Unit: Día de los Muertos

Content Area: **World Language**
Course(s):
Time Period: **October**
Length: **10**
Status: **Published**

NJSLS World Language

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Rationale & Transfer Goals

Día de los Muertos is the Day of the Dead, a holiday celebrated in Mexico and other areas of Latin America on November first and second. It celebrates life and honors death with vibrant decorations, family gatherings, and community activities. Families build altars, clean tombstones and bring offerings for lost loved ones. The purpose of this unit is to teach students about the holiday including how and why it is celebrated.

Enduring Understandings

Students will understand that death can be discussed openly and does not need to be feared.

Students will understand that cultural traditions involved in celebrating Día de los Muertos help people to become comfortable with death.

Essential Questions

What does the holiday represent?

How is the holiday celebrated?

What are some similarities and differences between Day of the Dead and Halloween?

How do we treat the idea of death in the United States compared to Mexico and other countries that celebrate Día de los Muertos?

What celebrations and traditions do people have? How do people prepare for celebrations?

Content - What will students know?

- The history of dia de los muertos
- The hispanic countries that celebrate dia de los muertos
- The differences between halloween and day of the dead

Skills - What will students be able to do?

- Recognize the historical and cultural significance of dia de los muertos
- Discuss culturally relevant topics and show respect to others' beliefs
- Compare and contrast how the holiday of Halloween (in the United States) and Día de los Muertos (in Mexico) are celebrated
- Compare and contrast the Mexican holiday Día de Los Muertos with the way people remember their loved ones in the U.S.
- Identify the elements of an altar and ofrendas
- Understand the role of papel picados in the Days of the Dead celebration

Activities/Strategies - How do we teach content and skills?

- Research the traditions, music, and history of Halloween and El Día de los Muertos.
- Teacher generated materials related to content
- Find youtube clips/DVD's on El Día de los Muertos
- Papel picado to show students
- Authentic Altar for display
- Authentic Pictures of the altars and ofrendas to share with students
- Read elementary books about dia de los muertos to students
- Describe geographic and cultural aspects of Mexico.

K - 2nd grade Activities:

- Read children books about day of the dead.
- Give coloring activities
- Compare and contrast halloween with the mexican holiday
- Show students where Mexico is located and what the flag of Mexico looks like
- Show pictures of the altars and ofrendas
- Find youtube clips/DVD's on El Día de los Muertos
- Students can make their own calavera mask
- Discuss the role of papel picado in the celebration of day of the dead

3rd & 4th grade:

- Read children books about day of the dead.
- Give coloring activities
- Compare and contrast halloween with the mexican holiday
- Show students where Mexico is located and what the flag of Mexico looks like
- Show pictures of the altars and ofrendas
- Find youtube clips/DVD's on El Día de los Muertos

- Students can make their own calavera Mask or skeleton
- Discuss the role of papel picado in the celebration of day of the dead

For 3rd & 4th grade, you can give students articles about day of the dead.

Class Discussion questions for introduction to Dia de los Muertos through open ended think pair share questions.

- What comes to mind when you hear the word death?
- How does your family deal with death? For example, do you discuss it, do you have certain beliefs etc.
- Have you ever experienced someone close to you die? (animal or person)
- If so, do you do anything special to remember this person or animal?

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Completion of activity worksheets

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

- Perform an unscripted Role Play Conversations with partners.
- Students can draw a picture of a Dia de los Muertos celebration.

Key Resources

- Teacher made materials (flash cards, visuals, powerpoint presentations)
- CD"s /DVD's about Day of the Dead
- Practice worksheets about Day of the Dead

- Classroom based activities using technology tools (flip camera, smartboard etc…)
- http://holidays.mrdonn.org/dayofthedead.html
- http://archive.azcentral.com/ent/dead/teachers/teacherpacket_edited.pdf
- Authentic Pictures about the holiday
- Research books and information about the holiday
- Research youtube clips or movies about the holiday -Videos para la comprensión - Introducción
- http://www.youtube.com/watch?v=jCQnUuq-TEE&feature=player_detailpage
- Inglés: http://www.youtube.com/watch?v=jsbr_Tkn08w
- Español: http://www.youtube.com/watch?v=kimX-rwPmyk
- http://www.youtube.com/watch?v=33Gcl5mX7r4
- Canción: OFRENDA
- http://www.youtube.com/watch?v=OdIPjy0TJGc&feature=player_embedded
- Fact Sheet (copias)
- http://latino.si.edu/dayofthedead/Dia_de_los_Muertos_FACT_SHEET.pdf
- Mix and Match (copias)
- http://www.azcentral.com/ent/dead/teachers/teacherpacket_edited.pdf

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
N/A	N/A	N/A

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.