

Final Project: planning, designing, implementation and evaluation

Lesson Focus on Cultural Proficiency

External Mediation **Tool #5a** The IMAGE Model for Exploring Cultural Perspectives

PLANNING STAGE: Preparing for the Lesson

A. Who are the students? Advanced Spanish 2, Semester 1. This lesson will span three class periods. I teach at a Catholic high school.

B. What is the cultural content of the lesson?

Product/Practice: Día de los Muertos/Ofrenda

Perspective(s): People remember the deceased in many ways. In many Latin-American countries, Day of the Dead is celebrated around the Catholic holidays of All Saints' Day and All Souls' Day Nov 1 & Nov 2.

Images:

Set 1: Ofrenda (Elements/Traditional)

Set 2: Family pictures from the movie Coco.

C. What vocabulary do students need to participate in the lesson?

Specific vocabulary:

- Flor de cempasúchil
- Ofrenda
- Papel Picado
- Calaveras de azúcar
- Pan de muerto
- Retrato del difunto
- Refresher: Family vocab from Spn 1

Formulaic Phrases for students to use when expressing their opinion:

- Me gusta porque...
- Celebra la vida de...
- Muestra el amor porque

D. **Grammar structures** student will need to participate in the lesson include:

Students will need to use the verb Necesitar to describe the elements of the Ofrenda.

Students will need to express a preference of perspectives.

External Mediation Tool #5b: The IMAGE Model for Exploring Cultural Perspectives ENACTING THE CULTURAL IMAGES LESSON

Step 1: Images and Making Observations

Image 1 is a picture of an Ofrenda de Muertos with the essential elements (Students would have this available to them on their iPad so that they can see the elements clearly.)



Fact questions:

¿Qué ves?

¿Es un altar o una mesa?

¿Que necesitas para hacer una ofrenda?

Image 2 is a picture of a traditional Ofrenda.



Fact questions:

¿Ahora que ves?

¿Ves algo diferente en esta Ofrenda?

Thought question:

¿Se necesitan fotos para recordar a los difuntos

¿Se puede usar otros materiales para recordar a los difuntos?

Image #3 is a video detailing the essential elements of an Ofrenda. I would use a .75 playback speed and the subtitles in English using the settings feature.

<https://www.bing.com/videos/search?q=dia+de+los+muertos+youtube+ofrenda&view=detail&mid=988D2D18DBC1320D19AE988D2D18DBC1320D19AE&FORM=VIRE>

With this information, I will ask students to take notes and mention the Ofrenda we will be making in class the next day. This is where I will give them the two options for Homework.

Step 2: Analyzing Additional Information about the Product and/or Practice:

Informational source #1 is an article about where Day of the Dead is celebrated.

Qué países celebran el festival del Día de los Muertos?

Escrito por: Mitchell Brock

Actualizado en: November 20, 2017

Los festivales del día de los muertos se celebran habitualmente en los países latinoamericanos, así como en otros países de habla española. La celebración se centra en los miembros de la familia que han muerto o desaparecido. Las familias se reúnen y construyen altares para sus seres queridos. También hacen ofrendas a sus tumbas. La fiesta es similar a la del día de todos los santos y el día de los difuntos, que son celebradas por los católicos en noviembre. El día de los muertos se celebra del 31 de octubre al 3 de noviembre de cada año.

https://www.ehowenespanol.com/paises-celebran-festival-del-dia-muertos-info_192710/

With this information, I will ask students to relate the Day of the Dead practices with the religious holidays. I teach at a Catholic school.

Thought questions:

1. ¿Quién va a misa a celebrar el día de los santos? Sí, todos los maestros y estudiantes vamos a la misa juntos en el gimnasio todos los años. ¿Por qué será?
2. ¿Tu familia va a misa?
3. ¿Es una ocasión triste o alegre?

Informational source #2 is an article about the roles of Grandparents in Hispanic Families. (Homework)

Grandparent Roles in Hispanic Families By Susan Adcox Updated June 11, 2019

Hispanic grandparents tend to play traditional roles. The glamorous granny and globetrotting grandfather are rare in this culture. One researcher has found that Mexican-Americans view themselves as "old" at age 60, earlier than black Americans (65) and non-Hispanic whites (70). Paradoxically, in spite of viewing themselves as old, Hispanics in America live longer than the other two groups. At least one doctor believes that family solidarity is a causative factor. "The sense of family is what saves Latinos," says René Rodríguez, president of the Interamerican College of Physicians and Surgeons. "Solid family ties are essential for preserving health. When someone of Hispanic origin gets sick, the whole family shows up worried at the clinic or hospital. This support, this solidarity, is an essential part of Latino life."

Research shows that Hispanic grandparents believe that they are important in the lives of their grandchildren; that they should be ready to raise their grandchildren if necessary; that they should help out in times of crisis; that they can and should have input into decisions made about their grandchildren.

Grandparents also see themselves as emissaries of religion, the Spanish language and Hispanic culture in general, but this role is emphasized less as Hispanics become more acculturated. The closeness of Hispanic families isn't without stresses. Grandparents may worry excessively about family problems or

may feel that they must be the peacemakers when family disputes occur. One study suggests that grandparents often give more assistance than they receive. Children and grandchildren are often busy with work and school and thus unable to devote much time to the grandparents' needs.

7/18/2019 <https://www.verywellfamily.com/grandparents-important-to-hispanic-families-Article> Sources
"Hispanic Elderly."

With this information, I will ask students thought questions regarding multigenerational family roles. This will be read at home and discussed in class.

Step 3: Generating Hypotheses about Cultural Perspectives

Image Set #2 include pictures of Miguel's family from the movie Coco.



Fact questions:

¿Quién es la abuela de Miguel? (Un estudiante viene a la pizarra a señalar la abuela.)

¿Esta foto tiene la familia de Miguel que vive Y los difuntos? Sí o No

¿Por qué hay difuntos en esta foto?

THOUGHT Question: ¿Tu abuela te trata como tu mamá? Cuando quieres hacer algo, ¿le pides permiso a tu abuela o a tu mamá?

Students will be told to read an article for homework about the role of grandparents in Hispanic families.

Thought Questions:

¿Crees que Miguel pondría la foto de Coco en una ofrenda un día? ¿por qué?

¿Que hace tu familia para recordar/celebrar tus familiares difuntos?

Talk-in Interaction: Students will be asked to choose one of the following perspectives to summarize the importance of this lesson. They are to tell their partner why they chose one over the other.

Escoge la perspectiva que te gusta más. Di por qué te gusta.

1. La ofrenda simboliza el amor por los familiares difuntos
2. El Día de Muertos es una celebración de la vida.

Step 4: Exploring Perspectives and Reflecting Further

Students will be given two options for a homework assignment.

1. Bring in object for a classroom Ofrenda we will make together in class the following class period. This object must be one of the essential elements discussed in class and should have importance to them in remembering a family member or celebrity they know that has passed away.

2. Look in Google images for one sample ofrenda and upload the image with an explanation as to why they chose that specific image. Students will use Canvas to upload the image and explanation.