

Dia de los Muertos Lesson Plan

Step 1A: Enter Basic Information about the Lesson	
Name of Lesson:	Dia de los Muertos
Lesson Grade Level:	High School
Additional Grade Levels:	6-12
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Step 1B: Specify the Instructional Setting			
Instructional Setting:	Single Student	Small Group	Whole Class

Step 1C: Enter Lesson Description and Objective(s)	
General Description of Lesson:	Students will learn about the cultural traditions of the Day of the Dead. They will also learn about the art that is influenced by the skeletons used for Day of the Dead celebrations. In conclusion the students will be assessed based on a short journal assignment relating a tradition they have experienced and how it compares or contrasts.
Objective(s) of Lesson:	<ul style="list-style-type: none"> • Create awareness for different cultural traditions including Mexican culture. • Create an original piece of art influenced by this tradition. • Reflect on how this art piece also expresses their own ideas about culture. • Finally how well they retained the information learned.

Step 2A: Select the Subject and Strand(s)/Domain(s)	
Subject Area:	Social Studies
Strand(s)/Domain(s)	Specific Spectrum of History Art Influences English Comprehension Skills
Additional Subjects:	Art, English, Spanish
Cross Curricular Connections:	Art, English, Spanish

Step 2B: Select the Standard(s) Addressed by your Lesson Plan	
Standard(s):	<p>§113.43. World Geography Studies (Secondary Ed)(c) (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>Social studies – Secondary Grades</p> <p>(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;</p>

(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and

TEK(S) addressed in this lesson: 2C

(1) Students analyze fictional and poetic elements focusing on how they combine to contribute meaning in literary texts.

(B) Connect literature to historical context, current events, and his/her experiences

§117.52. Art, Level I.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas for artworks from direct observation, experiences, and imagination; and

(B) compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately.

	<p>(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:</p> <ul style="list-style-type: none"> (A) create visual solutions by elaborating on direct observation, experiences, and imagination; (B) create designs for practical applications; and (C) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture. <p>(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare and contrast historical and contemporary styles, identifying general themes and trends; (B) describe general characteristics in artworks from a variety of cultures; and (C) compare and contrast career and avocational opportunities in art. <p>(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</p> <ul style="list-style-type: none"> (A) interpret, evaluate, and justify artistic decisions in personal artworks; and (B) select and analyze original artworks, portfolios, and exhibitions by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings.

Step 3A: Specify the types of assessments that will be used			
Assessment type(s)	Writing Samples	1	Projects
	Demonstrations	1	Rubrics
	Observations	1	Journals
	Portfolios		Teacher-made test
	Surveys		Other: <input type="text"/>
	Interviews		

Step 3B: Specify how student learning will be assessed	
Describe the assessment plan:	Students will create an original work with various art mediums. Students will then journal and reflect on their project and how it relates to the lesson. A rubric will be provided for both the project and journal write-up.

Step 4A: Select the electronic learning resource(s) you would like to use in this lesson plan	
Select resource(s):	Link for the video: http://bit.ly/quejuA Link to the interactive website: http://latino.si.edu/DayoftheDead/

Step 4B: Select the computer and video resource(s) needed for this lesson			
Software Applications:		Database	Spreadsheet
		Email	1 Web Browser
	1	Presentation	Word Processing
		Publishing	Other: <input type="text"/>
Computer Equipment:	1	Computer (Win or Mac)	1 Sound Capabilities
	1	Internet Connection	Digital Camera
		CD Drive	1 Projection Device
		DVD Drive	Web TV
		Printer	Other: <input type="text"/>
Video Equipment:		VCR	Television
		DVD Player	Video Camera
		Laserdisc Player	Other: <input type="text"/>

Step 4C: Select the teacher's required technology competency level			
Teacher Competency Level:	1	Novice	Advanced
		Intermediate	N/A (no computer skills required)

Step 4D: Add instructional materials to be used as resources with this lesson	
Materials and Resources used by teachers and students:	Colored Pencils, pencils, pens, paper, examples of artwork.

Step 5: Specify how the lesson will be implemented				
Teacher Procedure:	<p>First, the teacher will introduce the topic of the day, El Dia de Los Muertos/the day of the dead. Pull up the PowerPoint and using the notes provided on the note section of the PowerPoint, teach the students about the topic. The title slide will have a few questions to interact with the students along with a short clip that will set up the lesson. The next slide will be about the history and importance of the day. The third slide will focus on altars. After this slide is presented and students understand the components of an altar, show them the interactive altar website. Ask for volunteers to make their own altar using their newly gained knowledge of altars. The fourth slide will set up the art that came out of this celebration. It will set up the art lesson that will follow the presentation.</p> <p>Students will create a Day of the Dead skeleton drawing using pencil, pen, colored pencils, or a combination, on paper inspired by traditional Mexican drawings of Day of the Dead skeletons. They will create a draft beforehand to work from. Students will incorporate symbolism from their own lives into their drawings, demonstrating a symbolic connection to their own personal culture while using another culture's means of honoring the dead. They will demonstrate an effective use of tools for drawing, through original design in a neat and project planned manner. Students will use perception, creative expression and performance, historical and cultural heritage, and critical evaluation of their and others artwork.</p> <p>The final step in the lesson will require students to reflect in a journal entry about their own experiences with tradition in their lives. The teacher will provide a rubric, and the students will have a short period at the end of the class to compare and contrast what they have experienced versus what they have learned in today's lesson.</p>			
Student Tasks:	Create original artwork and journal entry.			
Time Required:	# of class periods:	1 (or 2)	# of minutes per class period:	90
Notes, tips, suggestions, and/or extension activities:	<p>Note - The teacher will hold after school office hours if the student requires further attention or help.</p> <p>Extensions –</p> <ol style="list-style-type: none"> 1) Have students create a day of the dead sugar skull out of actual sugar. See this online how to and classroom resource - http://www.mexicansugarskull.com/sugar_skulls/instructions.html 2) Have students bring in photos and artifacts to create a alter in the classroom. 3) Encourage students to attend a local festival 4) Have students write a poem about they picture or a loved one who has passed on. 			

