

*Examining Global Traditions through an Investigation of Día de Los Muertos Part II*

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| **Introduction** | |
| People across the world honor and celebrate the departed in a variety of ways. In Mexico, Día de Los Muertos is a holiday meant to commemorate loved ones who have passed away. It is a celebration of life that is becoming more popular with Latino families in other locations. | |
| **Indiana Standards Connections:**    ES.3.1 Students identify and explore current traditions, rites and norms of an ethic or racial group(s) and how they have or are changing over time.  3.3.7 Compare the cultural characteristics of the local community with communities in other parts of the world.  2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences  VA:Cn10.1.4a Create works of art that reflect community and/or cultural traditions. | **Compelling Question(s):**   \*How do different cultures honor the dead?  \*How do cultural traditions spread to new areas?  \* How are calaveras used during Día de Los  Muertos? |
| **Lesson Objectives:**   Students will be able to:   * Identify components of a Día de Los Muertos ofrenda. | |
| **Materials** | |
| Projection device/screen  [3D Model - Calavera (Skull)](https://w2w.indiana.edu/explore-collections/calavera.html)  Whiteboard/chart paper  [Day of the Dead](https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead) – National Geographic Kids  [Five Facts about Día de Los Muertos](https://www.si.edu/stories/5-facts-about-dia-de-los-muertos-day-dead#:~:text=Every%20ofrenda%20also%20includes%20the,paper%20banners%2C%20represent%20the%20wind.) – Smithsonian  [Symbols and Traditions](https://thegracemuseum.org/learn/2020-11-4-dia-de-los-muertos-symbols-and-traditions/#:~:text=The%20most%20common%20ones%20have,find%20up%20to%20seven%20levels.) – The Grace Museum  [Celebrating Día de Los Muertos - Altar Elements](https://porch.com/advice/dia-de-los-muertos) – Porch.com  [Altar Elements](https://ctycms.com/co-longmont/docs/altar_elements_english_flyer.pdf) – Longmont Museum  [Ofrendas and Altars](https://ctycms.com/co-longmont/docs/ead-altars---educational-flyer-english-bw-2020.pdf) – Longmont Museum  [Altars and Offerings](https://www.downtownlongmont.com/creative-district/events/longmont-day-of-the-dead/altars) – Longmont Creative District  [Build Your Own Ofrenda](https://www.columbusmuseum.org/blog/2020/10/26/build-your-own-ofrenda-by-renee-zamora/) – Columbus Museum of Art  Boxes, clay, art supplies on hand | |
| **Learning Plan** | |
| **Activities**   1. Project the image of the 3D Calavera and have students silently observe. Have a class discussion about the things they’ve learned so far about the calavera and Día de Los Muertos. Document as needed. 2. If needed, revisit [Day of the Dead](https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead) on National Geographic Kids and [Five Facts about Día de Los Muertos](https://www.si.edu/stories/5-facts-about-dia-de-los-muertos-day-dead#:~:text=Every%20ofrenda%20also%20includes%20the,paper%20banners%2C%20represent%20the%20wind.) on the Smithsonian website as a class. Fill in any facts not covered in the prior discussion. 3. Split the class into small groups to investigate elements of Día de Los Muertos. Groups could consist of: Altar/ofrenda, Calavera, Pan de Muerto/Copal, Cempasuchitl, Papel Picado, Tapete de Arena, Monarch Butterflies/Xoloitzcuintli Ceramics. Groups should start their research on this site: [Symbols and Traditions](https://thegracemuseum.org/learn/2020-11-4-dia-de-los-muertos-symbols-and-traditions/#:~:text=The%20most%20common%20ones%20have,find%20up%20to%20seven%20levels.) – The Grace Museum. They can continue their search at [Celebrating Día de Los Muertos - Altar Elements](https://porch.com/advice/dia-de-los-muertos) – Porch.com 4. Groups should prepare a brief overview of their element and why it is important to share with the rest of the class. 5. Present the following questions to the class. How could we build a replica of an ofrenda? Who would we want to honor and remember? What would be place in the ofrenda? 6. Give students time to individually journal and reflect on someone who has passed. This could be a loved one, a pet, a celebrity, a historical figure. They will have the option to keep this private. Students can choose to share about who they spotlighted in their writing with the rest of the class. 7. Project the infographic from [Celebrating Día de Los Muertos - Altar Elements](https://porch.com/advice/dia-de-los-muertos) – Porch.com. Give copies of the flyer [Altar Elements](https://ctycms.com/co-longmont/docs/altar_elements_english_flyer.pdf) from Longmont Museum. Each group should discuss the elements included on the info and reflect on how they could include it in an ofrenda. Older students can also read [Ofrendas and Altars](https://ctycms.com/co-longmont/docs/ead-altars---educational-flyer-english-bw-2020.pdf) and [Altars and Offerings](https://www.downtownlongmont.com/creative-district/events/longmont-day-of-the-dead/altars) from Longmont Museum for a comprehensive overview of ofrendas and altars. 8. The class will plan to make ofrendas. A group can make a joint ofrenda featuring several loved ones, or they can each make their own. This can be tailored to what works best in your class. Each group can include a student who was not comfortable sharing so they can help with the overall design and the offerings that will go into the ofrendas. For example, someone can work on papel picado, clay animals or food for the ofrendas. 9. Each group can consult [Build Your Own Ofrenda](https://www.columbusmuseum.org/blog/2020/10/26/build-your-own-ofrenda-by-renee-zamora/) – Columbus Museum of Art to solidify their ideas or get new ideas. They will each make a list of things that were special to their loved one. They will make a list of possible items to include in their ofrenda. Not all elements of an ofrenda need to be included in our adapted version of an ofrenda. 10. Groups can use shoe boxes, cardboard boxes, etc. They can use found objects, clay and art supplies on hand to make the elements of the ofrenda. 11. Students will plan together to decide what elements to include in the ofrenda. The students will work together to make objects to honor each of the loved ones included in the ofrenda. | |
| **Assessment Suggestions**    Students present their creation as a class showing what they have learned about Día de Los Muertos and ofrendas. | |
| **Extensions** | |