



Las celebraciones

The following lessons about holidays are provided for your personal enjoyment. You may choose to read them on your own, or your teacher may present them throughout the year.

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.

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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.



STANDARDS

- 2.1 Practices and perspectives
- 2.2 Products and perspectives
- 4.2 Compare cultures

Connections

Social Studies

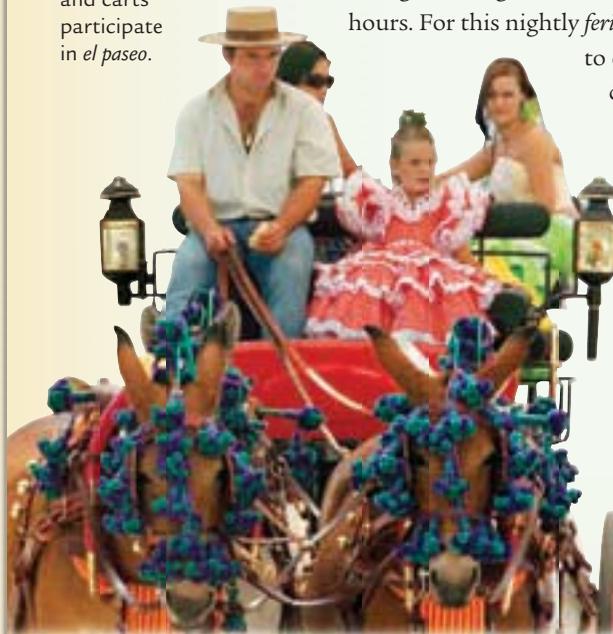
- Use a world map or map of the Mediterranean area (pp. xxviii–xxxix, xlili).
- Help students locate the country of Spain and the city of Málaga on the map, pointing out that Málaga is a coastal city on the Mediterranean Sea.
 - Tell students that Málaga is the capital city of the province (similar to 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.



FERIA DE MÁLAGA

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

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



C2 Celebraciones

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.



Música 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

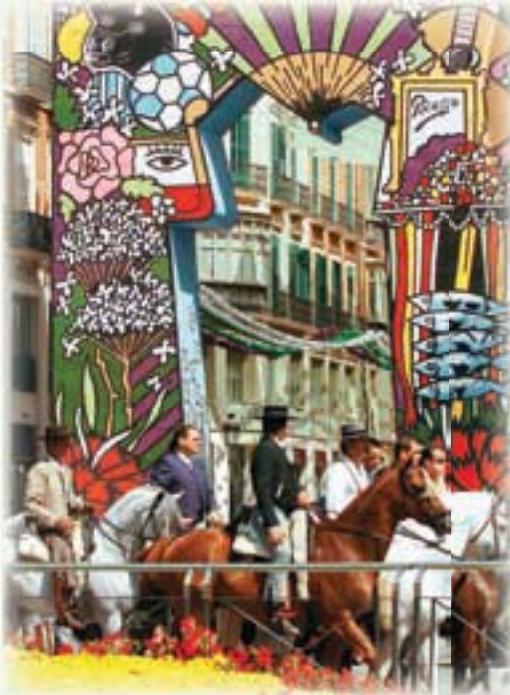
Increase Interaction Many of the English terms in the lesson may be unfamiliar to students. Encourage groups to find or draw pictures to illustrate the terms. Have them post each picture on a card and write the English term it illustrates. Have students work with partners to review the vocabulary using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

Culture

About the Photos

Entranceway Encourage students to analyze the left-hand photograph on page C3. Point out that the entranceway depicts important parts of the culture of Málaga. Encourage students to list soccer ball, fans, guitar, fish, and flowers and relate them to the culture. Point out the name Picasso. If necessary, explain that Picasso was one of the most important artists of the 1900s. Ask students to infer why Picasso would be mentioned on the entranceway and to do research to verify their inference. (Picasso was a native son of Málaga, born on October 25, 1881.)

Gratis Have students read the sign in the top, right-hand photograph and the caption. Have students find, share, and compare recipes for paella. Explain that there are many variations on the recipe but most include seafood and rice.



Una entrada a la feria Riders pass in front of one of the decorative entrances to a street in the historic downtown of Málaga.



Una caseta offers free samples of *paella*, a rice and seafood dish that is a regional specialty from the coastal cities of Spain.

Bailando flamenco Fairgoers perform folkloric dances such as *flamenco* and *sevillanas* in the streets, plazas, and *casetas*, wherever there is music.



Vocabulario para celebrar

<i>los caballos</i>	horses
<i>las carretas</i>	horse-drawn carriages
<i>las casetas</i>	small houses or tents
<i>la feria</i>	fair
<i>el paseo</i>	a walk, stroll, or ride

Comparación cultural

1. Does your town or city celebrate its beginnings or inauguration as a community, or is there a special "town day"? What events take place during the celebration?
2. What events in your community or region are similar to those of the *Feria de Málaga*? Describe them and then compare them to the *Feria de Málaga*.

Celebraciones C3

Comparación cultural

Possible Answers

1. Students' communities may not celebrate their own historical beginnings, but they may have a special community festival each year or celebrate a national holiday. Encourage students to compare these celebrations to the *Feria de Málaga*. Students are likely to identify music and food as activities common to both celebrations.
2. The events may include parades, street festivals, carnivals, musical performances, and street dances.

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.

Objectives

- Provide background for the topic: Día de la Independencia.
- Familiarize students with Independence Day celebrations in Latin American countries.

Presentation Strategies 20-minute lesson

- Use a map to locate Mexico, the Central American countries, and Chile.
- Have students read aloud the pages about Día de la Independencia.
- Conduct a class discussion of the Comparación cultural questions.

50-minute lesson

- Complete 20-minute lesson.
- Display the national flags or pictures of the flags of the countries identified in the lesson. Encourage students to note similarities and differences in the flags.
- Have students reenact the commemoration activity of the Mexican president. Students might also role-play the president giving an Independence Day speech.



STANDARDS

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



DÍA DE LA INDEPENDENCIA

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.



México

El Grito de la Independencia On the night of September 15, the president of Mexico commemorates *el Grito* by ringing a bell, proclaiming *¡Que viva México!*, and waving the Mexican flag from a balcony above the Zócalo. Crowds gather below to participate in the *Grito*.



C4 Celebraciones

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.

See these pages come alive!

Día de la Independencia

Culture

About the Photos

Mexico Explain that on the morning of September 16, 1810, Miguel Hidalgo rang the church bell to gather the people of Dolores, Mexico, together. He then called on the people to rebel against the Spanish, who ruled Mexico. Ask students why the president of Mexico rings a bell as part of today's independence celebration.

Guatemala Ask why the torch is carried from Guatemala to Costa Rica as part of the independence celebration.

Costa Rica Have students read the caption and study the picture to help them identify the colors of the national flag of Costa Rica. (red, white, and blue)



Guatemala

El recorrido de la antorcha Runners carrying a flaming torch start in Guatemala and end in Costa Rica. All along the route, uniformed schoolchildren wait expectantly for the torch to pass.

Vocabulario para celebrar

la antorcha	torch
la banda	band
las fiestas patrias	patriotic holidays
el grito	shout
el recorrido	run, journey
proclamar	to declare

Fiestas patrias Costa Rican schoolchildren, dressed in colors of their country, dance in a parade.

Costa Rica



Comparación cultural

1. Compare the way your town or city celebrates Independence Day with the celebrations in Mexico and Central America. How are they similar? Are there any differences?
2. How do you celebrate Independence Day? Do you participate in community events or have a special tradition?

Celebraciones C5

Enrichment

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.

Comparación cultural

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

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.

Objectives

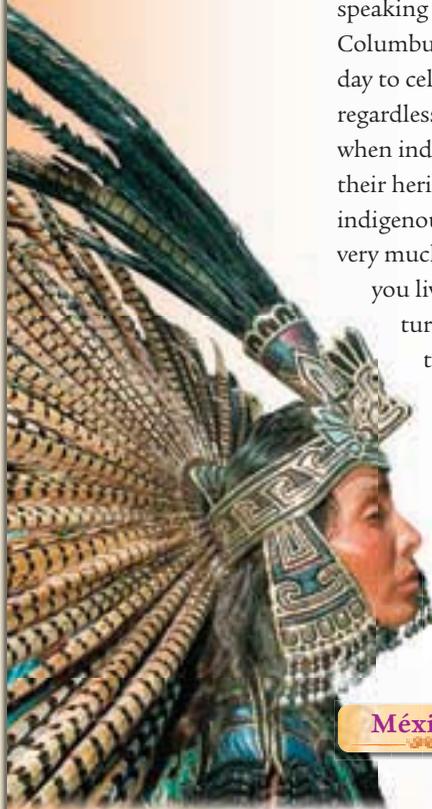
- Familiarize students with the origin of El 12 de Octubre and the differing ways people celebrate the holiday.
- Trace the route of Columbus's first voyage.

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.



México

Día 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

Vocabulario para celebrar

<i>Cristóbal Colón</i>	Christopher Columbus
<i>el Día Nacional</i>	National Day
<i>la hispanidad</i>	the cultural community of Spanish speakers
<i>la raza</i>	race



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.

STANDARDS

- 2.1 Practices and perspectives
- 4.2 Compare cultures

Connections

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.



Culture

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.



Nueva York

Día de la Hispanidad High school students carry flags representing all the American countries as they march in a parade down Fifth Avenue.



Chile

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



España

Día Nacional de España The Spanish government celebrates with a parade in Madrid.

Comparación cultural

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?

Celebraciones C7

Comparación cultural

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.

Enrichment

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.

¡Día de los Muertos!

Objectives

- Familiarize students with Día de los Muertos celebrations in Mexico, the United States, Central America, and South America.
- Locate Mexico, the United States, Guatemala, and Ecuador on a map.

Presentation Strategies

20-minute lesson

- Use a map to locate the United States, Mexico, Guatemala, and Ecuador.
- Have students read aloud the pages about Día de los Muertos, including the picture captions.
- Conduct a class discussion of the Comparación cultural questions.

50-minute lesson

- Complete 20-minute lesson.
- Pronounce the Vocabulario para celebrar and ask students to use the terms in sentences about Día de los Muertos.
- Use a Venn diagram to compare and contrast Día de los Muertos celebrations from different nations or to compare and contrast Halloween and Día de los Muertos celebrations.



STANDARDS

- 2.1 Practices and perspectives
- 4.2 Compare cultures

Long-term Retention

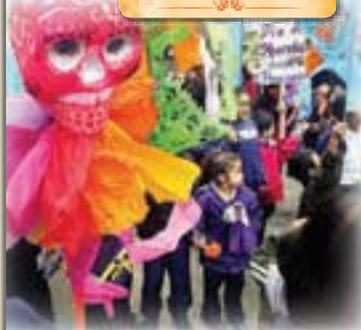
Critical Thinking

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.



¡Día de los Muertos!

Estados Unidos



Las mojigangas People parade through the Pilsen-Little Village neighborhood of Chicago. Some carry *mojigangas*, giant papier-mâché puppets typically carried in Mexican processions.

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*.



México

Las calaveras A display of dressed-up skulls and skeletons on a street in Mexico City

C8 Celebraciones

Bridging Cultures

Heritage Language Learners

Support What They Know Some families may associate deep religious meaning with Día de los Muertos whereas others enjoy it as a time for festivities. Encourage students to respect the differences. Suggest that students ask their families how Día de los Muertos was celebrated in their homelands. Discuss the similarities and differences in the way it is celebrated by families here.

English Learners

Provide Comprehensible Input Have a native English-speaking student tape record the lesson. Be sure he or she records the picture captions, vocabulary, and questions, as well as the paragraphs. Play the tape for students, stopping at the end of each paragraph. Ask students to verbally summarize the paragraph.

Ecuador

El pan de muertos This bread is made only for *Día de los Muertos*. In Ecuador, these breads are called *guaguas de pan*. *Guagua* is the Quechua word for “baby” and refers to the bread’s shape. The *guaguas* are served with *colada morada*, a warm, purple-colored drink made from blueberries and raspberries.



México



El papel picado These tissue paper cutouts are a common holiday decoration. To celebrate *Día de los Muertos*, the cutouts form images of skeletons.

Guatemala



Los barriletes Guatemalans celebrate by flying *barriletes*, or colorful kites, to which they attach messages for the deceased. The town of Santiago Sacatepéquez celebrates with a *barrilete* contest.

Vocabulario para celebrar

<i>las calaveras</i>	skulls
<i>el cementerio</i>	cemetery
<i>los difuntos</i>	deceased
<i>el esqueleto</i>	skeleton
<i>el pan de muertos</i>	special bread made for <i>Día de los Muertos</i>
<i>el papel picado</i>	paper cutouts
<i>los santos</i>	saints

Comparación cultural

1. Does your family or community have a special day or specific traditions to remember the deceased? How are they similar to or different from the traditions of *Día de los Muertos*?
2. Centuries ago in Europe, the night of October 31, before All Saint’s Day, was known as “All Hallowed’s Eve.” According to ancient beliefs, on this night the dead join the world of the living. Today we call this night Halloween. How would you compare the celebrations of Halloween and *Día de los Muertos*?

Celebraciones C9

Culture

About the Photos

Estados Unidos Find Chicago on a map of the United States. Point out that the Pilsen-Little Village section of the city has a large immigrant Latino population. Ask students to discuss why immigrants tend to move to the same neighborhoods.

México Encourage students to observe and comment on the fact that the skulls and skeletons shown on page C8 look friendly, rather than frightening.

Ecuador Tell students that Quechua is a native language spoken in Peru, Argentina, Bolivia, Chile, and Ecuador.

Guatemala Point out the city name Santiago Sacatepéquez on the kite in the foreground. Then ask students to identify the other word on the kite and its meaning. (*paz* meaning “peace”) Ask why this might be a good word for a *Día de los Muertos* celebration.

Enrichment

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.

Comparación cultural

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.

Objectives

- Familiarize students with the differing ways people celebrate las Navidades.
- Identify foods enjoyed during the holiday.
- Locate the countries mentioned on a map.

Presentation Strategies

20-minute lesson

- Ask students to locate the countries of Mexico, Panama, Peru, Argentina, Dominican Republic, Paraguay, and Spain.
- Have students read pp. C10–C11.
- Have students discuss the Comparación cultural questions in pairs.

50-minute lesson

- Complete 20-minute lesson plan.
- Have students summarize the content.
- Ask students to find these cities on a map: Panama City, Panama; Oaxaca, Mexico; Buenos Aires, Argentina; Madrid, Spain.
- Introduce the Vocabulario para celebrar and discuss the meaning of the terms.
- Have students list the foods identified in the text. Ask them to describe the foods.
- Ask a member from each pair to summarize their discussion.



STANDARDS

- 2.1 Practices and perspectives
- 2.2 Products and perspectives
- 4.2 Compare cultures

Connections

Language Arts

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.



Las Navidades



Panamá

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

México

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.



Argentina

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

C10 Celebraciones

Bridging Cultures

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.

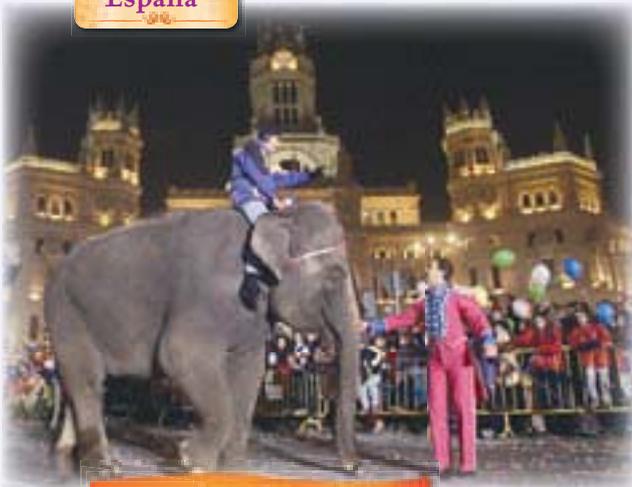


Perú

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.



España



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*.

Vocabulario para celebrar

<i>la Nochebuena</i>	Christmas Eve
<i>los Reyes Magos</i>	Three Kings
<i>la rosca de reyes</i>	sweet bread eaten on January 6
<i>el turrón</i>	almond nougat candy
<i>los villancicos</i>	seasonal Christmas songs

Culture

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.

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?

Celebraciones **C11**

Comparación cultural

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.

Enrichment

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.

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

Long-term Retention

Critical Thinking

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.



¡Año Nuevo!



Perú

La buena suerte In Lima, people believe touching a Chinese Lion brings happiness, good luck, and prosperity in the New Year. Ten percent of Peru's population is of Chinese descent.



España

La medianoche In Madrid, people gather in the Puerta del Sol, holding bags of 12 grapes as they wait for the 12 strokes of midnight from the Puerta del Sol clock, the city's official timekeeper.



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 *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.



C12 Celebraciones

Bridging Cultures

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.

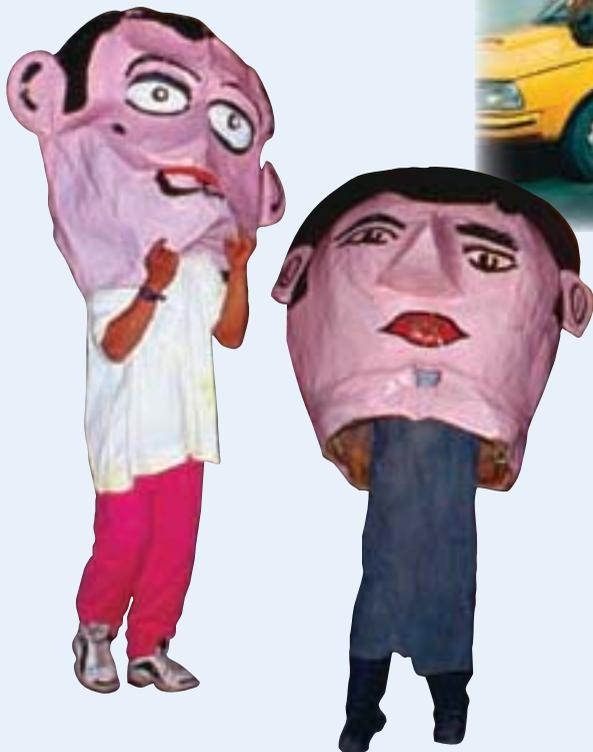
English Learners

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.



Colombia

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.



Guatemala

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.

Vocabulario para celebrar

<i>el Año Nuevo</i>	New Year
<i>el brindis</i>	toast
<i>las doce uvas</i>	twelve grapes
<i>las lentejas</i>	lentils
<i>la medianoche</i>	midnight
<i>la Nochevieja</i>	New Year’s Eve

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

Culture

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

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.

Enrichment

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.

Objectives

- Familiarize students with Carnival and its varied celebrations.
- Identify the traditional meaning of Carnival 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

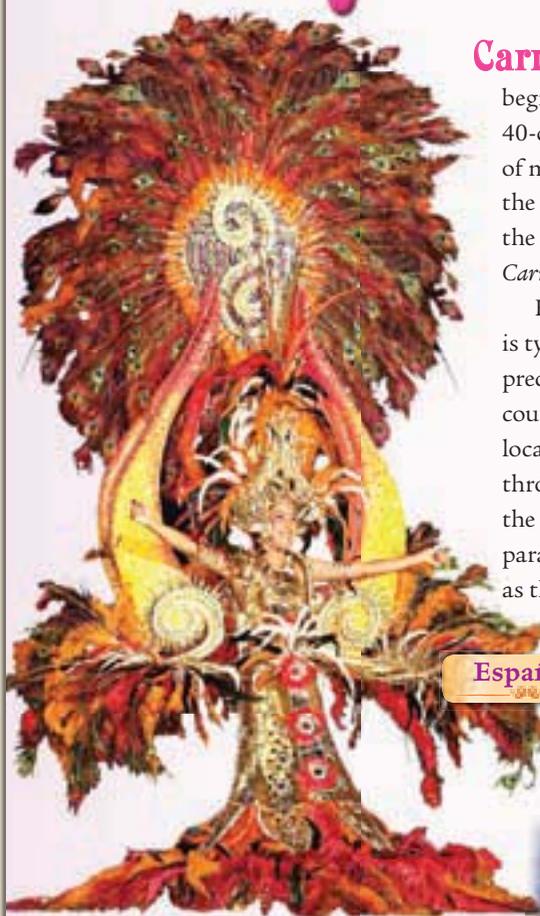
Connections

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.



¡Carnaval!



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!

España

Disfraces Elaborate costumes are central to the *Carnaval* celebration. This costume, entitled "África soy yo," appeared in Las Palmas, in the Canary Islands.

Carnaval Revelers dance in Encarnación, site of the largest celebration in Paraguay.

Paraguay



C14 Celebraciones

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.

México

Cascarones Breaking *cascarones* on the heads of friends and other party-goers is a *Carnaval* tradition. The sprinkling of confetti from these hollowed-out eggs is said to bring good luck, as seen here in Mazatlán.



Bolivia

Máscaras are a *Carnaval* tradition dating back to medieval Spain. This masked dancer is from the parade in Oruro, where some 40,000 folkloric dancers and musicians participate.



Bailarines folklóricos Dancers from the Mestizaje dance group perform in Barranquilla. The Colombian government proclaimed this city's *Carnaval* celebration, which combines indigenous, African, and European traditions, a National Cultural Heritage. UNESCO declared it a "Masterpiece" for its cultural uniqueness.

Colombia



Vocabulario para celebrar

los bailarines	dancers
la banda	musical band
Carnaval	Carnival
los cascarones	confetti-filled eggs
el disfraz	costume
las máscaras	masks

Comparación cultural

1. The ways in which *Carnaval* is celebrated in the Spanish-speaking world differ depending on the region. Why do you think the celebrations have evolved differently?
2. Compare the traditions of *Carnaval* to any holiday that you celebrate. Which one(s) are similar? How are they similar?

Celebraciones C15

Culture

About the Photos

España Ask students to translate the name of the costume **África soy yo**. Encourage discussion of what these words mean and why the costume was given this name.

Paraguay Encarnación is in southeastern Paraguay. It was founded in the early 1600s as a mission. Its *Carnaval* features parades, dancing, and a king and queen of the festival.

México Mazatlán is a popular *Carnaval* destination in Mexico. The celebration there even features a literary contest.

Bolivia In addition to parades, water fights are a popular *Carnaval* activity in Oruro. Spectators can join the dance groups in the parade.

Colombia Barranquilla in northern Colombia has a *Carnaval* filled with dancing, music, and theater that displays its diverse cultural heritage.

Comparación cultural

Possible Answers

1. The different ways of celebrating **Carnaval** may have evolved because of the different cultural heritage of the people.
2. Students should name a specific holiday that they or their community celebrates. They might use a chart to identify the celebrations that are similar to and different from **Carnaval** festivities.

Enrichment

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.

Objective

- Familiarize students with an unusual holiday celebration in Valencia, Spain.

Presentation Strategies 20-minute lesson

- Locate Valencia on a map of Spain.
- Have students take turns reading aloud paragraphs in the lesson.
- Discuss the Comparación cultural questions in small groups.

50-minute lesson

- Complete 20-minute lesson.
- Review the vocabulary in the Vocabulario para celebrar, asking students to pronounce and define the terms.
- Discuss the text, photographs, and captions.
- Have a volunteer from each group summarize its discussion for the class.



STANDARDS

- 2.1 Practices and perspectives
- 2.2 Products and perspectives
- 4.2 Compare cultures

Long-term Retention

Critical Thinking

Fireworks, firecrackers, and bonfires are important parts of the **Las Fallas** celebration. This presents serious risks to the city. Ask students how they think the community protects the buildings and people from potential damage. What steps do they think firefighters and other safety personnel take to help protect the people and the buildings of Valencia?



Las Fallas



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

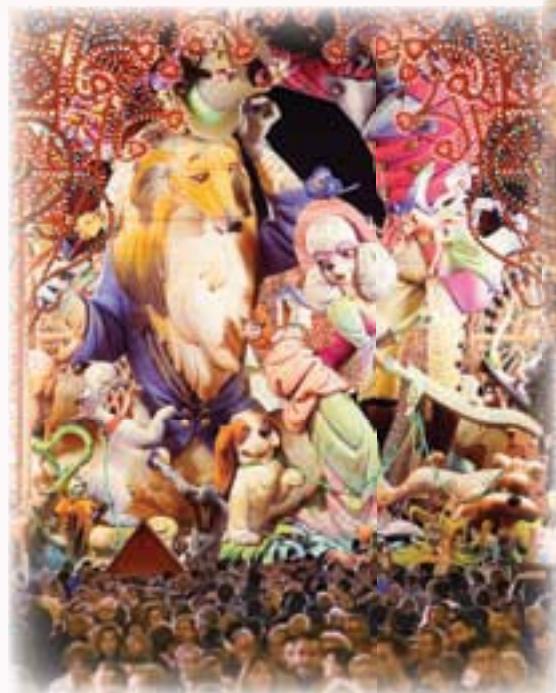
Bridging Cultures

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.



Una falla iluminada Thousands of visitors come at night to see the illuminated *fallas*. This display was entered into a special contest, *la Sección Especial*, where a committee judges the *fallas* for creativity, gracefulness and charm, originality, and lighting.



La Cremà At midnight on the last night, the *fallas* are burned throughout the city. At the same time there are huge displays of colorful fireworks, which include explosions of roman candles and thousands of firecrackers.

Vocabulario para celebrar

<i>La Cremà</i>	burning of the <i>fallas</i>
<i>las fallas</i>	displays of figures
<i>los falleros</i>	celebrants of <i>Las Fallas</i>
<i>los fuegos artificiales</i>	fireworks
<i>la mascletà</i>	rhythmic explosion of large and small firecrackers
<i>los ninots</i>	large papier-mâché figures
<i>quemar</i>	to burn

Culture

Expanded Information

Ninots The *ninots* are built by groups throughout Valencia. Many take up to six months to build and cost thousands of dollars. Most *ninots* are burned on the last day of **Las Fallas**. Those that have won prizes are the last to be burned. Only the favorite *ninot* is saved from destruction. It is displayed in a museum.

Mascletà The *mascletà* takes place every day at two in the afternoon. Firecrackers of different sizes are exploded in a plaza.

Celebration Las Fallas festivities include processions, concerts, dances, and street vendors.

Comparación cultural

1. Fireworks are a major part of *Las Fallas*. Does your community or region have fireworks displays? When and for what reasons?
2. Are there any other traditions in the festival of *Las Fallas* that are similar to traditions you follow in your community? What are they? Are they part of a specific celebration or season?

Celebraciones C17

Enrichment

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.

Comparación cultural

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.

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

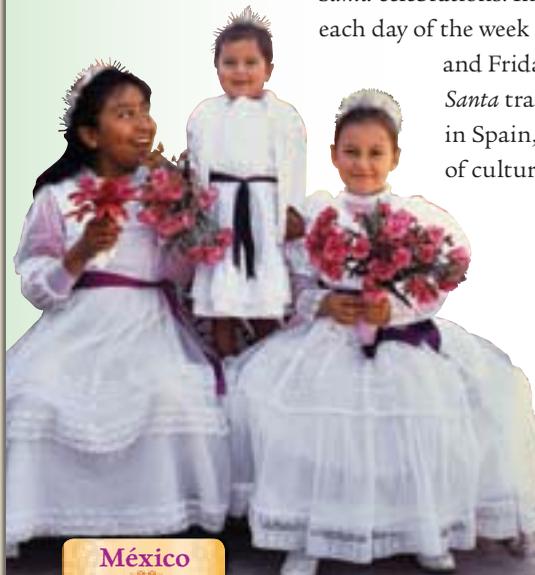
Critical Thinking

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.



Semana Santa

La Semana Santa is one holiday during the year where in most Spanish-speaking countries entire towns, businesses, schools, and government close for at least four days, Thursday through Sunday. People that have relocated to other places often go back to their hometowns. Others take advantage of the long break to go to the countryside or beach. Entire communities come together for *Semana Santa* celebrations. In some places, religious processions fill the streets each day of the week from Palm Sunday to Easter; in others, Thursday and Friday are the most important days. Most *Semana Santa* traditions are hundreds of years old and originated in Spain, but many now have a unique twist due to the mix of cultures in each country.



México

Vestidos blancos Girls from San Miguel de Allende dress in white for the procession on *Viernes Santo*. In this town, the celebrations extend for two weeks, ending on *el Domingo de Pascua* with an explosion of papier-mâché figures in the center of town.



El Salvador

Alfombras de aserrín Rugs traditionally made of colored sawdust or sand, flowers, and fruits cover the streets where processions will pass in Sonsonate. Artisans now use modern industrial paints and sprays.

C18 Celebraciones

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.

Culture

About the Photos

México Throughout Mexico, girls in white dresses are among those who participate in processions on Good Friday. Boys carry streamers in a street parade as part of the Holy Week celebration.

El Salvador Artisans spend many hours making the detailed sand and flower rugs for the streets of Sonsonate, a city west of the national capital San Salvador.

Perú Tarma is a town northeast of Lima. The carpets of flowers are roped off so that people do not walk on them.

Ecuador Ecuadorian **fanesca** has a cod-based broth and is full of vegetables including corn, cabbage, beans, peas, and squash. It is garnished with hard-boiled eggs and grated cheese.



Perú

Decoraciones de flores Flowers fill the city of Tarma for the *Semana Santa* celebrations. In preparation for the processions that begin on Thursday, arches and rugs made of flowers decorate the streets and remain on display until Sunday.

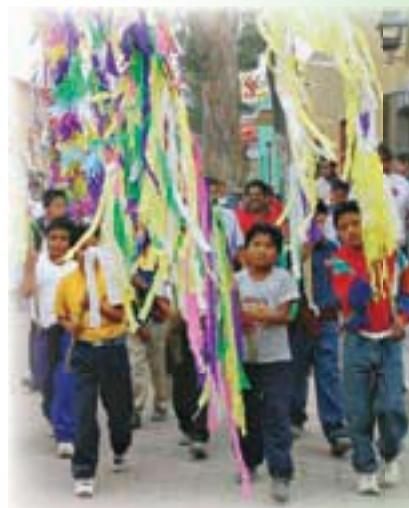
Vocabulario para celebrar

las alfombras	rugs
las flores	flowers
las procesiones	processions
Semana Santa	Holy Week



Ecuador

La fanesca Ecuadorians eat *fanesca*, a bean and grain soup with a fish base, only during *Semana Santa*. The soup is traditionally served with *bolitas de harina* (fritters), *plátano verde* (fried green plantain), fresh cheese, and *ají*, a spicy sauce.



México

Una procesión

Young boys carry streamers during the processions in Cadereyta.

Comparación cultural

1. What holidays do you celebrate with special parades or processions? What kinds of decorations do people use?
2. In what kind of event would most of the people in your community participate? Compare the event to *Semana Santa*.

Celebraciones C19

Comparación cultural

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.

Enrichment

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.

¡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.



¡Cinco de Mayo!

Cinco de Mayo has become a popular celebration throughout the United States. However, not everyone who celebrates this uniquely Mexican holiday knows its origin. To find the reason, you must travel back to the year 1862 in Mexico. On May 5, in the town of Puebla de los Ángeles, the Mexican army, joined by farmers and townspeople, fought against the French and forced them to retreat. The Mexicans were led by General Ignacio Zaragoza and the town was later renamed Puebla de Zaragoza in his honor. Although the French went on to occupy Mexico City and assume a short-lived role in Mexico's government, *Cinco de Mayo* became a national holiday symbolizing Mexican unity.

A *Cinco de Mayo* celebration in Mexico includes dancing, music, and reenactments of the battle. In many parts of the U.S. where there is a large Mexican or Mexican-American community, you will often find *Cinco de Mayo* celebrations.



Los Ángeles

Mariachis y bailarines Folkloric dancers and musicians perform throughout the day in the Plaza Olvera during the *Cinco de Mayo* celebrations.



C20 Celebraciones

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.

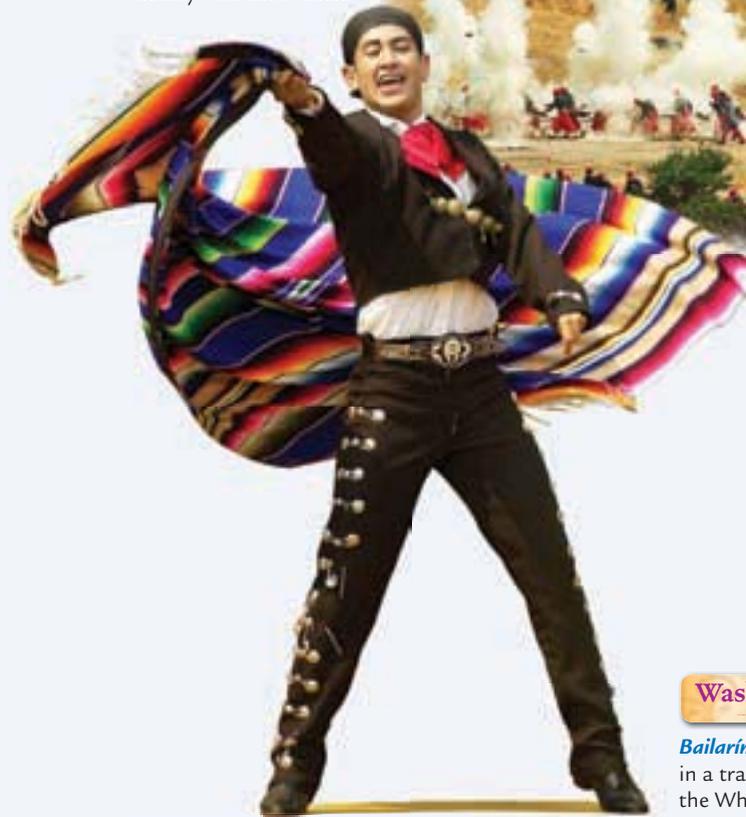
English Learners

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.

México

Reconstrucción de la batalla

A reenactment of the historic battle in Puebla commemorates Mexico's victory over the French.



Vocabulario para celebrar

<i>los bailarines</i>	dancers
<i>la batalla</i>	battle
<i>el ejército</i>	army
<i>los franceses</i>	French
<i>los músicos</i>	musicians
<i>la reconstrucción</i>	reenactment

Washington, D.C.

Bailarín folklórico A dancer performs in a traditional Mexican costume at the White House.

Comparación cultural

1. Do you know of a *Cinco de Mayo* celebration in your community or region? If so, how or where is it celebrated?
2. What important battles or historic events are celebrated in your community or state? How are they celebrated? Are they local or national holidays? Compare one of these holiday celebrations with the *Cinco de Mayo* celebrations.

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.

Comparación cultural

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.

Enrichment

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.

Objectives

- Familiarize students with Inti Raymi.
- Differentiate between summer and winter solstices.

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



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.



Perú

Presentación cultural de Inti Raymi

In Cuzco, professional actors and actresses interpret the roles of the Incan emperor and others.

Above: A woman carries offerings.

Right: The Incan emperor passes through the streets of Cuzco to the ruins of the Incan fortress, Sacsayhuaman.



C22 Celebraciones

Bridging Cultures

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.

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?



Ecuador

Indígenas ecuatorianas A dance group from the Paktarinmi cultural organization forms a “sacred circle” with grains of corn, a pre-Incan rite. In Ecuador, which lies on the equator, this date is considered the summer solstice, rather than the winter.

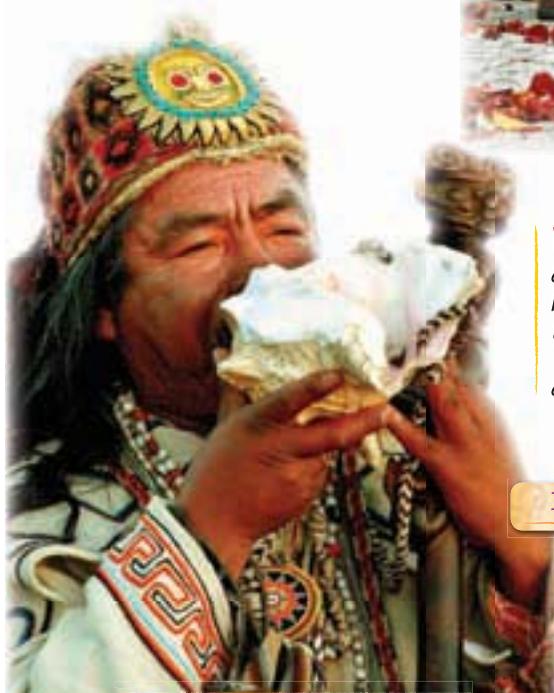


Vocabulario para celebrar

- el aymara* 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

Bolivia

Los aymaras In the pre-Columbian ruins of Tihuanaku, an Aymara priest blows on a shell to celebrate the winter solstice, which marks the new year. The Aymara are one of two dominant indigenous groups in Bolivia, comprising 25 percent of the population. The other group, Quechua, makes up 30 percent.



Science

The different seasons of the year exist due to the tilt of the earth. In the Southern Hemisphere, the winter solstice is in June and the summer solstice is in December. When it is the winter solstice in the Southern Hemisphere, it is the summer solstice in the Northern Hemisphere. Have students note Ecuador’s position in relationship to the equator. Discuss why Ecuadorians consider the June solstice their summer solstice.

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.

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?

Comparación cultural

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.

Enrichment

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.

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

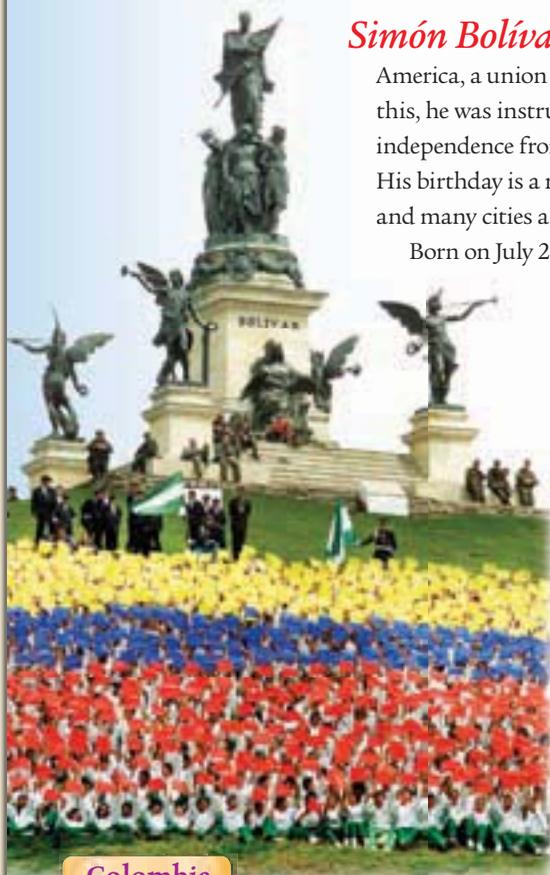
Critical Thinking

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?



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.



Colombia

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.

C24 Celebraciones

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.

Bolívars Venezuela's currency carries both Bolívar's name and image.

Venezuela



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*.

Culture

About the Photos

Colombia The Battle of Boyacá took place on August 7, 1819. It was a great victory for the independence movement.

Ecuador Antonio José de Sucre defeated the Spanish near Quito on May 24, 1822.

He later served as Bolivia's first president.

Simón Bolívar (1830) José Gil de Castro also painted two other great South American liberators—Bernardo O'Higgins of Chile and José de San Martín of Argentina.

Venezuela In addition to the statue of Simón Bolívar in the center of the plaza, the Bolívar Plaza has statues in each of its four corners that represent the nations once part of Gran Colombia.



Ecuador

Líder de la Batalla de Pichincha Each year, the city of Quito commemorates the Battle of Pichincha, where Simón Bolívar sent troops under the command of Antonio José de Sucre to defeat the Spanish in one of the crucial battles in the fight for independence.



Simón Bolívar (1830), José Gil de Castro José Gil de Castro, renowned painter of Chilean society and of the independence leaders, painted this portrait of Bolívar in the early 1800s.



Venezuela

Plaza de Bolívar This statue of Bolívar is located in the Plaza Bolívar, the historic, political, and commercial center of Caracas.

Vocabulario para celebrar

- la batalla battle
- la independencia independence
- El Libertador the liberator

Comparación cultural

1. What famous leader in U.S. history would you compare with Simón Bolívar? Why? What do both leaders have in common?
2. What U.S. holidays are in honor of famous leaders? How are they celebrated? What other ways do we honor our important leaders?

Celebraciones C25

Comparación cultural

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.

Enrichment

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.