

Focus Tour Guide

Fiesta! A Mexican Celebration

{Grades K-12}

Click on the following links for tour details:

- General Tour Description
- Standards and Benchmarks
- Art Lesson

School Focus Tours (K-12)

A terrific choice for a directed, educational experience in a specific area of the Phelps Youth Pavilion, including an applied art activity! A docent will guide your adventure through a specific area of the Pavilion, followed by a hands-on art activity where your students will become the artists.

Fiesta! A Mexican Celebration | Lesson Plan

All Grades

Only available February 2 – May 31, 2010

Note: This is a projected description. This program is in the planning stages as we go to print. Students will explore an array of art forms: music, dance, cuisine and objects from the museum's permanent collection. Items created for celebration in Mexican culture will be exhibited, including masks, costumes, textiles, statuary and crafts. Students will:

- Locate Mexico on the globe
- Discover how Mexico's holidays and celebrations influence the lives of their people
- Explore hands-on activities designed to build inquiry and problem solving skills
- Compare and contrast celebratory foods and aspects of the kitchen
- Dance to Mariachi music while wearing typical clothing
- Discover how traditions have evolved since ancient times
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Art activity:

- Young artists will create their own faux Amate bark painting by using brown paper and gel pens or florescent paint. Amate bark painting, a folk art tradition dating back centuries, often shows daily scenes of the Mexican countryside such as weddings, flowers, and wild animals.

Standards & Benchmarks Index

- **Main Ideas**
- **Objectives**
- **Procedures**
- **Basic Exhibit Areas**
- **Vocabulary**
- **Task-Oriented Learning, Grade K-2**
- **Task-Oriented Learning, Grade 3-5**

Curricular Connections:

Waterloo Community Schools:

Compatible with Iowa Core Curriculum: S=Standards; B=Benchmarks

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading and Language Arts	S.1-B.1 S.1.B.2 S.3.B.3 S.3.B.4	S.1-B.1 S.1.B.2 S.3.B.3 S.3.B.4	S.1-B.1 S.1.B.2 S.3.B.3 S.3.B.4	S.1.B.1 S.1.B.2 S.1.B.3	S.1.B.1 S.1.B.2 S.1.B.3	S.1.B.1 S.1.B.2 S.1.B.3
Math	S.1.B.1 S.1.B.2 S.4.B.1	S.1.B.1 S.1.B.2 S.4.B.1	S.1.B.1 S.1.B.2 S.4.B.1	S.1.B.1 S.1.B.2 S.4.B.1	S.1.B.1 S.1.B.2 S.4.B.1	S.1.B.1 S.1.B.2 S.4.B.1
Social Studies	S.1.B.1	S.1.B.1 S.1.B.2	S.1.B.1 S.1.B.2 S.3.B.1	S.1.B.1 S.1.B.2	S.1.B.1	
Science						

Main Ideas:

1. Mexico has a rich history and culture, which is the basis of diversity and traditions.
2. Mexico's celebrations or holidays are based on politics, religion, and significant milestones in people's lives.
3. A hands-on multi-disciplinary approach as it relates to celebratory arts and customs in Mexico serves a number of learning modalities for greater understanding and retention.
4. Students will be able to see how the culture of the ancient Aztecs remains a part of the culture today.
5. Questions for Critical thinking skills, based on Bloom's Taxonomy are employed to discern the degree of student learning.

Objectives:

1. Children will be able to locate Mexico on a map, and be able to identify its main language.
2. Children will be able to identify celebrations and holidays as a part of all cultures, and will be able to compare and contrast with their own.
3. Children will become familiar with celebrations and holidays that are politically based, religiously based, and those that are based on life's milestones, or rites of passage, as well as compare and contrast with their own traditions.
4. Questions for Critical thinking skills, based on Bloom's Taxonomy are employed to discern the degree of student learning
5. Ideally, children exposed to learning about other cultures see more commonalities between human beings than differences.

Procedures: All Ages

1. Tour Guide will assess prior knowledge of Mexico by asking students to locate the country on a globe, asking what it's official language is, asking if anyone knows anyone who is of Mexican origin, ask for a knowledge of holidays, foods, traditions, and any words associated with Mexico. Children will be asked if they are familiar with the term Fiesta, and

- It will be defined as a party or celebration.
- Children will progress around the exhibit area in small groups. Children will be encouraged to discuss what they see, analyze it, and draw conclusions from their observations.
 - Children will also participate in special hands on activities designed for focus tours that will allow them to experience aspects of the ancient Aztec history, and recognize the influence the Aztecs still hold in modern Mexican culture. These activities include a visual scavenger hunt, making an ancient Aztec codex book, and solving question based math problems employing picture symbols (glyphs) used to count objects.

Basic Exhibit Areas:

Students will explore these areas in small groups: They include:

- Frida's Kitchen, a replicated version of famed artist Frida Kahlo's kitchen, in which children will become familiar with different types of Latino foods, many of which are associated with particular holidays or celebrations, and learn to translate Frida's own recipes from standard measure into metric.
- The Invitation Station, where children with the aid of a key, translate invitations from Spanish into English to see if they are invited to a wedding, a quinceanera (15th birthday celebration for a young lady's passage into adulthood, a political holiday, or another occasion.
- Day of the Dead Offrenda or Altar, where children will be able to arrange an altar to honor their deceased ancestors. Day of the Dead is an interesting duality in which death is respected and ancestors are invited to come among them, yet death is also lovingly mocked.
- Dance to mariachi music while wearing typical clothing.
- Learn about Independence day, Cinco De Mayo, and other political holidays
- Discover how traditions have evolved since ancient times.

Vocabulary:

Indigenous peoples

Aztec

Codice/codex

glyphs

Mayans

Spanish invaders

Day of the Dead

Papel picado

Offrenda (altars)

Saint's Day

Piñata

Quinceanera

Posada

Three Kings Celebration

Cinco de Mayo

Sombrero

Rebozo

Frida Kahlo and Diego Rivera

Folk dances

Folk tales

Example of Task-Oriented Learning-Grade K-2

- Children will be shown an example of an Aztec codice (the plural is codex). They are accordion folded books that read from the back to the front. They will also be shown examples of Aztec picture writing, or glyphs. These glyphs may represent Aztec gods, everyday life, or a system for counting.
- An instructor will model accordion folding at a demonstration table.
- Each child will be given a piece of paper and will accordion fold it. The next step will not proceed until each child has accomplished the task.

4. The codex book will be put aside for the time being. Each child will receive a sheet with glyphs that relate to counting. For example, each single item may be counted with a picture of a finger, or a single dot. A feather may represent another number. A few examples using these symbols will be given and the teacher will ask the students to come up with a count for each example. Different students will give their answers, and students will agree or disagree with the answers with a “Thumbs Up” or a “Thumbs Down”. Students will use those symbols to represent a certain number of objects in glyphs. The same process will be used to engage the students in presenting their answers.
5. Students will then proceed to design their codex books numbering the pages from back to front with Aztec counting glyphs. On the cover, they will write their names and write their age in glyphs. They may decorate the pages as they wish and will be encouraged to include counting glyphs in the pages.
6. Children will complete an exit survey.

Example of Task-Oriented Learning-Grade 3-5

1. Children will be shown an example of an Aztec codice (the plural is codex). They are accordion folded books that read from the back to the front. They will also be shown examples of Aztec picture writing, or glyphs. These glyphs may represent Aztec gods, everyday life, or a system for counting. They may also depict different members of Aztec social classes, which enjoyed different clothing, adornments, jobs, schooling, and even food depending on which class they belonged to. Students will be handed a slip of paper telling them what class they belong to, and what their role in life is. This will be needed later in making their codice.
2. An instructor will model accordion folding at a demonstration table.
3. Each child will be given a piece of paper and will accordion fold it. The next step will not proceed until each child has accomplished the task.
4. The codex book will be put aside for the time being. Each child will receive a sheet with glyphs that relate to counting. For example, each single item may be counted with a picture of a finger, or a single dot. A feather may represent another number. A few examples using these symbols will be given and the teacher asks the students to come up with a count for each example. Different students will give their answers, and students will agree or disagree with the answers with a “Thumbs Up” or a “Thumbs Down”. Students will use those symbols to represent a certain number of objects in glyphs. The same process will be used to engage the students in presenting their answers. The counting tasks will be adjusted for difficulty for the age of the students.
5. Students will then proceed to design their codex books numbering the pages from back to front with Aztec counting glyphs. On the cover, they will write their names and write the year in glyphs. They may decorate the pages as they wish but will be encouraged to: 1. Draw a picture of themselves as they would look appear according to the social class to which they belong. 2. To include counting glyphs 3. To show scenes of everyday life in the pages of their codex books.
6. Children will complete an exit survey.

Art Lesson Index

- **National Arts Education Standards, Grades K-4**
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- **Main Ideas**
- **Overview**
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National Arts Education Standards, Grades K-4

- 1. Understanding and applying media, techniques, and processes**
 - Students know the differences between materials, techniques, and processes
 - Students use art materials and tools in a safe and responsible manner
- 2. Choosing and evaluating a range of subject matter, symbols, and ideas**
 - Students explore and understand prospective content for works of art
 - Students select and use subject matter, symbols, and ideas to communicate meaning
- 3. Understanding the visual arts in relation to history and cultures**
 - Students know that the visual arts have both a history and specific relationships to various cultures
- 4. Reflecting upon and assessing the characteristics and merits of their work and the work of others**
 - Students understand there are various purposes for creating works of visual art
- 5. Making connections between visual arts and other disciplines**
 - Students identify connections between the visual arts and other disciplines in the curriculum

National Arts Education Standards, Grades 5-8

- 1. Using knowledge of structures and functions**
 - Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- 2. Choosing and evaluating a range of subject matter, symbols, and ideas**
 - Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks
- 3. Understanding the visual arts in relation to history and cultures**
 - Students know and compare the characteristics of artworks in various eras and cultures
 - Students describe and place a variety of art objects in historical and cultural contexts
 - Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
- 4. Understanding the visual arts in relation to history and cultures**
 - Students know and compare the characteristics of artworks in various eras and cultures
 - Students describe and place a variety of art objects in historical and cultural contexts
 - Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
- 5. Making connections between visual arts and other disciplines**
 - Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Main Ideas:

1. The learner will explore the history of Amate Bark Paintings through illustrated stories or a video about its production and see actual examples. Questions will be asked throughout the reading of the book and the video will be stopped occasionally for questions and comments.
2. The learner will analyze unique characteristics and styles used by Amate Bark Painting Artists of Mexico.
3. The learner will demonstrate knowledge of Amate Bark Painting processes by simulating the color and texture of the Amate paper in the creation of his/her work of art.
4. The learner will produce a visual representation of an Amate Bark Painting using similar colors, symbols, and subject matter.
5. The learner will evaluate his/her Amate Bark Painting and those made by other students by participating in a class critique of the completed projects. *(Adapted from a lesson by Grace Hall)*

Overview:

Bark paper or papal amate, is produced by hand in the state of Puebla by Otomi Indians using bark from the mulberry or fig trees. The mulberry tree creates off-white paper, while the fig tree creates much darker paper. The bark is washed, boiled and laid in lines on a wooden board. The fibers are then beaten with stone until they fuse together.

The paper finds its way to the Nahua Indians of Southern Mexico who have excelled for several generations at painting bright village and wildlife scenes on the hand-made paper.

Much of the amate paper goes to villages in the state of Guerrero where artisans who once decorated pottery, now paint imaginative scenes of everyday life, fanciful birds, animals and flowers on this special paper. Bright florescent colors are usually used, especially white, to produce amazing contrast against the bark paper. *(Adapted from a lesson by Grace Hall)*

Procedures:

1. Show actual examples of Amate Bark Painting. Through illustrated books (younger students) or "Gente de Sol", a Crizmac video (older students) the process and history of Amate Bark Painting will be presented.
2. Since we do not have the proper materials to produce this folk art as it is done in Mexico, a faux method will be employed. Students will be given brown paper bags to cut apart, and once that is accomplished, the students will be instructed to crumble it, and to carefully stretch it out again.
3. In order to simulate bark, with adult assistance, waxed paper will be put on the paper and it will be pressed with an iron, giving it a somewhat uneven appearance, simulating the bark painting.
4. Common design elements, such as stylized designs, borders and the subject matter traditionally used. Point out the stylized animals and plants, the use of colorful paint, the use of white to produce more contrast, and the black outlines used in most traditional bark paintings.
5. Students will first draw in chalk, and then will use a black sharpie for outlining, colorful markers and white china pencils.
6. Students will add a border.
7. Students will write a paragraph or two about the meaning of the visual story they have produced.

Vocabulary

Amate Bark Painting
Stylized
Pattern
Color
Shape
Imagery

Folk Art
Contrast
Line
Texture
Border
Repetition