Dolores, Mexico to rise up against the Spanish crown. That rebellion led to the Mexican War of Independence. The people fought for eleven years before they finally won their freedom. Now, on the night of September 15th, the president of Mexico commemorates el *Grito* by ringing a bell, proclaiming ¡Viva México! and waving the Mexican flag from a balcony above the *Zócalo*.

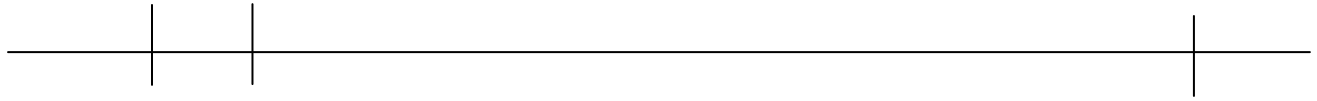
Just two days later, on September 18, 1810, Chile declared its independence from Spain. Today Chile celebrates the date during a week of *fiestas patrias* that include parades, rodeos, dance competitions, and special foods.

Eleven years later, on September 15, 1821, a large part of Central America also proclaimed its independence from Spain, becoming El Salvador, Nicaragua, Guatemala, Costa Rica, and Honduras. These countries celebrate their independence on the 14 and 15 with a focus on students: parades, assemblies, and sports competitions. *El recorrido de la antorcha* is a tradition where runners carry a flaming torch through Guatemala, El Salvador, Honduras, Nicaragua, Guatemala and Costa Rica. This is a reenactment of the messengers who brought the word of independence to the various Central American provinces belonging to Spain. It took the message bearers a month to bring the word of independence through the jungles of Central America.

The torch starts in Guatemala on September 1 and spends an average of three or four days traversing each country, passing through the hands of hundreds of thousands of Central American school children, politicians and national celebrities before arriving in Costa Rica on September 14.

Information from: <http://www.eht.k12.nj.us/~sazonovj/Cultura/Independencia/Independencia.html>

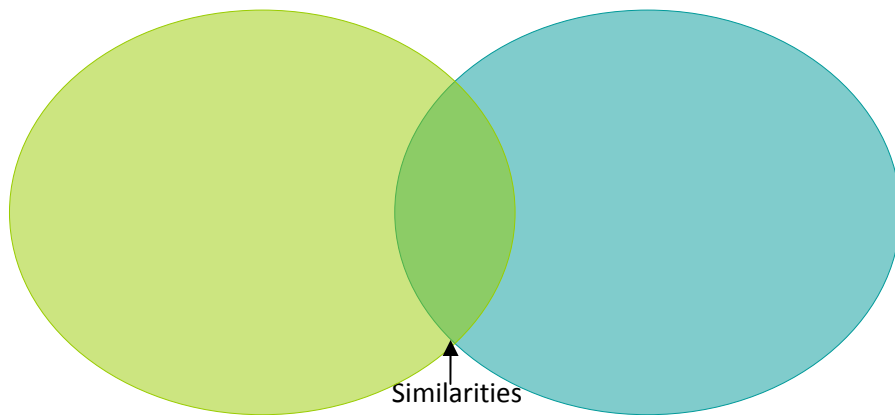
Fill in the timeline with the historical dates (day & year) of the Independence of the different Spanish speaking countries in the Americas.



Refer to the reading on the other side: Compare the way that Americans celebrate Independence Day with the celebrations in Mexico and Central America. Write at least 2 differences in the separate circles and in the joining circles include 2 similarities.

América Central y México

Los Estados Unidos



La Independencia de México

el sacerdote – priest

el amigo - friend

españoles – Spaniards

mexicanos – Mexicans

la tierra – land

la iglesia – church

independencia – independence

la gente – people

triste – sad

suenan - rings

la campana – bell

lucha – fights

muere – die

gana – win

juntar – to unite

quiere – wants

para – in order to

Traduce al inglés:

1. El sacerdote, Padre Miguel Hidalgo, es un amigo de la gente mexicana.

2. Los españoles tienen control de la tierra de México. La gente mexicana quiere control de la tierra e* independencia de España. * The word “y” before the letter i becomes “e”

3. La gente y el sacerdote están tristes porque no tienen tierra.

4. Padre Hidalgo suena la campana en la iglesia para juntar la gente de México.

5. Padre Hidalgo y los mexicanos gritan “¡Viva México!”

6. Los mexicanos luchan contra (against) los españoles.

7. Los mexicanos ganan la independencia de España. Los mexicanos gritan “¡Viva México! Viva la independencia!”

8. Padre Hidalgo muere en la lucha. Los mexicanos están tristes. Padre Hidalgo es el padre de la Independencia de México.

ON THE OTHER SIDE - Mexican Independence Day Story - Draw a picture for each sentence and COLOR the pictures!

| | |
|--|--|
| <p>El sacerdote, Padre Miguel Hidalgo, es un amigo de la gente mexicana.</p> | <p>Los españoles tienen control de la tierra de México. La gente mexicana quiere control de la tierra e independencia de España.</p> |
| <p>La gente y el sacerdote están tristes porque no tienen tierra.</p> | <p>Padre Hidalgo suena la campana en la iglesia para juntar la gente de México.</p> |
| <p>Padre Hidalgo y los mexicanos gritan "¡Viva México!"</p> | <p>Los mexicanos luchan contra los españoles.</p> |
| <p>Los mexicanos ganan la independencia de España. Los mexicanos gritan "¡Viva México! Viva la independencia!"</p> | <p>Padre Hidalgo muere en la lucha. Los mexicanos están tristes. Padre Hidalgo es el padre de la Independencia de México.</p> |

1. El sacerdote, Padre Miguel Hidalgo, es español.
2. El sacerdote es un amigo de los mexicanos.
3. Los españoles tienen control de México.
4. Los mexicanos quieren control de México e independencia de España.
5. Los mexicanos y el sacerdote están tristes porque no tienen control de México.
6. Padre Hidalgo pega la campana en la iglesia para juntar los mexicanos.
7. Padre Hidalgo grita "¡Viva México!"
8. Los mexicanos gritan "¡Viva México!"
9. Los mexicanos luchan con los españoles.
10. Los mexicanos ganan la independencia de España.
11. Los mexicanos gritan: "¡Viva México! ¡Viva la independencia!"
12. Padre Hidalgo muere en la lucha.
13. Los mexicanos están tristes.
14. Padre Hidalgo es el padre de la independencia de México.

Arthouse Activity: How to Make Papel Picado

You will need:

1. A supply of tissue paper, pre-cut to letter size (i.e. 8 1/2" by 11")
2. Scissors
3. Small hobby knife (recommended, but not mandatory. If you use a razor knife, you will need something to cut against. We recommend discarded magazines or catalogs. Remember to observe every safety precaution.)
4. Arthouse (for presenting the finished artwork)

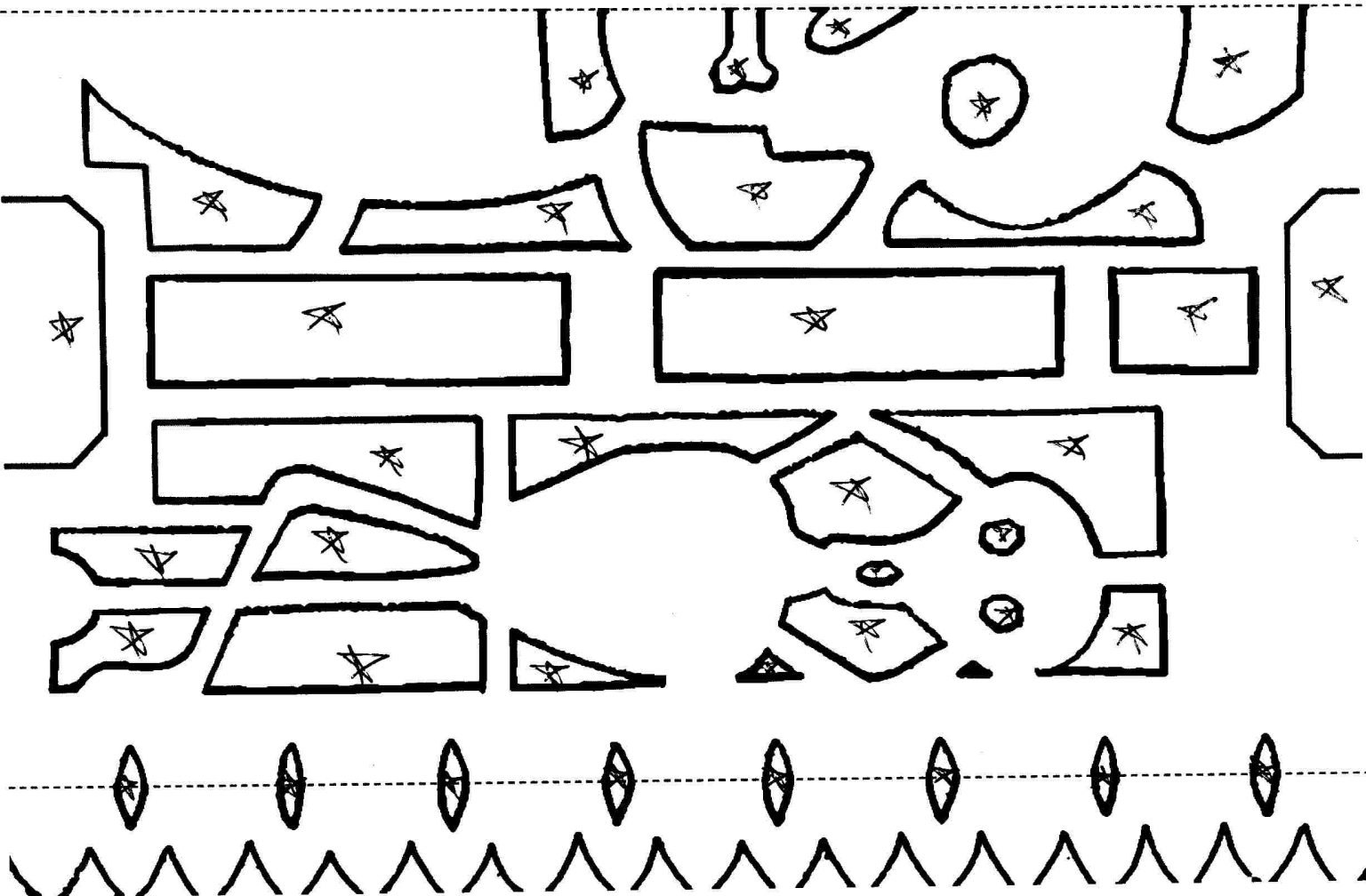
Overview:

There's a trick to making tissue paper "papel picado"! Since tissue paper is thin and fragile, it's easiest to cut it if you sandwich it inside regular paper. Not only is the regular paper stiffer, but it also provides a convenient surface to plan your designs.

Instructions:

1. Carefully crease this piece of paper right down the middle (along the dotted line). The crease must be flat and straight. Make sure these instructions appear on the outside.
2. Crease the tissue paper right down the middle too.
3. Assemble the tissue paper and this sheet of regular paper like you're making a book. You can use two or three pieces of tissue paper if you like, but they must be placed one inside another, and this cover sheet must be on the outside like a book's cover.
4. Notice how there's a second dotted line on the pattern. Make a straight, neat crease down this dotted line. The second crease helps to hold the pages of the book tightly together.
5. Carefully observe the pattern on the back cover of the newly assembled "book". Note how there are "islands" in the design (e.g. the skull's eyes). Many people find it helpful to mark or lightly shade these islands of paper with a pencil. Islands will be cut away and discarded.
6. Take a minute to extend lines across the margin to the edge of the paper. Cuts that start at the edge of the paper or along the crease are easy to cut with scissors.
7. Okay... you're ready to begin cutting out your papel picado! Be careful. Make sure that your cuts don't leave the lines on the pattern.
8. If you're cutting with a hobby knife, make sure you always have an old magazine or catalog as a working surface. The idea is to cut right through all layers of tissue paper and pattern into the working surface below. If the surface below becomes too rough, tear away a few magazine pages to get a new working surface.
9. As with most art, it takes practice, so don't get discouraged.
10. When you're all done cutting, flatten creases carefully before removing the cover. The individual sheets of tissue will be very fragile.
11. Have fun creating your own designs.
12. Display your papel picado artwork in Arthouse!

For many more lesson plans and activities, visit: www.storyboardtoys.com



cut out
white shapes



Milagros: Miracles



Milagro means miracle. *Milagros* (which are also called ex-votos) are tiny silver or gold shapes that are used as offerings, much like candles are used in Catholic churches. They are given symbolically to a saint by someone looking for a miracle. The person in need comes to church with a prayer or a request for assistance, or to give thanks for a prayer fulfilled. The worshipper then places or pins the *milagro* on the image of the saint in the church. Milagros are used in Peru, Mexico, and other parts of Latin America, as well as in parts of the United States, to offer prayers and wishes to the saints.

Traditional *milagros* are medals in the shape of body parts, animals, and people, but they can be of almost anything. In this activity we will use *milagros* to symbolize our desire for either how we want our future job to be, how we want our future love to be or what we want our family, friends and ourselves to do this summer.

Traditional Milagros shapes and meanings:

Heart = love

Hand = sharing or helping

Arm = strength or work

Foot = your journey

Head = wisdom

Fish = plentiful food

Eyes = someone who cares and who will watch over you

What you need:

Mechanical pencil

Pen

5 x 2 ½ piece of aluminum foil

2 ½ x 2 ½ piece of paper

Hole punch



What to think about:

Read the following 3 questions and choose which one you would like to write about and create a symbol for.

1. ¿Cómo quiero que sea mi futura profesión?
2. ¿Cómo deseo que sea mi futuro amor?
3. ¿Qué espero que hagamos mi familia, mis amigos y yo este verano?



Writing:

You will write 3 sentences about the topic you chose to reflect on being sure not to repeat your indicator. Here are some indicator options:

Ojalá que

Deseo que

Quiero que

Espero que

Prefiero que

Also do not repeat your second verb (in the subjunctive). So don't use the verb "ser" for example all 3 times, switch it up.



What to do:

1. Decide which question you would like to respond to in regards to a future desire. Think of a symbol that can represent this desire. Maybe you prefer your future love will be athletic; you could use an image of a football. Maybe you want your family and you to go fishing this summer, you could draw an image of a fish. Maybe you hope your job will be in Costa Rica working with turtles, you could draw a turtle or the shape of Costa Rica. Be creative!
2. Cut a 5 x 2 ½ inch piece of aluminum foil
3. Fold the piece in half to create a square
4. Smooth out the piece of foil by rubbing a ruler on it
5. Fold over a narrow border on all four sides and smooth out with a ruler
6. With a mechanical pencil (or sharp pencil), draw your symbol
7. Use the end or the cap of a pen to emboss (raising) the symbol by rubbing the inside of the shape. The more you rub, the more raised it will be (just don't tear it!). When you flip over the piece of aluminum you will see it is raised. Using the eraser of a pencil is a good way to smooth out your embossing.
8. Use the pencil to create additional details around the symbol (lines, dots, swirls, etc.)
9. Once finished creating your milagro, cut out a 2 ½ by 2 ½ piece of paper.
10. Write 3 sentences about your desire related to your symbol that are based on the question you chose to write about. Be sure to begin writing low enough so when you hole punch the top you don't punch out your sentences. Do not repeat the same indicator (for example, don't use Quiero que.... for all 3 sentences).
11. Include your name on the paper.
12. With a glue stick, glue the paper to the back (the unraised side) of your milagro.
13. Hole punch the top of your milagro and hang on the class string.



Pictures from: <http://www.zanzibartrading.com/MexicanMilagros.htm>

Information about Milagros from: [A Kid's Guide to Latino History](#) by Valerie Petrillo

La Navidad

Throughout December and into January the festive spirit of **Navidad** (Christmas) reigns in Spain, Mexico and other Latin American countries.

December 16th is the beginning of **Las Posadas** (literally the inns/lodgings), the traditional pageant re-enacting Joseph and Mary's search for shelter before the birth of Jesus. Las Posadas is celebrated chiefly in Mexico and Guatemala and begins nine days before Christmas and ends Christmas eve because according to tradition it took nine days for Joseph and Mary to travel to Bethlehem .

By December 24th, **La Noche Buena** (Christmas Eve), the festivities are in full swing. Families attend **Misa de Gallo** (Midnight Mass literally Rooster Mass). After midnight mass families have a huge Christmas feast and sing Christmas carols. The baby Jesus is added to the **nacimiento** (manger scene) on **Noche Buena** and never before.

The twelve days of **Navidad** begin on **Navidad Day**, December 25th and end on the Twelfth Night, January 5th . The day for gift giving isn't **Navidad**, but on January 6. **Navidad** may be spent at church, at feasts and some families exchange gifts as well (and then again on Three Kings Day!).

For Spain and Mexico, December 28th is **Día de los Inocentes** (Day of the Holy Innocents) which is a religious holiday named in honor of the young children who were slaughtered by order of King Herod around the time of Jesus' birth. Today the religious aspect has been almost forgotten and it is a festive version of our April Fool's Day. Practical jokes are rampant and anything loaned on this day is considered an outright gift. The joker cries "'i*Inocente!*" (*Innocent!*)" when playing a prank/joke.

December 31st is **Nochevieja** (New Year's Eve). Americans will feel right at home with the dancing, firecrackers and noisemakers at midnight, and a kiss from your partner. In Spain and Mexico people eat one grape for each sounding of the bell. The 12 grapes symbolize 12 months of prosperity, since this is a fruit that never grows alone, but in clusters. Each grape represents a wish for each month of the coming year.

Navidad celebrations are still not finished yet! On January 6th, traditionally the last day of the Christmas season, **Día de los Santos Reyes** or **Día de los Tres Reyes Magos** (Day of the Wise Men) is celebrated. This day commemorates the Three Wise Men, Melchior, Gaspar and Baltazar, who followed the star to Bethlehem, bringing gifts of gold, frankincense and myrrh to Jesus. Before going to bed January 5th, the children place their old shoes or a box filled with grass or hay out for the camels along with a wish list on top

for the Three Kings. They also might leave water for the camels and something to eat and drink for the Three Kings. In the morning there are presents inside and outside the shoes or box from the Three Kings.

On **Día de los Santos Reyes**, families also eat **rosca de reyes** or **roscón de reyes** (wreath of kings/king cake). This circular pastry is served only on this day and inside every rosca is a surprise - a tiny figure of baby Jesus. The baby Jesus, when hidden in the bread, represents the flight of Jesus, fleeing from King Herod's evil plan. When the cake is served, no one knows who will get the baby. In Mexico, the person who finds the figure in his piece of **rosca** must give a dinner party of usually tamales and **atole** (a hot, sweet drink thickened with corn flour) or Mexican hot chocolate on February 2nd, **Día de la Candelaria** (Saint Candelaria Day). This day celebrates when baby Jesus was first presented at the temple. In Spain, the one who finds the figure will have good luck and is king of the party. In Spain, the **roscón** also has a **haba** (bean) hidden inside and whoever finds the bean has to pay for next year's **roscón**.

So, if you are invited to eat **rosca de reyes** on January 6th, watch out for the doll. In Mexico there is always lots of joking about anyone who might be too stingy to give the dinner in February - they might even be accused of swallowing the doll to get out of the responsibility! And if you get the little doll, don't be surprised on February 2nd when everyone shows up at your house for dinner!

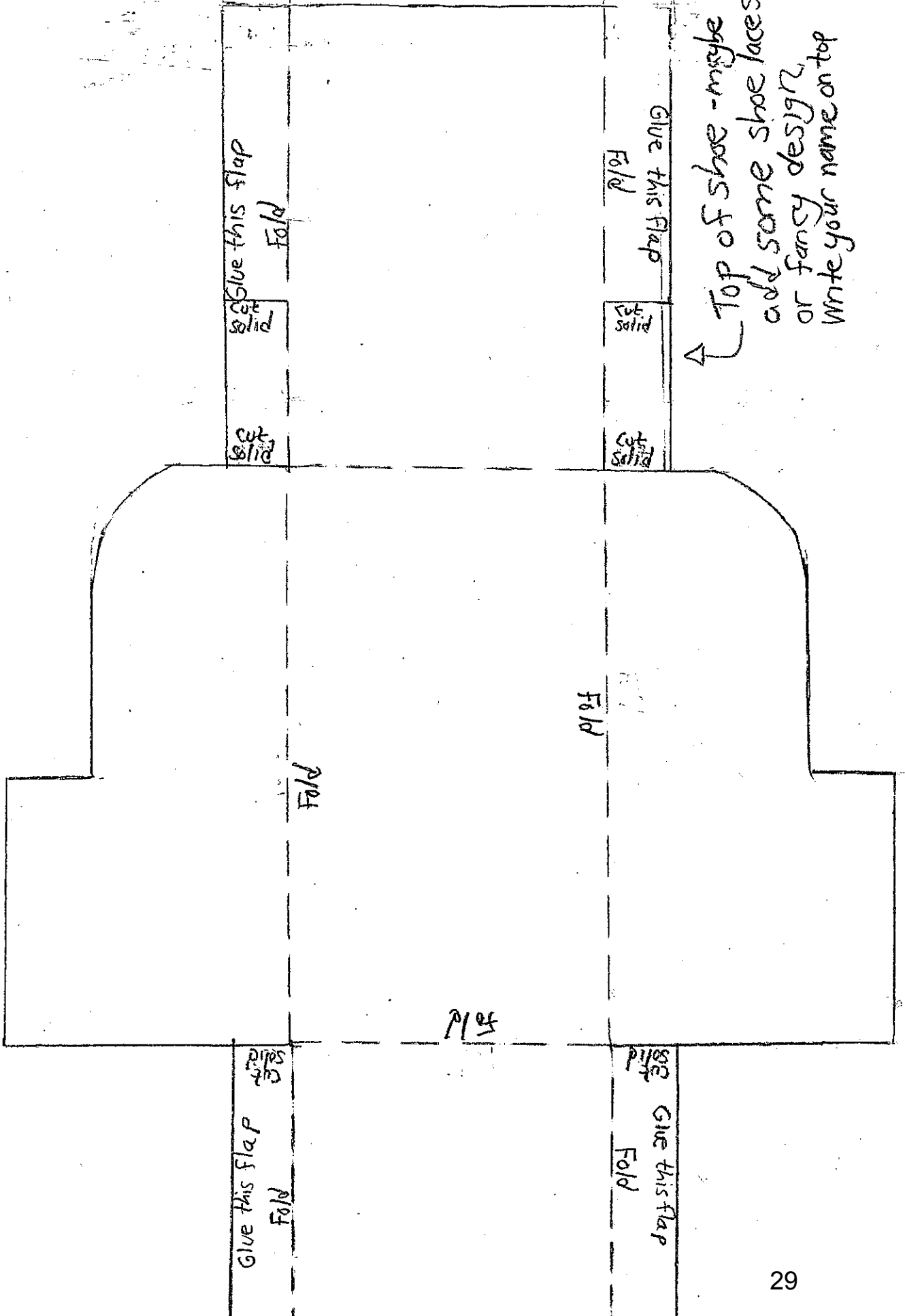
Information from:

Spanish Lingo for the Savvy Gringo by Elizabeth Reid, MA, DRe

El Dia de los Tres Reyes - Three Kings Day by [CasaQ](#) - A Culture. A Lifestyle.

TU Zapato para los Reyes

- 1) Color shoe
- 2) Cut along solid lines
- 3) Fold dotted lines
- 4) Glue flaps and assemble
- 5) Your shoe is ready for Los Tres Reyes Magos!



↑ Top of shoe - maybe
add some shoe laces
or fancy design
Write your name on top

Cascarones Teacher Notes

Cascarones Decorating Variations

Option 1: Students use permanent sharpie markers to decorate eggs. My instructions below include this option. This option is the least messy in class way to decorate eggs.

Option 2: Students dye eggs in class. You should set a dye station up prior to class. Cover table with tablecloth, have the eggs containers with egg dye already prepared, and have a pitcher filled with water to make it easier to replenish the holders as water gets low. You would call students to the station in groups of 4-5 and have them working on something else while waiting.

Option 3: Students paint eggs in class. They come to a painting station rather than dye station.

Option 4: Students add glitter in class. They come to a glitter station you have set up. They use elmers glue on the top of eggs and sprinkle glitter on egg.

Option 5: If you just don't have the time but still want to break cascarones in class, have students decorate their eggs any way they want at home.

Fiesta Day

After we make our cascarones, we have a fiesta day (students bring in food) and we break our cascarones. I do cascarones with Cinco de Mayo as it is a popular Mexican tradition for fiestas. You can have students make the cascarones the last day of school, for Semana Santa or for any fiesta. Since Cinco de Mayo not only celebrates the victory at the battle of Puebla but also is a day Chicanos have chosen to celebrate their Mexican culture and heritage, I like tying in a Mexican celebratory tradition. This leaves lasting memories for the students as they appreciate this fun tradition.

Before Cascarones Day

Students are assigned to bring 3 hollowed out eggs a few days prior to us making them in class. They are to hollow and wash out their eggs and bring them in a cut off egg carton or a container they never want to see again. You could have them decorate at home (they could dye, paint, or use permanent markers). They put their name and period on the container. I have a box for each period.

Supplies at Tables on Cascarones Day

At each group of 4-5 have scissors, elmers glue or gluesticks, tissue paper, and permanent markers (if decorating this way).

PROCEDURES:

- Have students grab eggs from boxes and sit in groups of 4.
- Have students decorate the eggs with sharpies.
- When finished decorating, students add confetti to the eggs. You can have them make their own using tissue paper (a little tricky as the paper sticks to the scissors) or colored paper or you can get paper from a paper shredder (add a few sheets of colored paper to shredder to give some color if you want) and have students use that.
- They use elmers glue or gluestick around bigger hole and place a small square piece of tissue paper over hole to cover it.
- They place their cascarones back in their containers and place back in box. They will be broken outside on fiesta day.

YOUR NAME: _____ (Turn in this rubric with your project)

Spanish Speaking Countries Project

There are 5 components to your grade. See below for details. Each component is worth 20% of your Project Grade.

TOTAL _____ / 100pts

Due Date: _____ **Country:** _____

You and your group are travel agents and your boss has asked you to present at the next Travel Agency Faire to groups of people. You are to choose a Spanish speaking country and make an informational poster, brochure and a food dish to sample. Your goal is to make others **WANT** (don't make it boring!) to travel with your travel agency to the country you are presenting!

Who is in your group? (Roles: Poster Producer, Brochures Creator, and Food Connoisseur)

| Name | Phone Number | Role |
|-------|--------------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

RUBRIC

GROUP GRADES:

Overall Appearance of Booth (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|--|---|--|--|
| Hardly any decorations, no tablecloth, booth not completely set up. Does not make country look interesting | Looks okay, lacking decorations and interest, and not much of a "Wow!" factor going on | Pretty good decorations, booth area looks somewhat put together, but lacking the Wow factor | Good decorations, table cloth included, booth set up, it has a "Nice" factor | WOW factor all the way! Table cloth & decorations are all included, booth nicely set up. I want to go visit! |

_____ x 2 = _____/20

Bibliography Page (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|---|--|--|---|---|
| Is this MLA format?...it is unrecognizable. 2 or less sources, or there are 3-4 sources but all are internet websites | Errors in the MLA format, at least 3 sources, but 2 are internet websites. | MLA format has mistakes and is missing some items, at least 3 sources are used and only 1 is an internet website | MLA is overall correct, may be missing a few items, at least 4 sources are used and only 1 is an internet website | MLA format correctly used, at least 4 sources and only 1 is an internet website, all sources are included |

_____ x 2 = _____/20

Brochure Creator

YOUR NAME: _____ (Turn in this rubric with your project)

INDIVIDUAL GRADES:

Research Checklist (20 pts)

RESEARCH DUE: _____

10 cool facts about the country – Things that make the country interesting to visit – BE SPECIFIC. The following are examples of NOT COOL: population, weather, size, capital etc.– COOL is stuff that MAKE people want to go visit.

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Cool Fact #1 | <input type="checkbox"/> Cool Fact #6 |
| <input type="checkbox"/> Cool Fact #2 | <input type="checkbox"/> Cool Fact #7 |
| <input type="checkbox"/> Cool Fact #3 | <input type="checkbox"/> Cool Fact #8 |
| <input type="checkbox"/> Cool Fact #4 | <input type="checkbox"/> Cool Fact #9 |
| <input type="checkbox"/> Cool Fact #5 | <input type="checkbox"/> Cool Fact #10 |

Tourism info

- Major tourist site #1 with 3 things to do
- Major tourist site #2 with 3 things to do
- Major tourist site #3 with 3 things to do

Other Important Details

- Create your own What to Pack List based on where/what you have your visitors doing
- Find the price of a Roundtrip Ticket from Austin

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|---|---|---|--|--|
| You have answered and documented at least 3 of the questions. | You have answered and documented at least 6 of the questions. | You have answered and documented at least 9 of the questions. | You have answered and documented at least 12 of the questions. | You have answered all questions and documented all of your research. |

_____ x 2 = _____ /20

Travel Brochure (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|--|--|---|---|
| Looks like it was thrown together 5 minutes prior to class, no color, hardly any info. It doesn't make me want to visit the country. | Looks okay, lacking information and color, and not much of a "Wow!" factor going on. | Pretty good brochure, it has color and information and some detail but lacking the "Wow!" factor. Only about half of the required information is included. | Good brochure, overall detailed and interesting but lacking some information or "curb appeal", it has a "Nice" factor. Includes most of the information required but missing a few items, pictures. | Awesome! WOW factor all the way! Detailed, interesting, colorful and informative. I want to go visit! Includes 10 cool facts, travel costs, places to visit, what to bring list and pictures . |

_____ x 2 = _____ /20

2-3 Minute Presentation (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|---|--|---|--|
| Hmmm...not much of a presentation... is not informative & way too short. Not prepared. | The presentation is really short: 1 minute and it isn't very informative. Looking at poster/brochure. | The presentation is less than 2 minutes and it is missing a lot of information and it is not very interesting, the speaker is looking at the poster/brochure rather than the audience. | The presentation is overall pretty engaging and informative but it lacks some required information and it is less than 2-3 min, also the speaker occasionally looks at the poster/brochure rather than at the audience. | The presentation lasts 2-3 minutes and is engaging and includes all required information (researched information). The speaker looks at the audience, not the poster/brochure. |

_____ x 2 = _____ /20

Poster Producer

YOUR NAME: _____ (Turn in this rubric with your project)

INDIVIDUAL GRADES:

Research Checklist (20 pts) RESEARCH DUE: _____

Flag information

- What is the history of the flag? What do the colors/symbols represent?

Regional facts

- Where is the country located? (Give details!) How big is the country?
 What is the weather like? What is the capital city?

The people

- What are they like/what do they value? What languages do they speak (more than Spanish/French?)?
 EXPLAIN how they celebrate/ what they do for THREE traditions/holidays. What do they like to do (hobbies)? – EXPLAIN at least 3!

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|---|---|---|---|--|
| You have answered and documented at least 2 of the questions. | You have answered and documented at least 3 of the questions. | You have answered and documented at least 6 of the questions. | You have answered and documented at least 9 of the questions. | You have answered all questions and documented all of your research. |

_____ x 2 = _____ /20

Visual Poster (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|---|--|---|---|
| Looks like it was thrown together hurriedly, no color, hardly any info. It doesn't make me want to visit the country. It doesn't have any pictures and no information. | Looks okay, lacking information and color, and not much of a "Wow!" factor going on, it is missing most pictures, paragraphs are just thrown on the poster. | Pretty good poster, it has color and information and some detail but lacking the "Wow!" factor. Includes too information rather than clear easy to read points that can be seen at a glance, missing pictures. | Good poster, overall detailed and interesting but lacking some information or "curb appeal", it has a "Nice" factor. It is missing some pictures and the information is not easy to read. | Awesome poster! WOW factor all the way! Detailed, interesting, colorful and informative. I want to go visit! Includes information that is quick and easy to read, no long paragraphs, includes pictures of map, money, flag and other interesting pictures. |

_____ x 2 = _____ /20

2-3 Minute Presentation (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|---|--|---|--|
| Hmmm...not much of a presentation... is not informative & way too short. Not prepared. | The presentation is really short: 1 minute and it isn't very informative. Looking at poster/brochure. | The presentation is less than 2 minutes and it is missing a lot of information and it is not very interesting, the speaker is looking at the poster/brochure rather than the audience. | The presentation is overall pretty engaging and informative but it lacks some required information and it is less than 2-3 min, also the speaker occasionally looks at the poster/brochure rather than at the audience. | The presentation lasts 2-3 minutes and is engaging and includes all required information (researched information). The speaker looks at the audience, not the poster/brochure. |

_____ x 2 = _____ /20

Food Connoisseur

YOUR NAME: _____ (Turn in this rubric with your project)

INDIVIDUAL GRADES:

Research Checklist (20 pts) RESEARCH DUE: _____

Agricultural and food facts

- What do they produce/grow?
- Give me 3 typical recipes (dishes/drinks) they make – what is in them?
- What kinds of foods do they eat?

Recipe

- Find a recipe that you will make for others to sample

Find information about the dish:

- When is the food eaten? (breakfast, lunch, holidays, etc.)
- What are the ingredients?
- What is the history to the food?

History of country

- Were they controlled by other countries? Does this explain why they speak Spanish/French?
- What form of government did they have and have now? - Explain what this means

Economics

- What monetary unit is used?
- How much of their money equals \$1 US dollar?

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|--|--|---|--|
| You have answered and documented at least 1 of the questions and/or have not printed pictures nor typed the bib. | You have answered and documented at least 2 of the questions and/or have not printed pictures nor typed the bib. | You have answered and documented at least 4 of the questions and/or have not printed pictures for the poster nor typed the bibliography. | You have answered and documented at least 6 of the questions as well as printed pictures for the poster and typed the bibliography. | You have answered all questions and documented all of your research as well as printed pictures for the poster and typed the bibliography. |

_____ x 2 = _____ /20

Food sample with table tent (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|---|---|--|--|---|
| Food is okay but it isn't very authentic, no table tent is included | Food is okay but it isn't very authentic, a sloppy table tent is included, looks like it was thrown together right before class | Food is okay and is authentic, a table tent is included but only the name is listed and/or it is not typed | Food is pretty good and is authentic, a table tent is included that is typed with a picture but not much info is included. | Food is awesome and authentic and an informative and decorative table tent is included that is typed, with a picture of the food and details such as what is in the food, the origins of the recipe, etc. |

_____ x 2 = _____ /20

2-3 Minute Presentation (20 points)

| 1-2 | 3-4 | 5-6 | 7-8 | 9-10 |
|--|---|--|---|--|
| Hmmm...not much of a presentation... is not informative & way too short. Not prepared. | The presentation is really short: 1 minute and it isn't very informative. Looking at poster/brochure. | The presentation is less than 2 minutes and it is missing a lot of information and it is not very interesting, the speaker is looking at the poster/brochure rather than the audience. | The presentation is overall pretty engaging and informative but it lacks some required information and it is less than 2-3 min, also the speaker occasionally looks at the poster/brochure rather than at the audience. | The presentation lasts 2-3 minutes and is engaging and includes all required information (researched information). The speaker looks at the audience, not the poster/brochure. |

_____ x 2 = _____ /20

Los días festivos y la comida

La fiesta en clase es _____

Your group has been assigned to a holiday in a Spanish speaking country in which you need to find a popular food prepared for this holiday. You will be presenting information about how the holiday is celebrated in that country and sharing a popular food eaten on this holiday to the class.

Los días festivos: Mark the holiday your group has been assigned to. I have already listed a food that is popular for this holiday. You may make this food or find another food that is popular for this holiday.

*You MUST get prior approval of what you will make and no group will make same item so if you another group has your same holiday be aware.

_____ *el Día de los Reyes Magos (España) (roscón)*

_____ *la Semana Santa (España) (torrijas)*

_____ *las Posadas (México) (ponche navideño)*

_____ *la Navidad (Chile) (pan de Pascua)*

_____ *el Cinco de Mayo (México) (buñuelos)*

_____ *la Navidad (Puerto Rico) (budin or tembleque)*

On the day of our fiesta, you need to have the following ready:

- The prepared food ready for the class to eat (there are about 31 students in this class). Be sure the food is edible and the presentation of food is nice.
- A small nicely prepared table tent with the food's name and a few sentences describing the food IN SPANISH. Nice colors and typed or nicely printed.
- A prepared presentation with information about the holiday. You will be graded on if your presentation includes the 1) history, 2) the traditions, and a 3) comparison of this holiday to holiday(s) in the United States. Your presentation needs to last 2-3 minutes and you need to be sure you cover all three components. This presentation can be in English. You will want to bring in note cards to guide you as you speak to the class.
- A printed out picture (with website citation) of one of the traditions of this holiday to show classmates during presentation.

Assign group roles: Each person has to have a role!

Ideas of roles: purchase food, prepare food, create table tent, prepare presentation, print picture, present to class, bring utensils, cups, etc.

Note: You will most likely want to assign more than one person to purchase and prepare food depending on the complexity of the recipe. Also, you will want more than one person to prepare the presentation as you need to research information.

| Name | Phone Number | Role |
|------|--------------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |

Los días festivos y la comida

Criterios Evaluativos

Nombres: _____

El día festivo: _____

| |
|---------------|
| GRADE: |
|---------------|

Comida

| 3 | 2 | 1 |
|---|---|--|
| The food is presentable, edible and authentic. This food is eaten on this holiday by the people of the country the group was assigned to. | The food is not very presentable but still edible and authentic. This food might be eaten by the people on this holiday but it is not very certain. | The food isn't presentable and it might not even be edible. The recipe isn't authentic either. The food isn't eaten by the people on this holiday. |

_____ x 10 = _____/30

Table Tent

| 3 | 2 | 1 |
|---|---|--|
| The table tent is in SPANISH and is very nice and presentable. It includes information about the food and the name of it. The font is large enough for others to read and it is eye catching to entice others to read about the food. | The table tent is in SPANISH and is somewhat nice but a bit sloppy. It includes some information about the food. There is too much or too little written on it and the font is too small. It really doesn't entice others to read about the food. | The table tent is sloppy and/or not in SPANISH. It looks like it was done a few minutes before class. The font is sloppy and hard to read and does not include the name and information. |

_____ x 10 = _____/30

Presentación

| 3 | 2 | 1 |
|--|--|---|
| The presentation lasts between 2-3 minutes. The speaker is definitely prepared and includes information about the 1) history, 2) traditions and 3) compares this holiday to holiday(s) in the U.S. | The presentation doesn't quite last 2-3 minutes or lasts too long and is missing one of the required parts (history, traditions, comparison to U.S.) | The presentation is way too short or too long and doesn't really inform the class about this holiday. The presentation is missing two or more of the required parts (history, traditions, comparison to U.S.) |

_____ x 10 = _____/30

Foto

| 2 | 1 | 0 |
|---|--|---|
| A printed out photo is included portraying one of the traditions of this holiday. There is a website citation included. | A printed out photo is included. It is missing the website citation. | There is not photo or the photo does not portray a tradition of this holiday. |

_____ x 5 = _____/10

Mi nombre es _____ Mi compañero se llama _____

Nuestro país es _____ Presentamos el _____ de mayo

This is a quiz grade!

**Proyecto de Países
Animoto Country Commercial**

Your presentation must include the following:

- ✓ **30 pts PREGUNTAS** – Answer the 10 questions in detail in SPANISH. All sentences need to be complete sentences. *3 pts each question.*

- ✓ **40 pts COMERCIAL** – Using the Animoto Commercial Planning Page, you will create a commercial highlighting the main things from the questions and anything else you want. You will include at least 10 pictures with 10 captions and Latin music. The commercial cannot be longer than 2 minutes. *2 pts for each caption/picture.*

- ✓ **20 pts COMIDA** - We not only want to be able to get a feel of your country through your commercial but we want to get a real taste of this country. **Make** a popular dish from your country to give out as samples and include the recipe. This means no bringing candy, fruit, etc from the grocery store you picked up right before class. You **MAKE** it! Cut food into bite sized pieces and bring appropriate supplies (plates, napkins, etc.) for students to enjoy it. You will pass out your food samples prior to showing your commercial. **YOU MUST GET YOUR RECIPE PREAPPROVED BY ME!** *15 pts food / 5 pts supplies*

- ✓ **10 pts WEBSITES USED PAGE** – list the websites you got pictures and information from. You will have around 10 – 20 websites. If using Google to search images, don't cite Google (this is just a search engine) but the actual website the picture is from.

✓

PREGUNTAS - ORACIONES COMPLETAS EN ESPAÑOL

1. ¿Dónde está el país? ¿Qué es la capital?

2. ¿Cómo se llama el dinero del país? ¿Cuánta moneda (currency) es un dólar en los EEUU?

3. ¿Cuáles son dos dichos (expresiones) específicas del país? ¿Qué significa en inglés?

4. ¿Qué son dos ciudades interesantes/famosos en el país? Explica por qué.

5. ¿Dónde hay 2 lugares turísticos? ¿Qué puede hacer un turista (tourist)?

6. ¿Qué son dos comidas típicas en el país? (cultural foods) ¿Qué tienen las comidas (los ingredientes)? (Ejemplo: azúcar, manzanas, etc.)

7. ¿Qué cosas producen el país? Dime dos.

8. ¿Qué es un día festivo (holiday) especial en el país? ¿Qué hace la gente en la fiesta?

9. ¿Qué es el deporte más popular en el país o un deporte diferente?

10. ¿Qué es algo especial de la cultura del país? (Describe something you haven't already mentioned)

Animoto Instructions **www.animoto.com**

You will be give a specific number to include here



1. Create account with email that Profesora gives you. It will be hansonespagnol+ @gmail.com
2. Include the promo code also, this allows you to create videos longer than 30 seconds
3. Once account is created, click top right *Create Video*. Choose a style you like.
4. Change to a Latin song by choosing Full Music Library and typing Latin in search.
5. Add text boxes and pictures, you can drag the text and pictures around to reorder them later.
6. To insert picture, you need to have already saved the picture to your desktop (do this by right clicking picture and clicking Save As, then save to desktop). You click upload pictures and browse for picture.
7. For text, don't worry about Header vs. Text, just start typing in Header line and continue on to Text line. When video is produced the words on Header line will just be a little bigger than those on Text line.
8. Remember think "**Commercial**"! Keep your text short and to the point and pictures interesting.
9. When finished with video, click *Produce Video*. A preview will show and if you like it, then click *Produce* and wait while it produces (it takes a few minutes).
10. When video is produced, at top right hand corner, click *Share*, then *More Options*, then *Email the Link*. Email commercial to: desiree.hanson@dsisd.txed.net
11. You are now done with your commercial!

Animoto Setting Up How To

Go to: <http://animoto.com/education/> Apply for an Educator account. They will send you a promo code to use when registering student accounts. This allows the students to create videos longer than 30 seconds

To set up your students' accounts...

1.) You can set up your students' dummy accounts by registering one e-mail address at gmail.com. The "dummy" account trick doesn't work with most other e-mail domains. Please note that you only need to set up one email address with Gmail.

2.) Once you have that original email address registered at gmail.com, you may then use your six-month free subscription code to register your students at Animoto by entering the email addresses in the registration form. Make sure to enter the code where it says "promo code". You may not, and must be sure the student does not, provide any student's personally identifiable information to Animoto at any time, including when establishing student accounts. Please remember that you are responsible for supervising the use of your students' accounts in the classroom, and ensuring it complies with the Animoto for Education Terms of Use.

Here's a link to the registration form:

For example, if you registered emailaddress@gmail.com at Gmail, you'd register the following e-mail addresses at Animoto:

emailaddress+1@gmail.com

emailaddress+3@gmail.com

emailaddress+2@gmail.com

emailaddress+4@gmail.com

emailaddress+5@gmail.com

A few notes about dummy email addresses:

- The plus sign in the email address **is** necessary. emailaddress+1@gmail.com will redirect to emailaddress@gmail.com, but emailaddress1@gmail.com will not redirect to emailaddress@gmail.com.

- Do not actually register emailaddress@gmail.com - that's just an example. Create your own unique email address on Gmail, such as Classroom4B@gmail.com, or MrsOrrHomerom@gmail.com.

- All activity at our website under these accounts will be sent to your original, derivative e-mail (i.e. emailaddress@gmail.com). This way, you'll be able to give each student a unique Animoto account, while also being able to monitor their account's activity.

- Your students may use their own email addresses if that is easier. However, we do not currently have a way for you to monitor your students' activity if the students use their own email addresses. Also, we are unable to provide support for those teachers who choose not use the dummy account system.

- If your students are under 13, register the accounts with your information. This way, you'll be responsible for the conduct of the account user.

https://animoto.com/sign_up



San Sebastián, España

¿Quién es? Álex Ubago nació en Victoria, España y cuando tenía cuatro años, su familia y él se trasladaron (moved) a San Sebastián, España. A los 15 años escribió su primera canción. En 2001, cuando tenía 22 años grabó su primer disco *¿Qué pides tú?*.

Allí Estaré de su segundo disco *Fantasía o Realidad* (2003)
Escucha la canción y llena los espacios en blanco

Escucha la ciudad, y siente su respiración,
a fuera una verdad te espera junto a la estación...

Un viaje diferente, que sólo tu _____, volar sin despegar...
¡que bueno si no hiciera tanto mal!

No pienses que me _____, no pienses que te _____
Tirado en cualquier parte, vencido, si saber que hacer, ¡oh no!

Yo allí _____, allí _____ para darte confianza,
allí _____, allí _____, para gritar si te hace falta...

Escucha la ciudad, y siente su respiración
Afuera la verdad de un nuevo día nace hoy..

Y nace una ilusión, y nacen cosas que te _____ brillar,
y si algún día tu voz se pierde, y no la puedes encontrar,
no pienses que me _____, no pienses que te _____;
viviendo _____ la ayuda que te _____ vencer, y yo...

Yo allí _____, allí _____ para darte confianza,
allí _____, allí _____, para gritar si te hace falta...

una vida presa en una cárcel de miradas,
y si te faltan fuerzas, o si la vida te rechaza, yo...

Yo allí _____, allí _____
para darte confianza
allí _____, allí _____
para gritar si te hace falta...
¡No!...¡no!...¡no!...¡oh, oh!



Analiza la Canción:

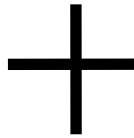
The verbs I filled in are conjugated in the _____ thus they talk about _____ actions.

It is easy to form. The pattern I see is write the _____ then add an ending.

You form the _____ by:

Writing the

Writing the endings



I will.....

You will....

He/She/You formal will....

We will...

They/Y'all will...

Look back at the song and fill in the blanks below. Then translate to English

sólo tu conocer_____

Traduce: _____

Yo allí estar_____

Traduce: _____

no pienses que me ir_____

Traduce: _____

As always there are irregulars, look back at the song and fill in the blank, then translate

nacen cosas que te _____ brillar (shine) Traduce: _____

The following verbs don't use the infinitive instead a future stem but all endings are the same as the regulars!

Caber (to fit) cabr____, Decir (to say/tell) dir____, Hacer (to have) har____, Poder (to be able to) podr____, Poner (to put) pondr____, Querer (to want) querr____, Saber (to know) sabr____, Salir (to leave) saldr____, Tener (to have) tendr____, Valer (to be worth) valdr____, Venir (to come) vendr____

¡Te Toca a Ti! Escribe cinco oraciones de que harás este verano.

1. _____
2. _____
3. _____
4. _____
5. _____

¡Habla con tu compañero! Dile lo que harás este verano.

Instrucciones: Mientras escuchas la canción, llena los espacios con la forma correcta del verbo. Circula ‘S’ si el verbo está en el subjuntivo e ‘I’ si el verbo está en el indicativo.



Cambios ortográficos

- -car → -que
- -gar → -gue
- -zar → -ce



Ya te vi

Me estabas mirando desde lejos

No te conozco

No sabes quien soy

Sin embargo, algo se mueve bien adentro

Es el bom bom bim bom bim bom de mi corazón

Solo falta que _____ (acercarse) (S / I) y _____ (presentarse) (S / I) ante ti

Que te _____ (tomar) (S / I) de las manos y me _____ (empezar) (S / I) a sentir

Cuando _____ (escuchar)(S / I) de mis labios lo que te _____ (querer)(S / I) decir un momento para decirte

(coro)

Que quisiera que _____ (bailar) (S / I) conmigo

Que nos _____ (conocer) (S / I)

Seguro que nos _____ (ir) (S / I) a gustar

Si tú te acercas a mí despacito

Sabrás que en tus sueños siempre ha sido yo

Y yo yo yo

Reflexiones

¿En esta canción, cuándo se usa el subjuntivo?

¿Por qué dice quisiera en vez de quiero?

¿Qué es la onomatopeya? Subraya un ejemplo de onomatopeya en esta canción.

Piensa en 3 ejemplos más de onomatopeya en español.

Try a Salvadoran Street Food

Street vendors in El Salvador and in Salvadoran American neighborhoods sell green mango slices seasoned with lime, salt, and ground pumpkin seeds. It's a tropical treat!

3 servings

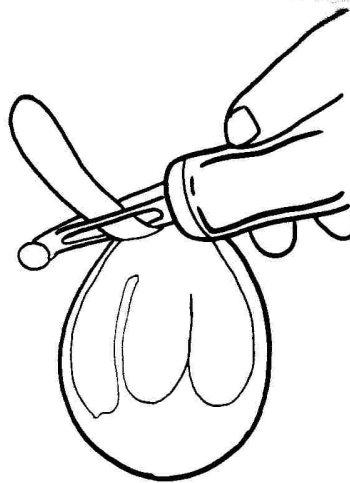
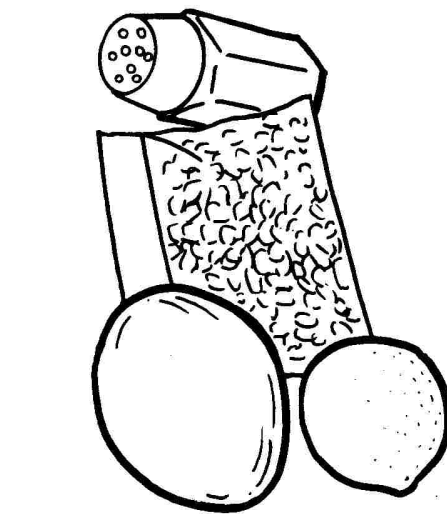
What You Need

Adult Supervision Required

- Vegetable peeler
- 1 green mango
- Sharp knife
- Serving plate
- 1 lime
- 2 ounces whole roasted, salted pumpkin seeds (or ground pumpkin seeds) often called *pepitas*, available at most grocery stores
- Salt in shaker (optional)

What You Do

- Using the vegetable peeler, peel the mango.
- Using the knife, cut the mango into small slices of various sizes. (Do not cut into the pit in the middle of the mango.) Place the slices on a serving plate.
- Using the knife, cut the lime in half.
- Squeeze a bit of lime juice over each slice. Sprinkle the *pepitas* over the mango slices. If desired, sprinkle a bit of salt over the slices. Enjoy!



From: *A Kid's Guide to Latino History* by Valerie Petrillo

Tapas Project

Ud. Commands

DUE: _____

The Purpose:

- Learning about “tapas” food in Spain while using the Ud. Commands. A perfect blend of culture and grammar.



The Plan:

- A group of 2-3 people will be formed to create a presentation using either Powerpoint or Snapguide.com showing pictures of your team members preparing a tapas dish.
- While you show us your step by step pictures of putting your dish together, you will explain, in Spanish, using the Ud./Uds. commands to your peers in class. **This will be the “live” portion of class.**

The Powerpoint or SnapGuide:

- At least 11-15 slides and they must include pics of all members preparing the food step by step.
 - NOTE: For security reasons, if you do Snapguide.com DO NOT upload any pictures with faces in them on your Snap Guide, instead you will include pictures of just yours hands, food, etc. You will still need to take some pictures of your group’s faces making the food but show these to me in class just off your phone (this is so I know you all participated).
- You will clearly state on the first slide the name of the tapas being prepared. Other than that slide, **no other writing** should be on the presentation.
- You will take turns stating the commands in class and while one person is presenting, the other members of the group have to act out the command that is being talked about by their group member (example- for Mezcle, you would make a mixing motion.)

The Paper (Your Script):

The paper will be set up in this format and **in Spanish**:

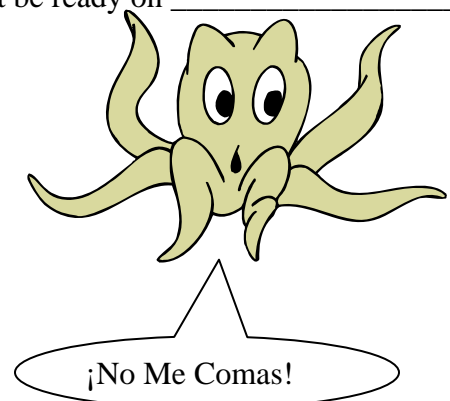
- Name and Picture of Tapas Food, along with an introduction to tapa
- Names of Group Members
- Ingredients
- Step by Step directions using at least 10 Uds. Commands (this is your script)
 - For every slide, you should have at least two sentences explaining the process of making your tapas in Spanish using the **Ud. Form**.
- A list of 15 vocabulary words (verbs or nouns) you learned along with English definition.
 - Example: cucharada – spoonful

The Preparation:

- Exchange phone numbers.
- You have a month to put this together **OUTSIDE** of class and must be ready on _____.

The Products:

- One beautiful Powerpoint or Snapguide with only pictures.
- One fun and interesting presentation.
- Prior approval by teacher on tapa group makes
- One typed paper/recipe to be added into a class recipe book.



The focus is keeping it simple. Focus on commands. For words you don't know, use www.wordreference.com, an online dictionary, and be sure to include at least 15 of the new words in your paper.

Groups will organize and break up the work together. You will **make small food samples for your class**. Prepare for 30 people. If a person is not doing their portion of the work, teacher should be alerted ASAP. Remember to have fun with this and plan. You have a month to put this all together.

For tapas recipes, go to www.spain-recipes.com/spanish_tapas.html for ideas. Once you find the recipe that you'd like to do, please see me ASAP and sign up for your tapas. One variety of tapas per class. These should not be big portions-remember, tapas are often bite-size. Please bring in the proper serving utensils and napkins as well. **20 Points**.

SNAPGUIDE INFO

If you plan on using Snapguide.com, see me for a username and password.

You will be given a specific number to include here.
You need to see me for this number and the password.

It will be hansonespagnol+ @gmail.com

- Go to <http://snapguide.com/guides/use-snapguide-2/> for step by step instructions on how to create a Guide using Snapguide.
- You first need to download the app to your Phone (it is free) in order to use it.
- This app is super easy to use. When you produce your Snapguide, you will email me the link so that on presentation day I can display it for you. desiree.hanson@dsisd.txed.net
- You must include your class period in your title of guide so I know who it belongs to.
- Be sure NO pictures have your face on them. These Snapguides are made for all people to view them online and so for security reasons do not show your face.
- Take a few pictures of your group making the tapas together (showing faces) and show them off your phone to me in class (again these should not be uploaded to your Snapguide).

GROUP MEMBERS NAMES: _____

GRADE: _____

Rubric for: La Tapa Project-The Presentation

| | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|---|---|---|---|--|-------|
| Content | Incomplete. Incoherent. Lacks 3 or more of the listed things in the exemplary box. | Some confusion on what is going on and how to make the tapa, lacks 2 or more of the listed things in the exemplary box. | Little confusion on how to make the tapa, but lacks one of the things in the next category | Starts with a brief intro of your tapa, Correctly narrates the process of creating your tapa, with appropriate pictures, all commands, hard copy of recipe in SPANISH , has food for class , entire script (what you say typed and turned in) | |
| Length of commentary for each slide and balance of speakers | Only words per slide, no real elaboration or sentences, not shared evenly | Sentences, short to the point, one or less sentences, one person still talks somewhat more | At least 2 sentences, good elaboration but still not giving a full picture, speaking shared for the most part | Excellent elaboration per slide, speaking shared evenly Contains at least 2 sentences per slide, 11-15 slides | |
| Organization and Creativity | Blank powerpoint, out of order, blurred pics, one person was in the pictures or the pictures were made up | Some pictures, kind of confusing, blurred pics, not everyone is in the pictures | Color and brightness, missing pieces, only a couple people are in the pictures | Creative pictures, bright colors, flows like a story. ALL pictures correspond to the specific step of the tapa. All presenters are in the pictures (if Snapguide show me pics of group from phone – DON'T include faces in guide!) | |
| Oral presentation/ Flow | Quiet, lots of pronunciation errors, no eye contact, reads off note cards entire time, not practice, no hand motions, only one person does the talking | Hard to hear at times, some pronunciation errors, eye contact at times, reads off note cards sometimes, shows some practice, hardly do the hand motions, only 1.5 people speak | Good voice level, shows some confidence, few pronunciation errors, good eye contact, glances at note cards, few flow errors, not everyone does the motions, kind of share the work | Excellent voice , confident, well-practiced , 1-2 pronunciation errors, well poised and great eye contact, hardly glances at note cards, all presenters do the motions of the commands, share speaking evenly | |

Total X3 _____/48

Rubric for: La Tapa Project-The Paper

| Writing Criteria | Excellent 3 | Good 2 | Needs Work 1 | Teacher Notes | Score |
|------------------|--|--|---|---------------|-------|
| Grammar | Includes ALL 10 commands. Maybe even more! ALL grammar is simple and SPANISH 2 level! | Contains most of the commands (7-9) | Has half or less of the commands (5-0) | | |
| Communication | Most of your tapa script is easy to follow and would be able to produce on your own. Tapa would taste delicious! | Parts of your tapa script are organized and easy to follow. Tapa would taste ok! | Your tapa script is disorganized and hard to follow. Tapa wouldn't turn out good because there isn't enough guidance. | | |
| Accuracy | Your tapa script has few mistakes in grammar and vocab(1-3 errors) | Your tapa script has some mistakes in grammar and vocabulary. (4-8 errors) | Your tapa script has many mistakes in grammar and vocabulary. (from 9 to infinity and BEYOND.....!) | | |
| Directions | Highlighted commands, Double spaced, 12 point font, Title at the top of the script, Introduction to the tapa, Includes all the steps, all commentary, pic of the tapas | 3-4 of the requirements are included. | Has only 1-2 of the requirements | | |

Total x3 _____/ 36 Points

Tapas Sample with utensils needed Yes/16 Tapas but missing utensils/8 No/0

Sample Snapguides and Account Set Up

How to Use Snapguide: <http://snapguide.com/guides/use-snapguide-2/>

How to make coffee (in Spanish):

<http://snapguide.com/guides/como-hacer-cafe-con-leche-colombiano/>

How to in English about traditional Spanish foods:

<http://snapguide.com/guides/make-a-tortilla-de-patata/>

<http://snapguide.com/guides/make-andalucian-gazpacho/>

<http://snapguide.com/guides/cook-seafood-paella/>

To set up your students' accounts...

1.) You can set up your students' dummy accounts by registering one e-mail address at gmail.com. The "dummy" account trick doesn't work with most other e-mail domains. Please note that you only need to set up one email address with Gmail.

2.) Once you have that original email address registered at gmail.com, you create accounts at Snapguide.com by entering the email addresses in the registration form. I like to have first name be Student and last name be the number their account is. So if emailaddress+1@gmail.com, then their name is Student 1. Do not allow students to provide personally identifiable information.

For example, if you registered emailaddress@gmail.com at Gmail, you'd register the following e-mail addresses at Animoto:

emailaddress+1@gmail.com emailaddress+2@gmail.com emailaddress+3@gmail.com

emailaddress+4@gmail.com

emailaddress+5@gmail.com

A few notes about dummy email addresses:

- The plus sign in the email address **is** necessary. emailaddress+1@gmail.com will redirect to emailaddress@gmail.com, but emailaddress1@gmail.com will not redirect to emailaddress@gmail.com.

- Do not actually register emailaddress@gmail.com - that's just an example. Create your own unique email address on Gmail, such as Classroom4B@gmail.com, or MrsOrrHomeroom@gmail.com.

- All activity at our website under these accounts will be sent to your original, derivative e-mail (i.e. emailaddress@gmail.com). This way, you'll be able to give each student a unique account, while also being able to monitor their account's activity.

UNA EXPERIENCIA PARA RECORDAR

Había un chico que se llamaba John. John se sentía aburrido con su vida. Quería experimentar algo nuevo, algo diferente. Una noche, mientras John veía las noticias, hicieron un reportaje desde (from) Pamplona, España. El reportero dijo que el Festival de San Fermín iba a empezar la próxima semana. John decidió que el Festival era exactamente lo que (what) necesitaba. Fue a la computadora y compró un boleto de avión para España.




En el avión, John pidió un refresco de la auxiliar de vuelo y leyó información sobre el festival. Aprendió que hay unas normas para las personas que participan en el encierro de los toros.

1. No se permite participar menores de 18 años de edad.
2. No se permite tener objetos inconvenientes, como cámaras, por ejemplo.
3. No se permite participar bajo la influencia de drogas o alcohol.
4. No se permite llevar ropa inadecuada para correr.



John tomó un tren de Madrid a Pamplona, luego fue a su hotel para descansar. No durmió bien esa noche pensando en el encierro. Se sentía muy nervioso. En la mañana, se puso el traje tradicional—pantalones blancos, una camisa blanca, y un pañuelo rojo (red handkerchief). Llegó a las siete y media y buscó una buena posición para correr. Trajo un periódico para distraer a los toros.

A las ocho en punto, John oyó el cohete  y empezó a correr. Los toros estaban a su lado (at his side) y John tenía miedo, pero los toros pasaron pronto. John no se cayó, pero varias otras personas se cayeron. Además (In addition), algunas personas fueron heridas (were injured), pero por suerte nadie murió ese día. John regresó a su casa en Estados Unidos feliz. Su vida normal ya no parecía (no longer seemed) tan aburrida.



UNA EXPERIENCIA PARA RECORDAR

Había un chico que se llamaba John. John se sentía aburrido con su vida. Quería experimentar algo nuevo, algo diferente. Una noche, mientras John veía las noticias, ellos (did) un reportaje desde (from) Pamplona, España. El reportero (said) que el Festival de San Fermín iba a empezar la próxima semana. John (decided) que el Festival era exactamente lo que (what) necesitaba. (Went) a la computadora y (bought) un boleto de avión para España.




En el avión, John (asked for) un refresco de la auxiliar de vuelo y (read) información sobre el festival. (Learned) que hay unas normas para las personas que participan en el encierro de los toros.

1. No se permite participar menores de 18 años de edad.
2. No se permite tener objetos inconvenientes, como cámaras, por ejemplo.
3. No se permite participar bajo la influencia de drogas o alcohol.
4. No se permite llevar ropa inadecuada para correr.



John (took) un tren de Madrid a Pamplona, luego (went) a su hotel para descansar. No (slept) bien esa noche pensando en el encierro. Se sentía muy nervioso. En la mañana, (put on—ponerse) el traje tradicional—pantalones blancos, una camisa blanca, y un pañuelo rojo (red handkerchief). (Arrived) a las siete y media y (looked for) una buena posición para correr. (Brought) un periódico para distraer a los toros.

A las ocho en punto, Johan (heard) el cohete  y (began) a correr. Los toros estaban a su lado (at his side) y John tenía miedo, pero los toros pasaron pronto. John no (fell—caerse), pero varias otras personas se cayeron. Además (In addition), algunas personas fueron heridas (were injured), pero por suerte nadie murió ese día. John (returned) a su casa en Estados Unidos feliz. Su vida normal ya no parecía (no longer seemed) tan aburrida.



Take the preterite verbs from the story and write them in the correct forms below.

| | Yo | ellos |
|---------------------------------|----|-------|
| 1. Did | | |
| 2. Said | | |
| 3. Decided | | |
| 4. Went | | |
| 5. Bought | | |
| 6. Asked for | | |
| 7. Read | | |
| 8. Learned | | |
| 9. Took | | |
| 10. Went | | |
| 11. Slept | | |
| 12. Put on (ponerse) | | |
| 13. Arrived | | |
| 14. Looked for | | |
| 15. Brought | | |
| 16. Heard | | |
| 17. Began | | |
| 18. Fell (caerse) | | |
| 19. Returned (regresar, volver) | | |

Activity from: <http://senorab1972.wordpress.com/2011/12/28/running-of-the-bulls/>

Note to teacher:

Bulls story in the past tenses for level 2. The first time we read it, it was to review the preterite and introduce a few verbs they hadn't seen. The next time we will focus on the imperfect tense verbs I highlighted in green.