Countries in the Spanish-speaking world often share the same celebrations and holidays. The celebrations are a result of a long history of traditions that reflect the mix of primarily Spanish, indigenous, and African cultures. Holidays celebrating religious events and beliefs are often similar between countries. Other holidays commemorate events or people that are important to a particular region. Many holidays, though celebrated on the same day, have traditions and customs that differ between countries.

As you read the pages of Celebraciones, you will discover how the Spanish-speaking world celebrates important holidays and how they compare to your own traditions.
Contenido

Agosto: Feria de Málaga .................. C2
Septiembre: Día de la Independencia .......... C4
Octubre: El 12 de Octubre .................. C6
Noviembre: ¡Día de los Muertos! .......... C8
Diciembre: Las Navidades .................. C10
Enero: ¡Año Nuevo! ......................... C12
Febrero: ¡Carnaval! ......................... C14
Marzo: Las Fallas ......................... C16
Abril: Semana Santa ......................... C18
Mayo: ¡Cinco de Mayo! ..................... C20
Junio: Inti Raymi ......................... C22
Julio: Día de Simón Bolívar .................. C24
La Feria de Málaga celebrates King Ferdinand and Queen Isabella’s triumphant entrance into the coastal city of Málaga on August 19, 1487. The pair claimed the city for the crown of Castile, an event this Spanish city has been celebrating for over 500 years. The Feria de Málaga now lasts for nine days and takes place in two parts of the city. Each day at noon the downtown fills with fairgoers. In the Real, a separate fairground, participants in flamenco dress or riding clothes ride on horseback or in horse-drawn carriages, or stroll, in a tradition known as el paseo. This daytime feria unfolds against a backdrop of music, singing, and dancing and ends at 6:00 p.m., when everyone goes home to rest. The celebration starts again at night in the Real and continues into the early morning hours. For this nightly feria, people gather in public and private casetas, to enjoy concerts, theatrical presentations, music, dance, and food. The last night of the feria ends with a city-sponsored concert followed by a spectacular fireworks display.

Feria de caballos More than a thousand riders and over a hundred horse-drawn carriages and carts participate in el paseo.

Musica callejera Musicians play in the streets during the feria. Here a panda, or group, plays verdiales, traditional music that features guitars, tambourines, and tiny cymbals.

Bridging Cultures

Heritage Language Learners

Regional Variations Some words in this mini-lesson have multiple or regional meanings. For example, feria can mean small change in Mexico and tip or gratuity in Central America. Help students identify the meaning of the word as used in the mini-lesson by providing several context sentences in which they insert the word. Do this for words such as real and feria.

English Learners

Increase Interaction Many of the English terms in the lesson may be unfamiliar to students. Encourage groups to find or draw pictures to illustrate the terms. Have them post each picture on a card and write the English term it illustrates. Have students work with partners to review the vocabulary using the cards.

Connections

Social Studies

Use a world map or map of the Mediterranean area (pp. xxxviii–xxxix, xliii).

• Help students locate the country of Spain and the city of Málaga on the map, pointing out that Málaga is a coastal city on the Mediterranean Sea.

• Tell students that Málaga is the capital city of the province (similar to an American state) also named Málaga.

• Explain that Málaga is an important port city. Encourage students to investigate the goods exported from and imported to the city.

STANDARDS

2.1 Practices and perspectives
2.2 Products and perspectives
4.2 Compare cultures

Feria de Málaga

Objectives

• Provide background for the topic: Feria de Málaga
• Familiarize students with the origin of the Feria de Málaga and its traditions.

Presentation Strategies

20-minute lesson

• Ask students to locate Spain and Málaga on a map.
• Have students read the pages about Feria de Málaga.
• Have small groups discuss the Comparación cultural questions.

50-minute lesson

• Complete 20-minute lesson.
• Have students preview the pictures to identify ways Feria de Málaga is celebrated. (music, food, dancing, rides)
• Introduce the Vocabulario para celebrar and pronounce the English and Spanish terms.
• Ask students to use math to determine how many years ago Ferdinand and Isabella entered Málaga. (Subtract 1487 from the present year.)
• Ask the groups to summarize their discussions for the class.
Enrichment

Arts and Crafts

Entranceway Decoration  Have students examine the photograph of the entranceway on page C3. Tell students to imagine they are on a committee in charge of designing an entranceway for a holiday and a city of their choosing. Have them work in small groups to create the design. Have them post their designs on a bulletin board.

Music

Sevillanas and Flamenco  Play traditional sevillanas or flamenco music and have students describe the music. You might arrange for a video demonstration of these folk dances. Encourage students to learn several steps and perform them as you play the music.
El Día de la Independencia falls in September for many of the Spanish-speaking countries in the Americas. Mexico celebrates on September 15 and 16, with the Grito de la Independencia, music, fireworks, and parades. The first Grito occurred at dawn on September 16, 1810, when Padre Miguel Hidalgo de Costilla called to the people of Dolores to rise up against the Spanish crown. That rebellion led to the Mexican War of Independence.

Just two days later, on September 18, 1810, Chile declared its independence from Spain. Today Chile celebrates the date during a week of fiestas patrias that include parades, rodeos, dance competitions, and special foods.

Eleven years later, on September 15, 1821, a large part of Central America also proclaimed its independence from Spain, becoming El Salvador, Nicaragua, Guatemala, Costa Rica, and Honduras. These countries celebrate their independence on the 14 and 15 with a focus on students: parades, assemblies, and sports competitions.

**STANDARDS**

- 2.1 Practices and perspectives
- 3.1 Knowledge of other disciplines
- 4.2 Compare cultures

**Bridging Cultures**

**Heritage Language Learners**

**Support What They Know** Students may have participated in independence celebrations themselves or their family members may recall celebrations in their homeland. Encourage students to share their experiences to enrich the cultural understandings of all students. They might share songs, costumes, dance steps, or traditional foods.

**English Learners**

**Increase Interaction** Have partners of differing abilities read the mini-lesson together. The more proficient student can read the lesson aloud in English and summarize it in simpler language. A student might also provide a summary in Spanish. He or she might ask the English learner questions about the reading and have him or her answer them in simple English.
**Timeline**

**Sequencing Independence** Have students research information about the independence efforts of the countries mentioned in the mini-lesson as well as the United States. They can then make a timeline identifying important dates leading up to independence. For example, Mexico called for independence in 1810 but did not gain it until 1821. Both of these dates would be placed on the timeline.

**Music**

**National Anthem** Every nation has a national anthem that reflects the history or culture of the nation. Assign each country to a pair of students. Have students find the lyrics and music for the country’s national anthem. Ask them to research the history of the anthem—its origins or what it stands for. Have students present their research and play or sing the national anthem.

**Possible Answers**

1. Students may find more similarities in activities such as parades, dances, and fireworks than differences in activities, such as student competitions or rodeos.
2. Students may suggest family events such as picnics or community events such as parades or fireworks.
El 12 de Octubre

Objectives

- Familiarize students with the origin of El 12 de Octubre and the differing ways people celebrate the holiday.
- Trace the route of Columbus’s first voyage.

Presentation Strategies

20-minute lesson

- Ask students to locate Spain, the Canary Islands, Cuba, and Hispaniola on a map.
- Have students read the pages about El 12 de Octubre.
- Discuss the Comparación cultural questions as a class.

50-minute lesson

- Complete 20-minute lesson plan.
- Have students note the different names for October 12 celebrations. Discuss why different cultures might view the holiday differently.
- Introduce the Vocabulario para celebrar and pronounce the English and Spanish terms.
- Have students work in groups to develop a map showing Columbus’ route, labeling the indigenous groups who lived in each location he visited.

STANDARDS

2.1 Practices and perspectives
4.2 Compare cultures

El 12 de Octubre

El 12 de Octubre has many different meanings in the Spanish-speaking world. For some people it is el Día de Colón, the day Christopher Columbus arrived in the Americas. For some, it is el Día de la Hispanidad, a day to celebrate one’s connection with all other Spanish-speaking people, regardless of their country. And for others, it is el Día de la Raza, a day when indigenous people come together as a community and celebrate their heritage. Other Spanish speakers celebrate their mixed heritage of indigenous, African, and European cultures. How you celebrate depends very much on you and your family’s origin and on the community where you live. For all Spanish-speaking groups, el 12 de octubre marks a key turning point in the lives and cultures of the people in Spain and those living in the Americas.

Vocabulario para celebrar

| Cristóbal Colón | Christopher Columbus |
| el Día Nacional | National Day |
| la hispanidad | the cultural community of Spanish speakers |
| la raza | race |

Dia de la Raza

Indigenous groups gather in Mexico City dressed in their community’s traditional outfits, some wearing pre-Columbian clothing and headdresses.

C6 Celebraciones

Social Studies

Columbian Exchange

Encourage students to research information about the exchange of goods, people, and ideas that resulted from Columbus’ arrival in the Americas and Spanish colonization.

- Provide examples of foods found in the Americas that were previously unknown in the rest of the world: chocolate, sweet potatoes, white potatoes, corn, peanuts, hot peppers, and tomatoes.
- Identify examples of plants and animals introduced in the Americas as part of the Columbian Exchange: wheat, rice, cattle, horses, and bees. Talk about how horses changed the lives of some Native Americans on the Plains.

Connections

Bridging Cultures

Heritage Language Learners

Regional Variations

Encourage students to consider reasons for the different views of October 12. For many indigenous people, it signaled the end of their traditional way of life. For others, it meant the pursuit of riches and opportunity. Have students identify and list the different names of the holiday in different places. Encourage them to give the English and Spanish translation of the holiday names.

English Learners

Provide Comprehensible Input

English terms such as indigenous in the lesson may be unfamiliar to many students. Have students skim the lesson for words that are unfamiliar to them. They can make a chart giving the word, a dictionary pronunciation, and a definition. Have students refer to the chart as they read.
Language Arts

Columbus Day Poetry Have students locate and read poems about Christopher Columbus and 1492. One classic poem is *In 1492*. Another is Emma Lazarus's poem *1492*. Help students read and summarize the poems. Have them compare and contrast the viewpoints of the poems.

Timeline and Maps

Columbian Voyages  Columbus returned to the Americas three times after the first voyage. Ask students to draw a timeline and a map showing events related to Columbus' explorations.

Enrichment

De la Raza A woman from the Pehuenche indigenous community gathers with other indigenous groups in downtown Santiago.

España The Spanish government celebrates with a parade in Madrid.

México Ask students which photograph shows someone in pre-Columbian costume.

Nueva York Ask students to identify the nations represented by the flags carried by the students.

Chile Ask why different indigenous groups might meet to celebrate their own identities.

About the Photos

Have students note the names of the celebrations in each place. All celebrate the same day but focus on different meanings to the communities.

México Ask students which photograph shows someone in pre-Columbian costume.

Nueva York Ask students to identify the nations represented by the flags carried by the students.

Chile Ask why different indigenous groups might meet to celebrate their own identities.

Possible Answers

1. Celebrations may depend on students' heritage and cultural identity. Some communities may host parades and festivals; others may not plan any special activities.

2. Students should provide reasons for their preferences, which may be based on their heritage or personal identity. Their renaming of the holiday should reflect their opinion about the Columbian Exchange.

1. How do you celebrate October 12 in your community or school? Is it similar to or different from the celebrations in Spanish-speaking countries? How so?

2. What does October 12 mean to you? Which of the Spanish names for the holiday has the most meaning for you? How would you rename the holiday to celebrate your heritage?
On Día de los Muertos families visit the cemeteries and gravesites of their loved ones. They clean the sites and leave flowers and candles and, in many countries, they bring entire meals with special drinks and traditional breads to share with the deceased. Displays are set up next to the gravesite that include flowers, hand-crafted skeletons, colorful paper cutouts, candy skulls, personal items, and photos. Family members pass the night sharing food and conversation as they keep vigil for their ancestors.

The celebration of Día de los Muertos spans two days, November 1 and 2. Also known as Día de los Difuntos, the traditions originate in the centuries-old religious holiday Día de Todos los Santos. In the Americas, this holiday coincided with pre-Columbian festivals that celebrated the harvest, the new year, and honored the dead. The mix of cultures and traditions resulted in the celebration Día de los Muertos.

Many Latino families have immigrated to the United States and no longer live close to the cemeteries and gravesites of their deceased family members. Ask students how these families might honor deceased family members if they cannot visit the gravesites to leave flowers.
Arts and Crafts

**El pan de muertos** Have students use molding clay rather than bread dough to fashion guaguas de pan. They can use the handle end of a paintbrush to carve designs into the clay. They can also use paints to draw faces and other details for the guaguas de pan. Alternatively, students might make paper cutouts of skeletons.

Projects

**Family** Have every student choose a deceased ancestor to commemorate. Ask students to write a brief biography of the individual. If photographs are available, a student could include those in the biography. Ask the student to plan a way to remember the individual through a Día de los Muertos activity.

**Possible Answers**

1. The traditions for remembering deceased loved ones may differ from culture to culture or family to family.
2. Students may find that in many places Halloween celebrations no longer relate to the original meaning of the holiday. Many Día de los Muertos celebrations continue to emphasize the traditional meanings and purpose of the holiday.
Las Navidades are celebrated throughout the Spanish-speaking world with family gatherings and special meals. Celebrations start in mid-December and, in some countries, extend to January 6.

Many families gather the night of December 24, or la Nochebuena, to share a special meal of traditional foods and drinks that vary depending on the country. Tamales, empanadas, and buñuelos are served in many countries. In Spain, there is turkey, or pavo, and turron. In Argentina and Chile, where it is summer, people eat cold foods and salads.

The tradition of giving and receiving gifts also forms a part of las Navidades. In some countries, families exchange gifts at midnight on la Nochebuena, while in others children receive gifts the morning of December 25, and in other countries the gifts appear the morning of January 6. Often gifts are given primarily to children.

Un desfile navideño The holiday parade in Panama City takes place in mid-December.

La noche de rábanos On the night of December 23, elaborate carvings made from radishes, or rábanos, are on display in Oaxaca’s central plaza. The figures include people, animals, and even entire scenes. This unique tradition has been celebrated for over 100 years.

Las empanadas Dancers dress as empanadas in Buenos Aires. These meat-filled pies are especially enjoyed during las Navidades.

An idiom is a phrase or sentence with a meaning that does not have exactly the same meaning as the individual words. Write the phrase contar muchas navidades (to count many Christmases) on the board. Discuss the meaning of the individual words. Then discuss the meaning of the phrase (to be old). Encourage students to keep a log of English and Spanish idioms.

English Learners
Increase Interaction Have students learning English read the pages with an English-speaking student. Ask the pair to construct several true/false questions that they can use to quiz other students on lesson content. Pairs can take turns asking and answering each other's questions.

Heritage Language Learners
Support What They Know Encourage students to talk about Las Navidades celebrations. Have them ask family or friends whether the way the holidays are celebrated here differ from the way they are celebrated in their country of origin. Talk about reasons why people might adapt their celebrations when they move to a new place.


**Arts and Crafts**

**Piñatas** The tradition of las posadas is a strong one in many Mexican communities. Each evening from December 16 through December 24, families gather at a different neighbor’s home for a party. Each party ends with the breaking of a piñata. Although traditionally made from pottery, piñatas today may be papier-mâché covered in crepe paper. Have groups of students make piñatas.

**Food**

**Holiday Drinks** As part of the holidays, some Mexican families prepare special drinks. These include rompope (eggnog), chocolate caliente (hot chocolate), and spicy cider. Ask students to find a recipe for Mexican hot chocolate. Work with students to prepare the beverage in class. Provide cups so students can enjoy the tasty drink.

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**El Día de los Reyes Magos** In Peru and in many other Spanish-speaking countries, Argentina, the Dominican Republic, Paraguay, and Spain, children receive presents on January 6 from los Reyes Magos. In anticipation, children leave out a snack for the Three Kings, carrots or grass for the camels, and a pair of empty shoes for the gifts.

**Un desfile navideño** Circus elephants take part in Madrid’s holiday parade on January 5. In Spain, parades on January 5 or 6 celebrate the arrival of los Reyes Magos.

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**About the Photos**

**Panamá** Help students use context to conclude that the Spanish word desfile has the same meaning as the English word parade.

**México** Point out that the radishes carved are much larger than the little red radishes found in the grocery store.

**Argentina** In Argentina, empanadas are pastries that may be filled with ground beef, olives, onions, eggs, and raisins. They might also be filled with other meats, cheese, tuna, corn, or spinach. There are also dessert empanadas.

**Perú** According to tradition, the Three Kings followed a star to bring gifts to a newborn child. Children receive gifts on January 6 from the kings in memory of this event.

**España** Children and other onlookers watch a circus elephant perform during the parade that celebrates the arrival of the Three Kings.

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**Possible Answers**

1. Many families celebrate religious and nonreligious holidays in December. Christmas is on December 25. Hanukkah occurs in December, and Eid al-Adha can fall in December too. Kwanzaa, an African American holiday, begins on December 26.

2. Students may associate specific foods with specific holidays, such as turkey and Thanksgiving. Encourage students to name at least three foods and tell when they enjoy them.

3. Students may exchange gifts on birthdays, at New Year, or on other special days. Some students may not have gift-giving traditions.

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**Comparación cultural**

1. Do you and your family celebrate a holiday in December? If so, compare the traditions of your family to the traditions of las Navidades.

2. What special meals and foods do you associate with certain holidays? Describe the foods you traditionally enjoy on a holiday you celebrate.

3. What time of the year do you give or receive gifts and for what reason?
¡Año Nuevo!

**Objectives**
- Familiarize students with Año Nuevo celebrations.
- Locate on a map the countries featured in the lesson.

**Presentation Strategies**

**20-minute lesson**
- Use a map to locate Peru, Spain, Colombia, and Guatemala.
- Have small groups read pages C12–C13 and respond to the Comparación cultural questions.

**50-minute lesson**
- Complete 20-minute lesson.
- Review the vocabulary in the Vocabulario para celebrar and ask students to pronounce and define the terms.
- Ask students to present summaries of the group discussion to the class and tally the number of individuals who participate in each kind of celebration mentioned.

**STANDARDS**

2.1 Practices and perspectives
4.2 Compare cultures

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**Critical Thinking**

**Long-term Retention**

Different cultures have different traditional calendars. For example, the Chinese calendar is a lunar calendar and the New Year begins sometime between January 19 and February 21. Yet, most Chinese as well as other people celebrate the January 1 New Year holiday. Ask students why it is important for countries around the world to use the same calendar.

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**Heritage Language Learners**

**Regional Variations**

Spanish has several ways of saying New Year’s Eve. La noche vieja, la víspera de año nuevo, and noche de uvas all mean New Year’s Eve. Have students find out from their families their most common way of referring to New Year’s Eve.

**English Learners**

**Build Background**

English learners may find it helpful to record Spanish terms with their English meanings that are not defined in Vocabulario para celebrar. Suggest that they alphabetize the Spanish terms. They can use the log to find the English meaning of Spanish terms easily.

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El Año Nuevo celebrates the arrival of the New Year and la Nochevieja says goodbye to the old. In much of the Spanish-speaking world, traditions include making a toast, exchanging a kiss or hug, or eating twelve grapes—one for each stroke of midnight—to ensure your wishes come true for the New Year. Other good luck traditions include wearing yellow or red, eating a tablespoon of lentils, or carrying a suitcase around the block if you hope to take a trip. To wish someone a happy New Year, say ¡Feliz año nuevo! or ¡Próspero año nuevo!

On la Nochevieja, there are also traditions for saying goodbye to the old year. Some people dress in masks representing el año viejo. Others build satirical figures called los años viejos that represent famous people or politicians. Adorned with poems or messages that poke fun at el año viejo, and filled with shavings and firecrackers, these figures are lit on fire at midnight, to burn and explode on street corners, as a final despedida, or farewell, to the old year.
Social Studies

Current Events  Have students choose a nation and do research to find out what current events took place in the past year. Have students write a brief description of one of the events. Ask them to draw satirical figures of the people involved in the events. Post their written descriptions and drawings on a bulletin board.

Music

Holiday Songfest  Encourage students to find English and Spanish lyrics to the well-known New Year song “Auld Lang Syne.” Discuss the meaning of the lyrics. Then help students learn the song in both Spanish and English. They can perform both versions for another class.

Possible Answers

1. Students should identify New Year’s celebrations that they have participated in or observed. They might use a Venn diagram to compare and contrast celebrations.
2. Students’ responses should identify the figure or event and cite reasons for their choices.

¡Año Nuevo!

About the Photos

Perú  Lima is Peru’s capital city. It is located just off the Pacific Coast. Have students locate Lima on a map of Peru.

España  Puerta del Sol is in the middle of historic Madrid. Prominently displayed there is a statue of an upright bear eating fruit from a tree.

Colombia  Popayán is located south of Cali. Have students find this colonial town on a map of Colombia. An earthquake in the 1980s destroyed much of its historic architecture.

Guatemala  For about 200 years until the late 1770s, Antigua served as the seat of Spanish government in Central America. This city sits in the shadow of an extinct volcano, west of the present-day capital city Guatemala City. Have students find the city on a map of Guatemala.

Comparación cultural

1. How do you celebrate the New Year? Does your family or community have any special traditions? Are any of the traditions similar to the ones in Spanish-speaking countries? How are they similar or different?
2. If you were to build an año viejo representing the past year, what figure or event would you portray? Explain your choice.

Celebraciones  C13

Vocabulario para celebrar el Año Nuevo

- **el Año Nuevo**  New Year
- **el brindis**  toast
- **las doce uvas**  twelve grapes
- **las lentejas**  lentils
- **la medianoche**  midnight
- **la Nochevieja**  New Year’s Eve

Paseo de los años viejos  In Popayán, families and neighbors take their año viejo figures out for a final ride before the Nochevieja celebration. Later on, at midnight, they will burn the figures.

Baile de los Gigantes  In Antigua, people celebrate the New Year with the folkloric “Dance of the Giants.” These giant heads, or cabezudos, are similar to costumes used since the medieval period in Spain.

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2. If you were to build an año viejo representing the past year, what figure or event would you portray? Explain your choice.
**Objectives**
- Familiarize students with Carnaval and its varied celebrations.
- Identify the traditional meaning of Carnaval and when it is held.

**Presentation Strategies**

**20-minute lesson**
- Ask students to find the Canary Islands, Paraguay, Mexico, Bolivia, and Colombia on a map.
- Read pages C14–C15 and discuss the photographs.
- Assign the Comparación cultural questions as homework.

**50-minute lesson**
- Complete 20-minute lesson.
- Introduce the Vocabulario para celebrar, pronounce the terms, and discuss their meanings.
- Discuss the word origin of *carnaval* and identify words in English and Spanish with the same origin.
- Have groups of students discuss the Comparación cultural questions. Students might use a Venn diagram to compare holidays.

**STANDARDS**

2.1 Practices and perspectives
2.2 Products and perspectives
4.2 Compare cultures

**Connections**

Social Studies
Help students find the Canary Islands off the coast of northwestern Africa. Also have students locate the islands in relationship to the mainland of Spain.

**Bridging Cultures**

**Heritage Language Learners**

**Support What They Know** Carnaval is derived from the Latin words meaning removal of meat. Many Spanish and English words include the base *carn-* meaning flesh or meat. Encourage students to list Spanish and English words with this base. For example, the Spanish word *carnicería* means butcher shop and the English word *carnivore* means an animal that eats meat.

**English Learners**

**Increase Interaction** Many terms in this lesson may be unfamiliar to English learners. Have students work with native English-speaking partners. Together they can identify, pronounce, and define terms such as solemnity, typically, and current, that may present problems for English learners.

Carnaval marks a period of festivity prior to the beginning of Lent. Lent was, and for some still is, a 40-day period of solemnity and fasting with the removal of meat from the diet being a key feature. You can see the word *carne* (meat) in *carnaval*; traditionally, this was the last chance to eat meat before the Lenten fast. Today, *carnaval* often resembles a lively, multi-day party.

Falling in either February or March, *carnaval* is typically celebrated during the five days that precede Ash Wednesday, the first day of Lent. In some countries, *carnaval* lasts longer, overlapping other local celebrations. In many regions, traditions such as throwing water and eggs can start over a month before the actual holiday. The planning for the next year’s parades, parties, and dance groups often starts as soon as the current *carnaval* ends!

Elaborate costumes are central to the *carnaval* celebration. This costume, entitled “Africa soy yo,” appeared in Las Palmas, in the Canary Islands.
Arts and Crafts

Los cascarones  Have students make their own cascarones with adult supervision. First they make a hole in an egg, shake out its contents, and use hot water to wash the egg, inside and out. Be sure they wash their hands thoroughly afterwards. They can use paints, wax pencils, glitter, and other supplies to decorate the eggs, fill them with confetti and tissue paper to seal them.

Research

UNESCO  UNESCO is an acronym for United Nations Educational, Scientific, and Cultural Organization. Have students do research focused on this agency of the United Nations. Ask them to identify its goals and its history.

 possível respostas

1. O que ocorre nas diversas formas de comemorar Carnaval pode ter evoluído devido à diversidade cultural da população.
2. Os estudantes podem nomear um feriado de que eles ou sua comunidade comemoram. Eles podem usar um gráfico para identificar com quais feriados são similares e diferentes de festividades Carnaval.

Vocabulario para celebrar

<table>
<thead>
<tr>
<th>span</th>
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<tbody>
<tr>
<td>los bailarines</td>
<td>dancers</td>
</tr>
<tr>
<td>la banda</td>
<td>musical band</td>
</tr>
<tr>
<td>Carnaval</td>
<td>Carnival</td>
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<tr>
<td>los cascarones</td>
<td>confetti-filled eggs</td>
</tr>
<tr>
<td>el disfraz</td>
<td>costume</td>
</tr>
<tr>
<td>las máscaras</td>
<td>masks</td>
</tr>
</tbody>
</table>

Comparação cultural

1. As formas em que Carnaval é celebrado no mundo espanhol e português diferem dependendo da região. Por que você acha que as celebrações evoluíram de uma maneira diferente?
2. Compare as tradições de Carnaval com um feriado que você ou sua comunidade comemoram. Qual deles são similares? Como são similares?
Las Fallas is a weeklong festival in March that engulfs the city of Valencia, Spain. Tens of thousands of visitors from all over the world come to the city to experience Las Fallas, a week of pageants, music, flowers, and creative displays. Each day, the deafening explosions of thousands of firecrackers, la mascletà, fills the city at 2:00 p.m. and each night’s celebration ends in fireworks.

The main characters of the celebration are the ninots, gigantic figures built of wood, plaster, and cardboard. The largest are up to several stories tall. Neighborhood organizations build these enormous figures during the preceding year. Then, during the week of Las Fallas, they display them in intersections, parks, and plazas throughout the city. The public visits the more than 400 fallas and votes for their favorite one. On the last night at midnight, all but the favorite are burned in enormous bonfires. Then one final, brilliant display of fireworks explodes over the city.

Los ninots These gigantic figures poke fun at well-known people or current events from the preceding year.

Las falleras During the festival, women dress in traditional outfits that include lace dresses, veils, jewelry, and colorful sashes.

C16 Celebraciones

Heritage Language Learners Support What They Know Although Las Fallas is a well-known celebration throughout Spain, it is unique to Valencia. Ask students to discuss with family members any celebrations in their homelands that may be unusual or unique. Provide time for students to give a brief summary of the celebration.

English Learners Increase Interaction English learners may benefit from reading the lesson in small groups. Encourage group members to read the paragraphs aloud, stopping to summarize sentences or to define terms as they read.
Social Studies

Travel Arrangements  Valencia, Spain’s third largest city, is visited by thousands during the Las Fallas festival. Encourage students to find out about hotel accommodations and travel arrangements for a visit to Valencia in March for the festival. Have them prepare a brochure that an agent might use to promote the festival and discuss travel arrangements.

Arts and Crafts

Ninots and Fallas  Have small groups of students brainstorm lists of past or present public celebrities. Ask each group to use cardboard and other art materials to make a ninot of one or more of the personalities on their list. They can create a scene in which to place their ninots as well. Have each group present its display to the class.

Possible Answers

1. Students may identify holidays such as July 4 and New Year’s Day as days in which communities have fireworks displays.
2. Traditions that might be similar to those from Las Fallas will vary depending on the celebrations in the students’ community.
Semana Santa

**Objectives**
- Familiarize students with Semana Santa.
- Identify ways people in different countries celebrate Semana Santa.

**Presentation Strategies**

**20-minute lesson**
- Ask students to find Mexico, Ecuador, Peru, and El Salvador on a map.
- Have students read pp. C18-C19 together.
- Discuss the Comparación cultural questions.

**50-minute lesson**
- Complete 20-minute lesson.
- Discuss the photographs on pp. C18-C19.
- Introduce the Vocabulario para celebrar, pronounce the terms, and discuss their meanings.
- Discuss cognates such as *las procesiones* and *processions*.

**STANDARDS**

2.1 Practices and perspectives
2.2 Products and perspectives
4.2 Compare cultures

**Long-term Retention**

**Critical Thinking**

**Summarize** Have students work in pairs to write brief summaries of the reading and photo captions. Have them include as many Spanish words as possible.

**Bridging Cultures**

**Heritage Language Learners**

**Support What They Know** For many people, *Semana Santa* is the most important religious holiday of the year. As students discuss their family traditions, remind them of the importance of respecting all religious and nonreligious observances of the week.

**English Learners**

**Build Background** The words *procesiones* and *processions* are cognates. Both the Spanish and the English terms are derived from Latin roots. Encourage students to identify any other related cognates. Remind them that knowing cognates can help them understand the meaning of the words in both languages.
Arts and Crafts
Carpets of Flowers or Sand  Have students examine the sand and flower carpets shown in the pictures. Encourage students to design a pattern for their own sand or flower carpet to reflect a holiday of their choice. They can sketch their design, showing the colors they would use. If they have colored sand or can make paper flowers, they may wish to make a minirug of their design.

Foods
Fried Green Plantains  With adult supervision, students can easily make fried green plantains. They simply peel and slice green plantains, which are similar to bananas. They then fry the plantains in a pan until golden; carefully remove and smash the plantains, sprinkle them with salt, and re fry them until they are crispy. They should drain the plantains and let them cool before eating.

Possible Answers
1. Students may mention a variety of holidays such as Labor Day, Thanksgiving Day, and Fourth of July that include parades. Decorations include flags, banners, and flowers.
2. Different communities have different festivities or community activities. These may include food sampling festivities, carnivals, street sales, heritage days, or national celebrations. Some celebrations may be primarily religious as with Semana Santa and others may be non-religious or neighborhood celebrations.
¡Cinco de Mayo!

Objectives
• Familiarize students with Cinco de Mayo.
• Differentiate Cinco de Mayo from Mexican independence celebrations.
• Identify Cinco de Mayo celebrations in the United States.

Presentation Strategies
20-minute lesson
• Remind students that Mexican independence is celebrated in September.
• Locate Puebla, Mexico; Los Angeles; and Washington, D.C., on a map.
• Read the lesson and discuss the holiday.
• Discuss the Comparación cultural questions in small groups.

50-minute lesson
• Complete 20-minute lesson.
• Review the vocabulary in the Vocabulario para celebrar.
• Discuss the text, photographs, and captions.
• Ask groups to summarize their discussions of the Comparación cultural questions for the class.

STANDARDS
2.1 Practices and perspectives
3.1 Knowledge of other disciplines
4.2 Compare cultures

Long-term Retention
Critical Thinking
Discuss reenactments as a means of commemorating events. How do reenactments differ from other kinds of celebrations? How are reenactments like plays? Would people involved in reenactments have to rehearse? Explain.

Bridging Cultures
Heritage Language Learners
Family Celebrations Encourage students of Mexican descent to discuss Cinco de Mayo celebrations with their families. Is the holiday celebrated in their hometowns in Mexico? If so, how? Students can share their findings with the class. Encourage students to bring in photographs, programs, or costumes of past Cinco de Mayo celebrations to share with the class.

English Learners
Increase Interaction Pair English learners with native English-speaking students. Have them read pp. C20–C21 aloud, alternating after every few sentences. Encourage English learners to correct their own pronunciation and to use their partner’s pronunciation as a model.
Social Studies

Cinco de Mayo in the News  Have students prepare news reports detailing the events of Cinco de Mayo, 1862, in Puebla, Mexico. The news reports should provide background information as well as information about the Mexican victory. Students can present their reports in a modern television documentary format. Encourage them to use drawings and maps to visually support the report.

Arts and Crafts

Folk Dance  Invite Mexican folk dancers to perform for the class. If possible, ask a member of the troupe to teach the students a simple dance routine. Students can practice and perform the dance for other classes.

Culture

About the Photos

Los Ángeles  Los Angeles, California, is the second largest city in the United States. It is home to a large Latino population. Plaza Olvera is part of Olvera Street, a historic section of Los Angeles.

México  Puebla is southeast of Mexico City, the national capital. The May 5th celebration commemorates the defeat of the French army by the Mexican army. Despite the victory, the French went on to rule Mexico for a time. The French finally withdrew in 1867.

Washington, D.C.  Cinco de Mayo celebrations take place around the United States, which has a large Mexican American population. It is a celebration of freedom that all can enjoy.

Possible Answers

1. Cinco de Mayo celebrations include parades and theatrical performances. Large cities and even schools may have Cinco de Mayo events.
2. Celebrations of historic events in much of the United States are celebrated with parades, memorial services, fireworks, concerts, and more. Different communities celebrate community and national events in different ways.
Heritage Language Learners

Support What They Know  The *Inti Raymi* celebration began as an Incan holiday. Have students with family members from South America ask about celebrations of the summer or winter solstice. Together students can make a chart identifying nations that celebrate the solstice and the types of celebrations enjoyed.

**Inti Raymi**

*Inti Raymi*, or the “Festival of the Sun,” falls on June 21 or 22, the date of the southern hemisphere’s winter solstice, the shortest day of the year. Indigenous communities throughout the Andean highland countries of South America celebrate the winter solstice with ceremonies designed to bring the Sun back and shorten the longest night. Incan in origin, *Inti Raymi* honored the sun as the source of light, heat, and life, and celebrated the start of a new planting season. The name *Inti Raymi* comes from the Quechua language: *inti* means “sun” and *raymi* means “festival.” The largest festival takes place in Cuzco, Peru, the ancient capital of the Incan civilization and empire. In Cuzco, *Inti Raymi* has grown into a major tourist attraction. Thousands of people visit the city to enjoy the performances by folkloric groups and to watch the theatrical presentation of the Incan ceremony, the focal point of the celebration.

**Presentation Strategies**

20-minute lesson
- Locate Peru, Ecuador, and Bolivia on a world map or globe. Trace the equator and identify the Northern and Southern hemispheres.
- Have students take turns reading aloud pages C22–C23.
- Have groups of students discuss the Comparación cultural questions.

50-minute lesson
- Complete 20-minute lesson.
- Review the Vocabulario para celebrar.
- Discuss the summer and winter solstices and when they occur in the Northern and Southern hemispheres.
- Ask group representatives to present their group’s answers to the class.

**STANDARDS**

2.1 Practices and perspectives
4.2 Compare cultures

**Heritage Language Learners**

**Indigenous Languages**  Both Spanish and Quechua are official languages of Peru. Although Quechua is spoken in Ecuador, it is not an official language. In Bolivia, Spanish, Quechua, and Aymara are official languages. Have students find out what languages family members from South and Central America speak. Do they speak an indigenous language as well as Spanish?
**Science**

**Seasonal Changes** Have students use drawings or models to demonstrate the solstices and equinoxes in the Southern Hemisphere. Have them provide an explanation of what happens on those days including facts such as the number of hours of sunlight.

**Foods**

**Quinoa** Have students make a quinoa salad. Quinoa is an ancient Peruvian grain. If quinoa is not available in an ethnic food store, substitute rice or another grain. To make the salad, seed and chop a jalapeño pepper, peel and chop a cucumber, and dice a tomato. Add these to four cups of the cooked grain. Add fresh mint as well. Make a salad dressing of olive oil, lime juice, and salt and pepper.

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**Culture**

**About the Photos**

Peru, Ecuador, and Bolivia were all part of the Inca empire.

**Perú** The fortress of Sacsayhuaman was largely destroyed by the Spanish. Its ruins with stones expertly fit closely together illustrate the building skills of the Incas.

**Ecuador** The equator runs through the capital city of Quito, Ecuador. The name of the country is the Spanish word for equator.

**Bolivia** Once ruled by the Aymara people, Bolivia became part of the Inca empire in the 1400s.

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**Comparación cultural**

1. In North America, June 21 is the summer solstice, or the longest day of the year, and December 21 is the winter solstice, or the shortest day of the year. What important holidays or events occur during this time of year?
2. In ancient civilizations, the appearance of the sun and moon were important events that helped mark the passing of time and the seasons. If you were to celebrate the winter or summer solstice, what would you include in your celebration?

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**Vocabulario para celebrar**

- el ayamara: language of indigenous group from Bolivia and Peru
- los incas: Incas, an ancient South American people
- el quechua: language common to many South American indigenous groups and adopted and spread by Incas
- el sol: sun

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**Possible Answers**

1. Many communities enjoy winter festivals in December. Many holidays take place in late December, such as the African American celebration of Kwanzaa.
2. Students may identify seasonal outdoor objects, such as flowers, lightning bugs, snow, and ice, with the solstices. They should name the items and explain how they would use them.
**Objectives**

- Provide biographical data on Simón Bolívar.
- Familiarize students with Día de Simón Bolívar.

**Presentation Strategies**

**20-minute lesson**

- Read pages C24–C25.
- Identify the present-day nations of South America that made up Gran Colombia.
- Locate Venezuela, Panama, Colombia, Ecuador, Bolivia, and Peru on a map.
- Conduct a class discussion of the Comparación cultural questions.

**50-minute lesson**

- Complete 20-minute lesson.
- Review the vocabulary in the Vocabulario para celebrar.
- Identify the meaning of *el libertador* and explain why Simón Bolívar was called *el Libertador*.
- Discuss the text, photographs, and captions.

**STANDARDS**

2.1 Practices and perspectives
2.2 Products and perspectives
3.1 Knowledge of other disciplines
4.2 Compare cultures

**Long-term Retention**

Critical Thinking

Have students identify the historical leaders who are on the American one dollar (George Washington), five dollar (Abraham Lincoln), ten dollar (Alexander Hamilton), and twenty dollar (Andrew Jackson) bills. Then remind students who is depicted on the Venezuelan currency. Why are these people depicted on the money? What does it show about their contribution to the nation? Which leaders do you think are most like Simón Bolívar? Why?

**Bridging Cultures**

**Heritage Language Learners**

Support What They Know  Students with South American roots might ask family members whether they celebrated Simón Bolívar Day as children. Encourage them to identify ways the day was celebrated.

**English Learners**

Increase Interaction  Have students proficient in English read the pages with English learners. Encourage students to summarize each paragraph and caption in simple terms. Students should consult a dictionary when necessary to understand the meaning of terms such as *instrumental*, *amidst*, *crucial*, and *commemorates*.

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**Día de Simón Bolívar**

Simón Bolívar, known as *El Libertador*, envisioned a united South America, a union for which he fought, but never attained. Despite this, he was instrumental in bringing about much of South America's independence from Spain and became one of its most revered leaders. His birthday is a national holiday in Venezuela, Ecuador, and Bolivia, and many cities and towns have plazas or monuments in his honor.

Born on July 24, 1783, in Caracas, Venezuela, Simón Bolívar strongly believed in freedom from Spanish rule and worked toward that goal as a political leader, writer, and military commander. With his troops, he liberated present-day Venezuela, then Colombia. He was then named president of Gran Colombia, a federation comprised of what is now Venezuela, Colombia, Panama, and Ecuador. He went on to lead his troops into Peru, aiding in the final defeat of Spain. For two more years, Bolívar maintained his leadership, writing the constitution of Bolivia, a country named in his honor. By 1827, his dream of unification dissolved amidst growing rivalries between the South American military leaders. Three years later Bolívar died, on December 17, 1830.

**Monumento a Simón Bolívar**  This monument marks the location of the Battle of Boyacá, where Bolívar's forces defeated the Spanish resulting in the liberation of Gran Colombia. To celebrate the anniversary of the battle, students form the colors of the Colombian flag.

**Bolívares**  Venezuela’s currency carries both Bolívar’s name and image.

**Colombia**

**Venezuela**

C24  Celebraciones
Arts and Crafts

Simón Bolívar Have students use clay or papier-mâché to make a miniature statue of Simón Bolívar. Alternatively, they might use markers or paints to do a portrait of the leader.

Timeline

Independence Many Central and South American nations gained their independence in the 1800s. Have students make a list of all the Central and South American nations and record their dates of independence. Students should then arrange the nations on a timeline to show the sequence of independence.

Possible Answers

1. Answers may vary, but students are likely to compare Simón Bolívar with George Washington. Both leaders commanded armed forces to help their countries gain freedom, and both served as presidents of new American nations.
2. Students might mention such holidays as Presidents’ Day and Martin Luther King, Jr., Day. Celebrations include Memorial Services, speeches, and parades. Other ways of honoring leaders include writing and reading books about them and making movies about them.