VIVA

By

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GOAL AND OBJECTIVES

GOALS

The primary goal of "VIVA" is to motivate students to appreciate the Hispanic Culture through the use of the Arts. Students will be able to sing and/or act out stories and plays that are related to the Hispanic Culture.

Students will learn to appreciate and love the Hispanic Culture by first learning to pronounce and later to sing Spanish folktale songs and stories with daily practice. Students will become great performers and ambassadors of the Hispanic Culture.

LEGADO – SUPPLEMENTAL RESOURCE GUIDE

FOR THE social Studies Curriculum MDPS

1 IA, 1 IIA. 1VA, 1VIA - Families Near and Far-

- Geographic Features of Hispanic Countries
- List of Stories, Songs and Poems

- Foods
- Music and Dance

2 IIA, 2 VA, 2 VIA – Communities

- List of Stories on Customs and Traditions

3 IIA, 3 VA, 3 VIA – Our Cultures

- List of Customs and Traditions
- Visual Arts and Crafts
- Music
- Folkloric Dances
- Drama and Literature
- Country of Origin

4 IIA, 4 VA, 4 VB- Florida

- Culture
- Visual Arts and Crafts
- Music (e.g. Gloria Estefan)

5 IIA, 5 VA, 5 VB – United States History and Geography

- Short stories
- Poems
- Myths
- Legends,
- Folklore
- Stories from Hispanic Countries

PERSONAL AND SUPPLIES

STAFF

- Teachers willing to present a Hispanic heritage program in their schools.
- Parental volunteers
- Proud students not afraid to perform in front of others

SUPPLIES

- **CD Player**
- **Sound System**
- **Computer**
- **Internet access**
- **VCR**
- **Flags of different countries**
- **Artifacts from different countries**
- **Traditional Hispanic Music**
- **Contemporary Hispanic Music**
- **Recipes**
- **Costumes**
- **A willing spirit**

BACKGROUND BUILDER

The most important part of any lesson is to create a point of reference. This can be done by:

* Locating the various Hispanic Countries throughout the world. The teacher should point out key places like: Spain, North, South, and Central America and the Caribbean.

* This would be a good time to allow students to talk about the countries in which they are from. Either one class or the entire school can display a world map marking the countries from which students or their families are from.

* As a homework assignment, students should be asked to bring in pictures and artifacts from their native countries. Along with the pictures, students should bring a story about their family and their reasons to have left their countries. This is an excellent way to involve the parents in their child's academics. Most parents will be more than willing to supply information and pictures for the class.

* For the older grades, an interview can be conducted via video- taping, Internet, or telephone. Students can create their own questions or the teacher can

produce a set of basic questions. **SEE Appendix for example**

HISTORY LESSON

Students should be given a history lesson on the country or countries they will be portraying for their Hispanic Heritage Presentation. The Country chosen for said lesson is Spain. Here is an example:

What are Tunas? No, They are not the type of fish you eat. They are a group of musicians from Spain.

The "Tunas" is a word derived from the Latin word "Tonare" which means to carry a rhythm. Most Universities in Spain have a group of musicians called Tunas. The normal attire for a real Tuna is a black velvet top with a white shirt underneath, velvet pants, and black tights along with black shoes or boots. The real Tunas wear a sash colored according to their school and church they were baptized into. The Tunas are also known for the pins found on their sleeves or cape. Friends or women that have romantic feelings for them usually give these pins to them. Some Tunas just like to collect the as a souvenir of the various cities or countries they have visited.

In order to be a Tuna, the musician must be baptized by a priest into the group. Once baptized they receive a scholarship to their school. Some groups might look like Tunas but are not. These fake Tunas are known as the "Black Tuna". They have the black clothing but no sash around them. This means a church has not recognized them.

The Tunas sing a wide variety of music. Some songs are called *Ronda*. These songs are love songs that were created to be sung under a balcony. Other songs are *Estudiantines*. These songs speak of the life of the Tuna in terms of love, academics,

and their lives. *Boleros* and *Folklore* are other Tuna favorites that would include *Sevillanas, Pasodobles, Jotas, ect*… Now Tunas include Latinoamerican Folklores like Borinquenyo, Colobiana, Cielito Lindo, ect…

The origin of the Tunas is quite simple. It began in the middle ages when young men would uproot themselves in search of a spot at a University: Salamanca, Palencia, Lerida. These students would sing for warm food or a warm place to sleep. Literature as far back as 1348 has mentioned the existence of the Tunas. Even Cervantes mentions the Tunas in his books "La Cueva de Salamanca" and "La Tia Fingida."

Today the Tunas are hired to sing at local restaurants, weddings, or festivals. They eat and drink for free and they get paid real money. These Tunas are paid to attract clients. They are paid to be light hearted, free spirited and talented.

SEE APPENDIX FOR TUNA SONGS AND WEB SITES

VISUALS

Most individuals work best if they can see what they are hearing. The more tangible the lesson is the better.

Here is when the teacher presents pictures, posters, and videos of Hispanic countries.

1-Remember those stories with pictures the students had to present? Well, this would be a great opportunity to have the students read and show off their country.

2-The teacher might want to create a bulletin board titled “THE GREAT MELTING POT”. The center of the bulletin board can be a black cauldron. Around the black cauldron the teacher can post the pictures the students have brought in.

3-Another activity the teacher can do is allowing the students the opportunity to create a travel brochure for a Hispanic Country. This activity can be done by cutting out pictures from magazines and travel brochures that depict the physical features of a Hispanic Country.

MUSIC

All countries have songs that portray what the people think their country is like. Have students think and sing some of the songs or rhymes from their native countries. A letter or note should be given in advance to parents so that they have enough time to teach or review the songs. Each child should be given the opportunity to sing the rhyme or song for the class.

The teacher should introduce some types of Hispanic music so that the students can get a feel for the music they might be hearing on the radio.

For Example:

Bolero: Derived from Spain, which uses castanets, sharp turns and foot stomping.

Cha –cha-cha: Roots are in Cuba.

Conga: Music has a mix called Afro-Cuban. Dancers form a winding line as they dance to the rhythm.

Merengue: A Dominique dance dated in the 19th century.

Salsa: Combination of Afro-Cuban beat along with some jazz, pop, and Puerto Rican plenas. Its origins are from the United States and the Caribbean.

Tejano: A style of Mexican American Southwest added with pop, rock, and Afro-Cuban

The teacher should now introduce the song or songs they will be performing for the Hispanic Heritage presentation. Make sure a copy of the words is given to the students as they rehearse. If possible, the students should rehearse the song at home with their parents and daily in the class.

Please see appendix for a list of songs and their lyrics

RESEARCH

Assign students to groups to complete research using the library and the Internet. Have students select a country and/or culture they will be researching to the class. The research may include the arts, crafts, music, drama, and/or literature.

At this time students can also begin to look up possible recipes from the various Hispanic countries.

SEE APPENDIX FOR SOME RECEIPES

As students present their findings to the class, the class will identify elements that are incorporated into other cultures.

GAMES

1. Tag: For a lesson in Geography, have students name U.S. cities with Spanish names. For example: El Paso, Texas; Los Angelas, California; Pueblo, Colorado; San Antonio, Texas; San Francisco, California; Santa Fe, New Mexico; San Augustine, Florida, Boca Raton, Florida…
2. Clue: Using knowledge acquired so far, have students create flashcards with hints about a specific country. As the students read the hint the class tries to uncover the mysterious country. This could be done as groups or as a class.
3. Teach the students the rules to soccer and explain to the students that in Hispanic countries it is called futbol. Have a friendly game a futbol after the rules have been made clear.

POPULAR STORIES

As a homework assignment, have students ask parents or neighbors for traditional stories from their perspective countries. This would be any folktale like:

* **Friends From the Other Side** **Anzaldua, Gloria**

* **Gte: A Puerto Rican Folktale** **Belpre,Pura**

* **Arroz Con Leche- Songs and Rhymes from Latin America** Delacre, Lulu

* **De Colores and Other American Songs for Children** Orozco, Jose Luis

* **Too Many Tamales** Soto, Gary

* **Hairs** Cisneros, Sandra

* **Suite 13** Matiella, Ana C.

* **All For the Better** Mohr, Nicholasa

* **Hello Amigos** Brown, Tricia

* **Sol a Sol: Bilingual Poems** Carlson, Lori Marie

* **Abuela: Tonight is Carnival** Dorros, Arthur

*** <u>Family Stories/Cuadros de Familia</u>**

Garza, C.L

* **<u>Family Pictures</u>** Garza, C.L

* **<u>Horray a Pinata</u>** Kleven, Elisa

Possible activities for making these books come to life are:

- Create a play by acting out the story
- Write a comparison book report. Compare two books or the students own life story.
- Have the student research the author, then discuss or write about the author's purpose in writing the book.
- Show the video (if available) of the book after the story has been read.

REHEARSALS/ PRODUCTION

1- Approximately 1-2 weeks prior to the Hispanic Heritage Celebration, students should begin rehearsals. Have students rehearse on the actual stage to help prevent nervousness the day of the production.
2- Have students create invitations for the parents.
3- Create posters announcing the big event.
4- Have a dress rehearsal the say prior to the show.
5- Take publicity pictures. This will help boost the students' self-esteem.

Traditional Party

The Traditional Party can be the same day as the performance or as the closing of Hispanic Heritage Month. This is when students and parents are invited to bring their favorite dishes from the Hispanic Country of their choice.

Students are able to try out the new recipes they found in the Internet. Students are to bring their recipes written on a 3X5 card to display next to dish. Students are to include the country of origin. A class recipe book will be complied and distributed at a later date.

For example:

PUDDING from Puerto Rico

By Nelida Estrada in Ms. Martinez' class

3 cups milk	3 tsp. butter
3 battered eggs	1 cup raisins
3 cups real bread crumbs	3 cups sugar
1 tsp. Vanilla	1 cinnamon stick

1- Add the batters eggs to the milk; mix with the bread, butter, sugar, vanilla, and raisins.
2- Pack well into a baking pan. Place in a preheated oven until golden brown.

RESOURCE LIST

Field Trips-

Bay of Pigs Museum

Credito Cigar Factory

Cuban Cultural Heritage Monument

Cuban Museum of Arts and Culture

Cuban National Heritage

Florida Museum of Hispanic & Latin American

Art

Historical Museum of Southern Florida

Little Havana's Walk of Fame

Museum of Cuban Baseball Players

Performance Bookings

*Fina Escrayola - For Traditional Flamenco

Performances and Tunas call

*Familia Mora-Arriaga- Mariachi and traditional

Mexican dances call

Internet Web Addresses

- http://www.unc.edu/~mcgreg
- http:/www.cr.nps.gov/nr/twhp/ twhpbibl.htm
- http://wwwhmsdc.com- for Hispanic Heritage posters
- http://www.census.gov/press.r eleasee/fs97-10.html- census information
- http://www.education-world.com/@_lesson//lesson
- http://www.dclatino.com/sihh m- Smithsonian Institution

- http://tuna2.upves/tunal- Tuna Mundo Web
- http://www.hispanicheritagemonth.org/
- http://www.gale.com/freresrc/chh
- http://www.littlechiles.com- Hispanic Cultural Events at local libraries.

GUEST SPEAKERS

Parents and community leaders

APPENDIX

INTERVIEW

My name is _____. I am conducting an interview for my class at _____ for Hispanic Heritage Month.

1. **What country are you from?**

2. **How Long have you been in the U.S.?**

3. **What was you r country like?**

4. **What do you miss the most?**

5. **Do you still have family there?**

6. **Do you visit _____?**

7. **How often do you visit?**

8. **Why do you not visit?**

9. Why did you come to the U.S.?

10. Would you ever return to live in

_____?

11. Do you teach your children or

grandchildren

about_____?

12. Do you teach them Spanish?

RECIPES

Surullitos

1.5 cups corn meal

¾ cup cheese

½ cup salt

1 cup hot water

Mix the hot water with the first 3 ingredients.

Form the mass into little cigars and fry.

Makes about 12 servings.

Maicena

½ cup corn meal

2 cups milk

1 egg

½ cup sugar

½ tsp. Vanilla

Mix all ingredients and stir constantly on low heat

until the sauce thickens.

TUNA LYRICS

Fonseca

Adios, adios, adios
Pueblo barcelones, donde con ilusion
Mi carrera estudie
Adios mi Universidad
Cuyo reloj no volvere a escuchar
Adios mi universidad
Cuyo reloj no volvere a escuchar

Las calles estan mojadas
Y parece que llovio: (que llovio)
Son lagrimas de una nina
Por el amor que perdio.

Triste sola
Sola se queda Fonseca.
(Queda) Triste y llorosa
queda la Universidad.
Y los libros, y los libros
Empenados en el Monte (en el Monte) de Piedad.

No te acuerdas cuando te decia (te decia)
A la palida luz de la luna: (de la luna)
Yo no puedo querer mas que a una
Y esa una mi vida eres tu.

Triste sola
Sola se queda Fonseca.
(Queda) Triste y llorosa
queda la Universidad.
Y los libros, y los libros
Empenados en el Monte (en el Monte) de Piedad.

La Morena De Mi Copla

Julio Romero de Torres
Pinto a la mujer morena
Con sus ojos de misterio
Y el alma llena de pena

Puso en su cara de bronce
La guitarra cantadora
Y en su bordon un suspiro
Y en su caja una dolora.

Morena, la de los rojos claveles,
La de la reja florida
La reina de las mujeres.
Morena, la del bordado manton,
La de la alegre guitarra,
La del clavel espanol.

La de la alegre guitarra,
La del clavel espanol.

Las Cintas De Mi Capa

Cual las olas van amantes a besar
Las arenas de la playa con fevor
Asi van los besos mios a buscar
De la playa de tus lavios el calor.

Si del fondo de la mina es el metal
Y del fondo de los mares el coral
De la mas hondo del alma me broto
El carino que te tengo yo.

Enredandose en el viento
Van las cintas de mi capa
Y cantando a coro dicen: (Que dicen?)
Quiereme nina del alma.
Son las cintas de mi capa,
De mi capa estudiantil
Un repique de campanas
Un repique de campanas
Cuando yo te rondo a ti.

No preguntes cuando yo te conoci
Ni averigues las razones del querer;
Solo se que mis amores puse en ti
El porque no lo sabria comprender.

Para mi no cuental el tiempo ni razon
De por que te quiero tanto corazon.
Con tu amor a todas horas vivire
Sin tu amor, carino mio morire.

Enredandose en el viento
Van las cintas de mi capa
Y cantando a coro dicen: (Que dicen?)
Quiereme nina del alma.
Son las cintas de mi capa,
De mi capa estudiantil
Un repique de campanas
Un repique de campanas
Cuando yo te rondo a ti.
Ole!

Tuna Compostelana

Pasa la tuna en Santiago
Cantando muy quedo romances de amor.
Luego la noche sus ecos
Los cuela de ronda por todo el balcon.

Y alla en el templo del Apostol Santo
Una nina llora ante su Patron
Porque la capa del tuno que adora
No lleva la cinta que ella le bordo.

Cuando la tuna te de serenata
No te enamores, compostelana,
Que cada cinta que adorna mi capa
Guarda un trocito de corazon.
Ay tralarlarala
No te enamores, compostelana.
Y deja la tuna pasar con su tralarlarala,

Hoy va la tuna de gala
Cantando y tocando la marcha nupcial.
Suenan campanas de Gloria
Que dejan desierta la Universidad
Y alli en el templo del Apostol Santo
Con el estudiante hoy se va a casar
La galleguina melosa melosa oyendo esta copla ya no llorara

Cuando la tuna te de serenata
No te enamores, compostelana,
Que cada cinta que adorna mi capa
Guarda un trocito de corazon.
Ay tralarlarala
No te enamores, compostelana.
Y deja la tuna pasar con su tralarlarala,
con su tralarlarala,

STUDENT WORK SAMPLES

And LETTERS