

# **Un Viaje por Oaxaca** ***A Trip through Oaxaca***

**Unit Plan: Lesson Plans and  
Supplemental Activities**

**Grade Level: 7**  
**Content Area: Spanish (Beginner)**

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# Scope and Sequence

**Content Objective:** Students will know geographical, cultural, and factual information about the Mexican state and city of Oaxaca.

**Language Objective:** Students will know and be able to use travel specific vocabulary including asking for directions and bartering.

**ACTFL Foreign Language Standards Addressed:**

**Communication:**

- 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Culture:**

- 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Connections:**

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

**Comparisons:**

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

**Community:**

**5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

**Length: 5 days (45-minute class sessions)**

**Day 1: Introduction to Mexico and Oaxaca**

**Day 2: Getting around Oaxaca**

**Day 3: Doña Rosa's Black Pottery Workshop**

**Day 4: Bargaining in the Market**

**Day 5: Oaxaca's Guelaguetza**

## Day 1: Introduction to Mexican Geography and Culture

**Anticipatory Set:** Students will be given a pre-assessment (attached) to determine prior knowledge of Mexican geography and culture. After 5 minutes, the correct answers will be written on the board and students will switch with a neighbor and grade each other's pre-assessments. Students who miss one or fewer on the pre-assessment will be asked to share how they know so much about the topic. The pre-assessment will serve to identify students who will be our content "experts" and will help me assess how much the students have learned by the end of the unit.

**Body:** Mexican artifacts specific to the Oaxaca region will be on display at the front of the classroom. These include examples of textiles, pottery, handicrafts, metalwork, maps, coffee, and chocolate. If one does not have these items on hand, pictures found on the Internet can serve as visual representations.

**"Think/Pair/Share":** Students will engage in a "think, pair, share" activity in which they reflect on the items in front of the class, turn to a shoulder partner and share aloud, then report out to the large group. Discussion will ensue, which will accomplish the dual purpose of setting the stage for the Mexico unit as well as allowing the teacher an additional opportunity to assess students' prior knowledge and build background.

**Call and Response:** Teacher will point to each of the items and state what it is in Spanish. Students repeat in a loud voice. Vocabulary words include: *tela*, *cerámicas*, *artesanias*, *mapas*, *café*, and *chocolate*. After several repetitions teacher will point to the items and let the class say what each is without a verbal prompt. Teacher will ask for volunteers to say the vocabulary words and call on random students, spot checking for understanding and informally assessing student retention of the material.

**Map Activity:** Students will be provided a blank map of Mexico, with the states outlined (attached). Teacher will use the overhead or SMARTboard to project the image of the blank map and fill in each of the states (map with states labeled attached), giving anecdotal information about each. Students follow along with the teacher and fill in their maps. (If using a SMARTboard teacher may consider utilizing this interactive website for the map activity : [http://www.maps-of-mexico.com/mexico\\_states.shtml](http://www.maps-of-mexico.com/mexico_states.shtml).)

**Wrap Up:** Students will complete a "3,2,1" exit slip in which they write three things they learned, two things they WANT to know, and one question they have.

**Homework:** Write the six vocabulary words practiced in class in English and Spanish and illustrate each word with a picture.

## Day 2: Getting around Oaxaca

**Learning Objective:** Students will be able to ask for and give directions using target vocabulary and a map of Oaxaca.

**Anticipatory Set:** Students will be asked to activate prior knowledge by writing a list of 10 vocabulary words for places (examples: church = *iglesia*, school = *escuela*, park = *parque*). As the teacher checks the homework from the prior night, she will select the first student to finish to put a word on the board, on which she has written *lugares* (places). Once the student writes his word he passes the whiteboard marker to his classmate of choice. The warm up proceeds in this way until every student has written one word on the board. Every student gets one turn only. Students are to write any words in their notebooks that they did not have on their initial list of ten. The teacher then approaches the board and asks students to raise their hands if there are any words they don't know. Teacher goes through and addresses each word, asking for the student who wrote it to say what it means. Then she asks if there are any additional words that we learned that were not written and puts those on the board as well.

**Body:** The teacher then writes the following phrases on the board to prepare for the speaking activity: *¿Dónde está...?*; *¿Dónde queda...?*; and *La dirección es...*. She then hands each student a notecard, created by the teacher prior to class. On one side, it says the name of a location, on the other side it has an address. The activity works as follows: The students approach each other holding the notecard so the location is visible to the other student. Then they take turns asking where the place is and stating the address. Students are asked to ask for and give the address of 10 locations. Then they return to their seats.

Upon returning to their seats, students are to draw a map of Oaxaca using teacher-provided authentic visuals. They should label 10 locations on the map and label streets using actual street names of streets that exist in Oaxaca. Then they should write five sentences using the following format: *La dirección de la/el (location) es (address).*

**Enhancement Activity (attached):** For students who are more advanced in Spanish a reading activity is provided in the supplemental activities section of this unit in which students go on a “walking tour” of Oaxaca,

visiting sites of importance and answering five questions about their reading.

**Homework:** Finish illustrating and coloring the map and writing the five sentences. This student work will be put on display in the classroom.

## Day 3: Doña Rosa's Black Pottery Workshop

**Learning Objective:** Students will know the typical cultural work of pottery in Oaxaca known as Barro Negro and will be able to make connections to their own experiences.

**Anticipatory Set:** Students will see several examples of black pottery purchased from Doña Rosa's in San Bartolo Coyotepec, outside of Oaxaca. They will read the packet (in English, attached) and make a list of 10 people, places, and things.

**Body:** Discuss packet. Teacher puts a graphic organizer on board with three columns: one for people, one for places, and one for things. Students share out their observations and reactions. Teacher will focus the conversation on making connections to local areas that have a specialty. Some examples include Wisconsin cheese, Michigan apples, and things specific to Chicago, such as Gary's popcorn. Students will also be encouraged to think of examples of family-owned businesses (some may even have a family-run business in their own families).

Students will get an article in Spanish about Doña Rosa's black pottery workshop (attached). They will read the article out loud with a partner, switching off each paragraph. After each paragraph, the pair will pause to discuss what the paragraph is saying. Then they will answer questions in Spanish about the lecture. Students submit their written Spanish answers for teacher to assess.

**Enhancement:** Students with a higher level of Spanish language ability will act as class *expertos* and circle from group to group during the reading activity, assisting with vocabulary where necessary.

**Wrap Up:** Students will watch the following YouTube clip which shows a worker in Doña Rosa's shop creating black pottery:  
<http://www.youtube.com/watch?v=IZ5CB9z756g>

**Homework:** Students watch the second part and third of the pottery demonstration on YouTube (if students do not have Internet they can be exempt from this):

<http://www.youtube.com/watch?v=ZI4Xddvp3Ow>

[http://www.youtube.com/watch?v=x\\_unimmrOn4](http://www.youtube.com/watch?v=x_unimmrOn4)

## Day 4: Bargaining in the Market

**Learning Objective:** Students will know how to bargain for typical market items using target vocabulary words.

**Anticipatory Set:** Teacher will put target vocabulary (attached) on board with some letters missing. Students will fill in the blanks with the appropriate letters and then write the meaning of the vocabulary word in English.

**Body:** Students will read through the worksheet (attached) that includes a word bank listing relevant phrases for bargaining. While students are reading, the teacher will walk around and put a trinket on each pair of desks. Students are to take turns being the vendor and the buyer and engage in dialogue simulating a bargaining conversation. They should bargain for the trinket. Once they feel comfortable with this dialogue they are to write it down on a sheet of paper. Each student must have a copy of the bargaining dialogue. Students are given a few minutes to practice and then must present the bargaining dialogue to the class. One of their written scripts will be turned in to the teacher and she will use this information to ascertain students' mastery of the concept of bargaining. This assessment will serve to shape the direction of the remainder of the lesson as well as subsequent lessons on this topic. Students will present their mini bargaining skits to the class, bargaining over the authentic Oaxacan trinket the teacher placed on their desks. The class will be assessing each skit with a rubric passed out from the teacher.

**Enhancement Activity (attached):** Students will read and translate the two-page reading, answer the questions in Spanish, and then make up two original bargaining rules.

**Wrap Up:** Students will be given slips of paper on which various bargaining phrases are written. Working with a partner, they should sort the slips of paper into a logical bargaining dialogue. When each group is done, teacher checks for accuracy and gives the homework worksheet.

**Homework:** Teacher-created worksheet (attached) that contains an 8-line bargaining dialogue out of order. Students are to rewrite the dialogue, putting it in the correct sequence.

## **Day 5: Oaxaca's Guelaguetza**

**Learning Objective:** Students will know about the cultural celebration of Guelaguetza and be able to make connections to their own lives and traditions.

**Anticipatory Set:** KWL (the L will take place at the end of the lesson). Students will write what they Know about Oaxaca and what they Want to know about Oaxaca. While students are working on the KWL, teacher will pass out laptops.

**Body:** Students will engage in a webquest (attached) in which they are responsible for their own learning about Oaxaca's annual cultural celebration, Guelaguetza. They will learn the purpose of the celebration, some characteristic dress and foods, the dates during which the celebration occurs, and some typical festivities that take place. The teacher will supervise the students in their exploration of the topic, guiding them to appropriate websites and helping them filter through to the most relevant resources.

When students finish their webquests they will get into small groups to compare their answers. Then, a whole group discussion will ensue. Students will brainstorm celebrations that take place in the United States and will choose one. Then they will create a Venn diagram comparing and contrasting Guelaguetza with their chosen U.S. celebration.

**Wrap Up:** Students will complete the L component of the KWL and teacher will collect and use for the purposes of determining what students learned as a result for the lesson and will make notes on how to modify the lesson/webquest the next time it is delivered to best meet the needs of students and help them achieve the learning objective.

# Handouts/ Activities

# Unit Vocabulary List

## In the Market

- La ceramica            ceramics
- Las artesanias        handicrafts
- Las joyas                jewelry
- La plata                 silver
- La olla                  pot
- La bolsa                 bag
- El chocolate          chocolate
- El café                  coffee
- Alebrijes                colorful, painted wood animals specific to Oaxaca

## Asking for and Giving Directions

- Dónde está el/la...            Where is the...
- Dónde queda el/la...         Where is the...
- Perdone, ¿Cómo llego a...?    Pardon, how do I get to...
- La cuadra                        block
- Derecho                         straight ahead
- El mapa                          map

## Bargaining

- Regatear                        to bargain
- Cuánto cuesta...                how much does...cost?
- Me deja ver...                  may I see...
- Le puedo ofrecer...            I can offer you...
- Le dejo...en...                 I'll give...to you for...
- Caro(a)                         expensive
- Barato(a)                        cheap

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Clase: \_\_\_\_\_

## **Pre-Assessment: Introduction to Mexico**

**Circle the letter of the answer you believe to be correct.**

1. Spanish is the only language spoken in Mexico.
  - a. True
  - b. False
  
2. Mexico is comprised of how many states:
  - a. 1
  - b. 55
  - c. 31
  - d. 27
  
3. Which of the following states does NOT border Mexico:
  - a. Arizona
  - b. New Mexico
  - c. Nevada
  - d. Colorado
  
4. Which of the following groups is indigenous to Mexico:
  - a. Aztec
  - b. Mayan
  - c. Toltec
  - d. All of the above
  
5. Which of the following archeological ruins was named one of the New Modern Wonders of the World:
  - a. Tenochtitlán
  - b. Palenque
  - c. Chichén Itzá
  - d. Edzna

## Pre-Assessment: Introduction to Mexico

Answers:

1 = b

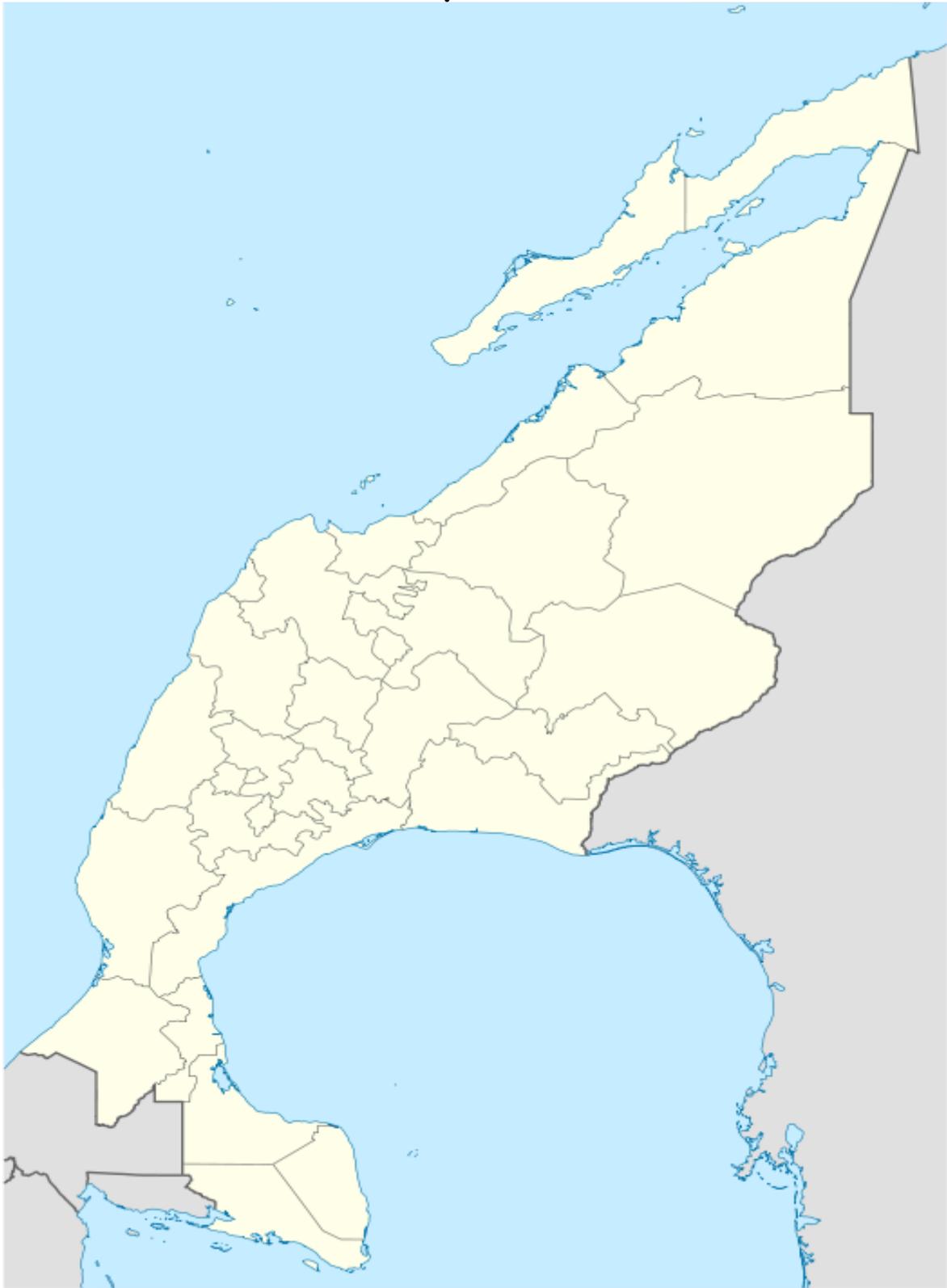
2 = c

3 = d

4 = d

5 = c

# Blank Map of Mexico



# Map of Mexico with States Labeled



## Day 2: Enhancement Article

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### Reading Resource Options

Programa para hispanohablantes PE, 38  
 Source Book  
 Programa para hispanohablantes  
 15-16  
 Script, p. 29

Visual  
 Program Cassette 10A / CD 10  
 115 (Quick Start)

### Start Review

115 or write on the board:  
 List of at least 10 places or  
 you would expect to see in  
 Oaxaca.

Answers will vary. Answers could include:  
 Monte Albán, un parque, un correo,  
 una farmacia, una iglesia, un  
 hotel, un aeropuerto, una estación  
 de autobuses, una carnicería, una joyería,  
 una panadería, una papelería,  
 una tienda de música y videos,  
 una feria

### Reading Suggestions

**Reading** Have students study the  
 pages on pages 256-257 for 1 min.  
 Have them close their books and  
 write down what they can recall seeing.  
 Then, on this information, what do  
 you think the reading is about?

**Strategy: Combine strategies**  
 Students follow the steps in the  
 strategy. Then have them complete  
 the activity.

**Reading** Have a volunteer read  
 the paragraph. Then have the class  
 write on a 2-4 word title for each

**Reading** Ask students to  
 summarize the entire reading in 2-3  
 sentences.

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## En voces

### LECTURA

#### PARA LEER

#### STRATEGY: READING

Combine strategies Put together  
 the reading strategies you  
 have practiced.

1. Look at the title, photos,  
 and graphics to predict the  
 reading's theme.
2. Skim the reading to get a  
 general idea of the content.
3. Use context clues to help  
 you make intelligent  
 guesses about new words.  
 These steps make it easier for  
 you to read Spanish.

Predict	Theme:
Skim	General Idea:
Use context clues	New Words:

## ¡VISITA OAXACA! UN PASEO A PIE

La ciudad de Oaxaca es  
 un monumento histórico  
 nacional. Hay arquitectura  
 colonial, iglesias y museos  
 muy importantes. Para  
 verla mejor tienes que  
 conocer Oaxaca a pie.



1. Empieza en el Zócalo,  
 el centro de Oaxaca. Es el  
 lugar ideal para ver a los  
 oaxaqueños. Hay muchos  
 cafés y restaurantes aquí.



2. Ahora cruza la calle  
 Guerrero y entra en el Palacio  
 de Gobierno. Mira el mural  
 sobre la historia y la cultura  
 de Oaxaca.



1 walk 2 Government Palace,  
 State Capitol

256 doscientos cincuenta y seis  
 Unidad 4

### Classroom Community

**Paired Activity** Have one student act as narrator,  
 while the partner imagines he/she is listening to a tape  
 about visiting Oaxaca. The narrator reads page 256 of  
 the text with enthusiasm, while the partner listens.  
 Partners switch roles for page 257. Then each student  
 writes down everything he/she remembers from the  
 entire reading, and they compare notes.

**Portfolio** Have students rewrite the reading,  
 adapting it to their town/city. Along with the text, they  
 should include photos or drawings.

**Rubric** A = 13-15 pts. B = 10-12 pts. C = 7-9 pts. D = 4-6 pts. F = < 4 pts.

Writing criteria	Scale
Vocabulary use	1 2 3 4 5
Grammar/spelling accuracy	1 2 3 4 5
Creativity, appearance	1 2 3 4 5

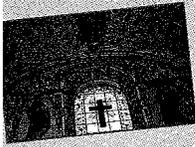
Source: ¡En español! Level 1, McDougal Littell/Houghton Mifflin.

## Day 2 : Enhancement Activity

**3** Al salir del Palacio, camina hasta llegar a la avenida Hidalgo. Cruza la avenida para ver la catedral. A veces hay conciertos aquí.



**4** Detrás de la catedral está la avenida Independencia. Sigue por la avenida y dobla a la izquierda en la calle Macedonio Alcalá. Allí hay unas tiendas excelentes y varias casas coloniales. Sigue derecho cuatro cuadras para ver la iglesia de Santo Domingo. Mira el interior.



**5** Al lado de la iglesia queda el Museo Regional de Oaxaca. En el museo hay objetos arqueológicos de Monte Albán. También hay ropa, artículos textiles y otros artículos de las primeras culturas de la región.



**6** Regresa al Zócalo. Si hace buen tiempo, hay conciertos aquí a las siete de la tarde. ¿Tienes hambre? Entonces, cena en uno de los restaurantes oaxaqueños. ¡Come algo típico y pasa un rato con tus amigos!



CALLE TORIBIO ALENDE  
CALLE GARCÍA VIGIL  
CALLE MACEDONIO ALCALÁ

¿Qué piensas?  
Eres un(a) turista en Oaxaca, pero tienes solo cuatro horas para visitarla. ¿Qué es lo más interesante para ti? ¿Por qué? ¿Qué vas a hacer primero? ¿Adónde vas después? Describe tu visita.

¿Qué piensas?  
¿Es importante visitar Oaxaca? ¿Cuándo empieza el paseo? ¿Ves un mural sobre la historia y la cultura de Oaxaca? ¿Dónde está la catedral? ¿Dónde está el Museo Regional de Oaxaca?

doscientos cincuenta y siete  
Etapa 1 257

## UNIDAD 4 Etapa 1 Reading

### Culture Highlights

● **EL ZÓCALO** El Zócalo in Oaxaca is a very large plaza where a great variety of entertaining activities take place every day and night. Bands play music every evening and sometimes several bands play at the same time in different corners of the plaza.

● **EL MUSEO REGIONAL DE OAXACA** This museum is located in a 16th century building that was once a convent. It displays a large collection of artifacts made by the Zapotec and Mixtec cultures, including funerary objects found in Tomb 7 of Monte Albán.

### Cross Cultural Connections

**Strategy** Have students connect and compare what they know about their community to help them learn about new communities. Ask them to research basic information about some of the oldest important buildings in your state, the state Capitol building, or a museum in your state or region. How do these places compare to those in Oaxaca? Do they contain important cultural/historical artifacts or murals?

### ¿Comprendiste?

#### Answers

1. Porque es un monumento histórico. o: Hay arquitectura colonial, iglesias y museos importantes.
2. El paseo empieza en el Zócalo, el centro de Oaxaca.
3. Ves un mural sobre la historia y la cultura de Oaxaca en el Palacio de Gobierno.
4. La catedral está en la avenida Hidalgo.
5. En la calle Macedonio Alcalá hay unas tiendas excelentes y varias casas coloniales.
6. El Museo Regional de Oaxaca está al lado de la iglesia de Santo Domingo.

### Block Schedule

**Change of Pace** In small groups, have students gather additional information about Oaxaca, either from library resources or the Internet. Each group should add at least 3 more paragraphs to the reading. One paragraph should be entitled *Especialmente para los jóvenes*.

## Oaxaca Black Pottery Reading Packet

### ***Barro Negro* (Black Pottery) of San Bartolo Coyotepec: Overview of Development by Alvin Starkman**



The plastics revolution of the 1960s had a profound impact on the southern Mexican state of Oaxaca. Throughout the decade, a dramatic change occurred in the means of production employed by a segment of the indigenous Zapotec population: an industry based upon rudimentary production of grey, functional pottery transformed into the folk art now known as *barro negro*, or Oaxacan black pottery. As a consequence, tourism to Oaxaca blossomed.

Until the 1960s, all but one family in the village of San Bartolo Coyotepec, a few kilometers from the state capital of Oaxaca de Juárez, were producing utilitarian clay pots for sale and trade throughout the region and further beyond ... just as their ancestors had been doing for a thousand years or more. Indeed, the archaeological record as unearthed during the excavation of Monte Albán lays testament.

#### **The History of *Barro Negro* (black pottery) in Oaxaca**

The most common pottery form in the area, known as the *cántaro*, had been used for carrying and storing water, mezcal, milk and other liquids, for generations. Then in the early 1950s, a humble, personable woman named Doña Rosa Real, together with her husband Juventino Nieto, by chance developed an innovation to its appearance and functionality; if the pot, before firing, was rubbed with a piece of clear quartz, and then baked for only eight or nine hours rather than the traditional 13 or 14 hours, the result would be a shiny, black *cántaro*, purely decorative and unable to retain liquids without discoloration and filtration.

Between the 1950s and the early 1960s, everyone else in the village continued to produce their grey functional pottery, while Doña Rosa and family toiled away with what became known as *barro negro* (black pottery). She developed a following of foreigners who collected Latin American folk art, including the likes of Nelson Rockefeller.

#### **The Impact of Plastic on Pottery Production in San Bartolo Coyotepec**

At the same time as Dustin Hoffman's character in *The Graduate* was being extolled the importance of "plastics," the people of San Bartolo Coyotepec were beginning to feel the adverse economic impact of those same plastic bowls and bottles. These new containers were colorful, break resistant, and cheap. The

market fell out of the traditional *cántaro* industry. Doña Rosa's family thrived, because at the same time, tourism was increasing due to:

- more two-income families
- credit cards being mailed out to even Bar Mitzvah-aged children making it easier to fly now and pay later
- hotels, travel agencies and Mexicana Airlines having created a new concept in travel to Mexico, the vacation package
- improvements to the new Pan American highway system enabling travelers to more easily reach Oaxaca...

With the foregoing changes in the Western World, more travelers began to travel to Oaxaca and visit San Bartolo Coyotepec. The market for *barro negro* thereby increased substantially. Virtually every potter in the village began burnishing his pieces with quartz, and removing them from the kiln "prematurely," out of economic necessity and a burgeoning tourist market.

Increased tourism meant that even with other villagers copying Doña Rosa's technique, the economic fortunes of her family were not significantly adversely impacted. On the contrary, some 30+ years after Doña Rosa's death, her family still retains a healthy market share of tourist dollars spent on *barro negro*.

### **Black Pottery, San Bartolo Coyotepec, and the Family of Doña Rosa in Modern Times**

Now, nary a piece of grey, functional pottery is produced in San Bartolo Coyotepec, although there remains a very small niche market. Many craftspeople in the village do *barro negro* demonstrations. Some artisans such as Carlomagno Pedro Martínez and his family have elevated the art form to new heights.

Until his death in May 2010, on a daily basis Don Valente, the son of Doña Rosa and Don Juventino, would recount the fascinating story of his parents and their innovation, while working his magic not with an electric wheel, or even a foot pedal, but rather with only two clay plates, his well-kneaded buttery clay, the most rudimentary of tools—pieces river reed and gourd, a swatch of bull hide—and the most deft of hands.

Today, three of Doña Rosa's grandchildren, Jorge, Javier and Fernando, and their sister-in-law Rocio, keep the family tradition alive, telling the tale of their grandmother.

Indeed it's no wonder that the walls of the workshop and gallery are adorned with photos of Doña Rosa with Rockefeller, and Don Valente alongside the likes of Jimmy Carter, an array of Mexican entertainment industry stars, prominent politicians including governors and presidents, and yes, even The Pope.

Source: <http://www.oaxacaculinarytours.com/1/post/2011/1/barro-negro-black-pottery-of-san-bartolo-coyotepec-overview-of-development.html>.

## San Bartolo Coyotepec, Oaxaca - Oaxacan Black Pottery

San Bartolo Coyotepec is known for its artisans that produce Oaxacan black pottery.

This area has produced pottery for centuries. Pottery artifacts unearthed in many of Oaxaca's archaeological sites have been traced to the clay found only in this area. In more recent times, to the 1950s, the principal pottery product was the earthenware vessels used to transport mescal from hillside farms into the



communities for sale to consumers. The containers, which held about 3 gallons each, were lashed together and slung over the backs of burros for the journey. With the advent of plastic jugs, the use of the heavy pottery was abandoned. The potters of Coyotepec searched for new applications of their pottery skills. One resident, Doña Rosa, came up with a method for making decorative black pottery from the local clay.

Her method involves a shorter firing time and a polishing treatment to the surfaces. She attempted to keep her technique a secret, but word got out and there are a number of shops producing this type of pottery locally. The pottery is decorative only and should not be used for cooking or serving. It is rumored that diesel fuel, essentially a multipurpose household agent in Mexico, is involved in the process. Some imitators have been known to use black shoe polish in their process. The older utilitarian pottery pieces were not black in color, but more of a light grayish brown color.

The Doña Rosa shop is probably the largest and most well-stocked in town. Doña Rosa herself has passed on, but the business continues in her family. There is an interesting pottery-making demonstration conducted by her son. The shop will ship your purchases home if you desire. The pieces are rather fragile, not being hard-fired, so care should be taken when packing them.

Source: <http://www.tomzap.com/coyotepec.html>.

# Doña Rosa Article (Spanish)

NIDAD 4 Etapa 3

## Teaching Resource Options

### Print

Cuaderno para hispanohablantes PE, pp. 103–104

Block Scheduling Copymasters

Unit 4 Resource Book

Cuaderno para hispanohablantes

TE, pp. 117–118

Video Activities, p. 127

Videoscript, p. 129

Audioscript, p. 131

### Audiovisual

OHT 135 (Quick Start)

Video Program Videotape 4, 23:50

Videodisc 2B



Search Chapter 8, Play to end  
U4E3 • En colores (Culture) • English



Search Chapter 8, Play to end  
U4E3 • En colores (Culture) • Spanish

## Quick Start Review

### School and after-school activities

Use OHT 135 or write on the board:  
Write 3 activities that you participate in during school and 3 activities that you participate in after school.

Answers See p. 283B.

## Teaching Suggestions

**Pre-reading** Have students skim the reading and write down what they think it will be about. Have volunteers share their ideas with the class.

**Strategy: Gather and sort information as you read** Before reading the selection, have students complete the chart with information about 2 of their classmates.

**Reading** In order to focus students' reading, have them look at the ¿Comprendiste? questions first. Then have volunteers read each paragraph.

**Post-reading** Ask students to give a title to each of the 3 paragraphs of the reading.

Expand the cultural information by showing the video culture presentation.

D Reading • UNIDAD 4 • Etapa 3

# En voces

## LECTURA

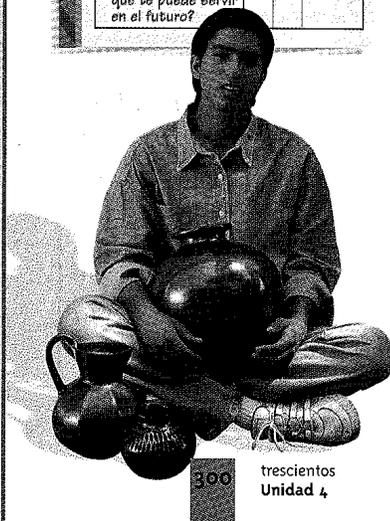
### PARA LEER

#### STRATEGY: READING

Gather and sort information as you read

Do you and your friends have jobs after school or on weekends? Fill out this chart about jobs by interviewing two people. Then use this chart to gather information about Andrés as you read.

Preguntas	Persona	
	1	2
¿Dónde trabajas?		Andrés
¿Cuándo?		
¿Qué haces?		
¿Trabajas en algo que te puede servir en el futuro?		



300 trescientos  
Unidad 4

## Andrés, joven aprendiz de alfarero<sup>1</sup>

¡Hola! Me llamo Andrés Real. Vivo en San Bartolo Coyotepec, un pueblo cerca de la ciudad de Oaxaca. Coyotepec significa<sup>2</sup> «montaña de los coyotes». La verdad es que ya no hay muchos de estos animales. Mi pueblo no es muy grande, pero es muy famoso. La cerámica negra que ves en tiendas y mercados por todo México es de aquí. Si algún día ves una olla de barro<sup>3</sup> negro que parece<sup>4</sup> metal, probablemente es de San Bartolo Coyotepec.

La Alfarería Doña Rosa es donde yo trabajo después de salir de la escuela. En la alfarería hacemos la cerámica de barro. Esta alfarería se llama Doña Rosa en honor a mi abuela doña Rosa Valente Nieto de Real. Ella inventó<sup>5</sup> este tipo de cerámica. Mi abuela murió<sup>6</sup> en 1979, pero mi familia todavía<sup>7</sup> usa su método para hacer la cerámica.

<sup>1</sup>potter  
<sup>2</sup>means  
<sup>3</sup>clay

<sup>4</sup>that looks like  
<sup>5</sup>invented

<sup>6</sup>died  
<sup>7</sup>still

## Classroom Community

**Paired Activity** One partner plays the role of Andrés Real. The other partner acts as an exchange student and asks “Andrés” questions based on the reading, such as ¿De dónde eres? ¿Quién es doña Rosa?

**Group Activity** One person plays the role of Andrés Real and two others play reporters from a local television station. The reporters interview “Andrés.”

**Storytelling** Have groups of students write the sentences of the reading on index cards—one sentence per card. Have them shuffle the cards and then try to put them back in order. Finally, have students retell the story in their own words, striving for two sentences per paragraph. Advanced students may add imagined details.

Source: ¡En español! Level 1, McDougal Littell/Houghton Mifflin.



## Day 4: Anticipatory Set (Vocabulary Practice)

### Bargaining Vocabulary

1. L\_s \_o\_as (las joyas = jewelry)
2. \_a \_er\_m\_c\_ (la ceramica = ceramics)
3. \_\_ m\_rc\_\_o (el mercado = market)
4. \_a\_ \_r\_e\_a\_\_a s (las artesanías = handicrafts)
5. \_\_ \_ho \_\_l\_te (el chocolate = chocolate)
6. \_l \_\_\_é (el café = coffee)
7. \_eg\_\_e\_r (regatear = to bargain)



## Day 4: Enhancement Activity

### UNIDAD 4 Etapa 2 Culture

#### Teaching Resource Options

##### Print

Cuaderno para hispanohablantes PE,  
pp. 95–96

Unit 4 Resource Book

Cuaderno para hispanohablantes  
TE, pp. 66–67

##### Audiovisual

OHT 125 (Quick Start)

#### Quick Start Review

##### Bargaining vocabulary

Use OHT 125 or write on the board:  
Reassemble this bargaining  
conversation by numbering the  
following sentences in a logical order.

1. Muy bien, quedamos en 80.  
Muchas gracias.
2. Cuesta 100 pesos.
3. ¡Es demasiado! Le puedo  
ofrecer 70.
4. ¡Es demasiado barato! Se la  
dejo en 90.
5. Es muy bonita esta jarra.  
¿Cuánto cuesta?
6. No puedo. ¿Me la deja en 80?

Answers See p. 261B.

#### Teaching Suggestions

##### Presenting Cultura y comparaciones

Begin by asking students to guess the  
topic of the culture section. Write the  
list of possibilities on the board.

Then have students suggest their own  
strategies for working on the material.

Note that in *Para conocernos*,  
creating a Venn diagram is a retrieval  
strategy that assists in learning and  
remembering.

#### Reading Strategy

##### Preview graphics

Based on what  
students see in the visuals, have them  
dictate the subject of this article. After  
reading the passage, have them decide if  
their prediction was on target.

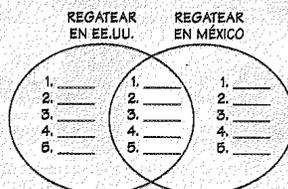
B Culture • UNIDAD 4 Etapa 2

## En colores CULTURA Y COMPARACIONES

### PARA CONOCERNOS

#### STRATEGY: CONNECTING CULTURES

**Compare bargaining customs** Where does bargaining  
take place? How do people act when they  
bargain? Use a Venn diagram to compare  
bargaining in the United States to the kind of  
bargaining that Rosa did in the Mercado Benito  
Juárez in Oaxaca.



What do they have in common?



### NOTA CULTURAL

Benito Juárez (1806–1872) is  
the most famous Oaxacan in  
the history of Mexico. Of Zapotec  
origin, he was elected governor  
of Oaxaca and later president  
of Mexico. The market is named  
in his honor.



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doscientos setenta y ocho  
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## El Mercado Benito Juárez

El mercado tiene una gran variedad de  
cerámica y otras artesanías regionales.  
También hay plantas medicinales,  
productos textiles, frutas, verduras<sup>1</sup> y  
carnes<sup>2</sup>. El mercado es un festival de  
colores, texturas y aromas. Como<sup>3</sup> todos  
los mercados, el Benito Juárez es un  
lugar ideal para regatear.

<sup>1</sup>vegetables    <sup>2</sup>meats    <sup>3</sup>As, Like

### Classroom Community

**TPR** Ask students to act out each *regla*. First, teach  
the following commands by acting them out: *levántate*,  
*haz*, *rechaza*, *acepta*, *compra*, *siéntate*. Have students  
perform a bargaining dialog based on the *cinco reglas*.  
\_\_\_\_\_, *levántate*. / *Haz una oferta a* (another  
student) / *Rechaza la oferta con regla #3*. / *Haz otra  
oferta con regla #5*. / *Acepta la oferta*. / *Compra* (el  
objeto).

**Paired Activity** Have students create their own *Las  
cinco reglas*.. for topics such as the following: *para  
sacar una "A" en español*; *para encontrar el mejor  
regalo*. Have pairs present their rules to the class.

Source: ¡En español! Level 1, McDougal Littell/Houghton Mifflin.

## Enhancement Activity (continued)

### UNIDAD 4 Etapa Cultural

#### Las cinco reglas fundamentales para regatear

Regatear es un arte que necesitas practicar. Estas reglas te van a ayudar.

- 1  Habla sólo español.
- 2  Actúa como un(a) estudiante con poco dinero, no como un(a) turista rico(a).
- 3  Escucha el primer precio. Después contesta: «¡Es demasiado!»
- 4  Pasa por otras tiendas para comparar los precios.
- 5  Siempre sonríe al regatear. No cuesta dinero y a veces recibes mejores precios.



<sup>1</sup>rules    <sup>2</sup>act    <sup>3</sup>rich    <sup>4</sup>smile

#### ¿Comprendiste?

1. ¿Qué hay para comprar en el Mercado Benito Juárez?
2. ¿Cómo es el mercado?
3. ¿Cómo compras en este mercado?

#### ¿Que piensas?

1. En tu opinión, ¿cuál es la regla más importante para recibir un buen precio? ¿Por qué?
2. ¿Cuáles de estas reglas son efectivas? ¿Piensas que algunas reglas no son efectivas? Explica tu opinión.
3. Ya sabes unas reglas para regatear. Mira tu diagrama de Venn. ¿Quieres escribir algo más? ¿Quieres cambiar algo?

#### Hazlo tú

Con otro(a) estudiante prepara un diálogo. Van a regatear. Una persona puede ser el (la) vendedor(a). La otra puede ser el (la) cliente(a).

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#### Supplementary Vocabulary

- ¿Cuánto vale? How much is it  
Sólo tengo \_\_\_ pesos. I only have \_\_\_ pesos.  
¡Es una ganga! It's a bargain!

#### Cross Cultural Connections

Explain to students that if they visit a market, they should ask if they may touch items for sale before doing so. Some vendors do not want the customers touching the merchandise! (This includes foods.) Ask if students have had similar experiences at stores/markets in the U.S.

#### Interdisciplinary Connections

**Social Studies** Have students list place in their town/city or state that are named after famous Americans. Then have them list places in other parts of the U.S.

#### Critical Thinking

Ask students to think of a bargaining situation from their own lives and either say which of the *Cinco reglas* they use or write a new rule that was effective.

#### ¿Comprendiste?

##### Answers

1. Hay una gran variedad de cerámica y otras artesanías regionales, plantas medicinales, productos textiles, frutas, verduras y carne.
2. Es un festival de colores, texturas y aromas.
3. Regateas en este mercado.

#### Hazlo tú

Students may refer to the video dialog, should try to expand on it incorporating the "rules" given here. Remind students think about previous dialogs they have practiced before beginning to write.

#### Teaching All Students

**Extra Help** Have students read the *cinco reglas* out loud. While one student is reading a rule aloud, have another student act it out. Then reverse roles.

**Native Speakers** Ask native speakers if they have had experiences bargaining. Can they describe other places or situations where they would use bargaining strategies other than a market? Some suggestions: taking a cab, negotiating a service (repair to a shoe, bike, car). Are there situations where bargaining would be inappropriate?

#### Block Schedule

**FunBreak** Try out the recipe for Chocolate oaxaqueño found in the *Ampliación* on p. 239B.

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## Day 4: Homework

Put the following bargaining dialogue in the correct sequence.

¡Es demasiado! Le puedo ofrecer ochenta pesos.

¿Cuánto cuestan?

Si, ¡cómo no!

¿Me deja ver las joyas?

Noventa pesos.

Son de buena calidad. Le dejo las joyas en ochenta y cinco pesos.

Perfecto.

En efectivo.

¿Cómo paga usted?

Bueno, las llevo.

## Day 4: Homework

Correct order:

¿Me deja ver las joyas?

Si, ¡cómo no!

¿Cuánto cuestan?

Noventa pesos.

¡Es demasiado! Le puedo ofrecer ochenta pesos.

Son de buena calidad. Le dejo las joyas en ochenta y cinco pesos.

Bueno, las llevo.

¿Cómo paga usted?

En efectivo.

Perfecto.

## Guelaguetza in Oaxaca

### Webquest

Use the following websites to determine the answers to the questions below:

<http://www.oaxacainfo.com/guelaguetza-oaxaca.htm>

<http://gomexico.about.com/od/festivalsholidays/p/guelaguetza.htm>

<http://www.bing.com/images/search?q=Oaxaca+Guelaguetza+&qvpt=Oaxaca+Guelaguetza+&FORM=IGRE>

<http://www.bing.com/videos/search?q=Oaxaca+Guelaguetza+&qvpt=Oaxaca+Guelaguetza+&FORM=VDRE#>

1. What is the history of the Guelaguetza celebration in Oaxaca?
2. What is the purpose of the Guelaguetza celebration in Oaxaca?
3. Describe three traditions that take place during the Guelaguetza?
4. When does the Guelaguetza take place?
5. Describe the typical costumes and dress of participants in the Guelaguetza celebration.