

Arlene Buchman

Lesson Plan Template

July 29- August 3, 2001

Topic - Mexican Muralists- Orozco, Siqueiros and Rivera," Los Tres Grandes".

Level - Spanish II.

Standard(s):

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Overview - Students will read and interpret a selection called "El muralista José Clemente Orozco. Expansion of the lesson includes information on "Los Tres Grandes": Orozco, Siqueiros and Rivera. This selection and follow up internet activities will provide a cultural overview of the 20th century muralists. Lesson is planned to take 4 - 5 classes, which are 42 minutes in length.

Prior Knowledge

None needed.

Materials

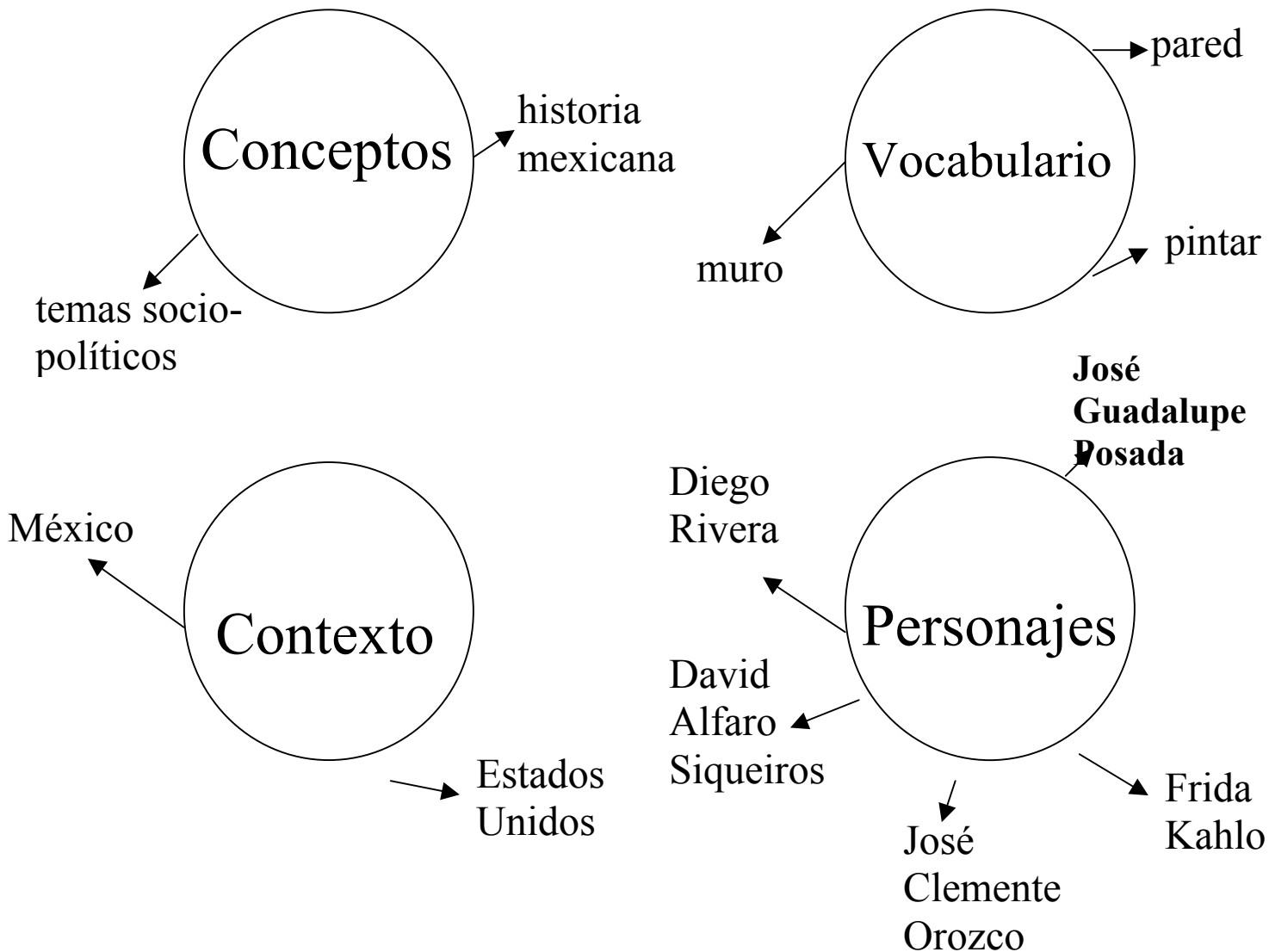
The reading selection and pre-reading questions can be found in **Dime Uno** published by McDougall Littell. Video- Diego Rivera available through Home Vision.

Lesson Plan/ Scenario

Activity 1- Pre-reading. Teacher will ask students for a definition of a mural and what purpose they think that they serve. Are students aware of any murals in their community?

Activity 2- Pre-reading. Students will then read and answer a set of questions, in the text, that precede the selection. These will serve as an introduction or anticipatory set. They will not share or correct the answers at this time.

Activity 3- Pre-reading web. The teacher will share this web with the students and explain its content, to set the stage for the reading.



Activity 4- Prints and posters of the artist's works will be shared with the class.

Activity 5- First reading. Students will skim the reading looking for the main ideas. Second reading. Students will scan the reading for more specific information. They will look _____ for cognates and identify key words.

Activity 6- Students will be divided into groups of 4 and will read the selection again using the cooperative jigsaw technique so that each student will thoroughly read one paragraph. They will summarize and share their information orally in their groups so that all will understand the entire selection.

Activity 7- As a group, students will review their anticipatory set questions and will make corrections as necessary. Teacher will monitor and review responses with students at this time.

Activity 8- The class will go to the computer lab and explore these web sites to gain more information about the muralists, the movement, and the political climate of Mexico at the time. They will also view more murals in virtual museums.

<http://www.spinebuilders.com/ilustrado/murales/>

<http://www.gallery.ca/exhibitions/past/mexicanart/english/1900-1950/00-50text.html>

http://www.mexconnect.com/mex_arts.html

<http://www.diegorivera.com/index.html>

Activity 9- Students will view the video "Diego Rivera". Student generated questions will follow. The teacher will facilitate an oral summary of the video.

Activity 10- In groups of 4, students will answer comprehension check questions. Included below are some examples of true/ false questions that can be used.

1. _____ Rivera estudió y pintó con Picasso en Francia.
2. _____ Hay personajes de culturas diferentes en los murales.
3. _____ En Guadalajara hay murales de Orozco, Siqueiros y Rivera.
4. _____ Los murales mexicanos tienen temas de la aristocracia.
5. _____ Los tres grandes eran los primeros pintores de murales en México.

6. _____ Rivera, Siqueiros y Orozco recibieron dinero del gobierno para pintar sus murales.
7. _____ La esposa de Rivera era pintora también.
8. _____ Se puede ver murales de los tres grandes en Estados Unidos.
9. _____ Hay temas socio-políticos en algunos murales.
10. _____ Una persona puede aprender la historia mexicana de los murales.

Activity 11-Extended activities. These are activities that can be used to connect this unit with other disciplines and extend the unit into a present day experience.

Students will have a choice of one of the following to be done in groups of 4:

- You are reporters for a local paper. Write interview questions that you could ask the muralists. Do some research on the internet. i.e. Señor Rivera, ¿ puede Ud. decirnos lo que pasó con el Señor Rockefeller?
- With the help of your art teacher, create a mural that depicts the history of our local community.

Assessment

On going throughout the lessons by monitoring student participation in their groups as well as the accuracy of the responses to the written questions given.