

Ofrenda - Spanish Language Levels I, II, III

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Objectives:

This lesson is designed to be completed as a project grade in the second six weeks of the school year, when Día de los Muertos falls. The student will learn the Spanish vocabulary associated with the Day of the Dead. The student will develop an understanding of why Mexican families create ofrendas and what each component of the ofrenda represents. The students will then create an original ofrendas containing these elements within the classroom.

§114.22. Levels I and II - Novice Progress Checkpoint

§114.23. Levels III and IV - Intermediate Progress Checkpoint

(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) Connections. The student uses language to make connections with other subject areas and to acquire information. The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and

(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

Focus:

Have the students brainstorm a list of words they associate with death. Ask them if food, family, bright colors, candy, and parties are a part of that list. Ask them to think about our death holiday, Halloween. Ask them what the feelings usually are. The answers will generally be dark, sad, and scary. Explain to the students that they will investigate a completely different cultural view of death.

Procedure:

- The students will observe pictures and data describing the ofrenda as well as watch the virtual expeditions Day of the Dead ofrenda video. All of this information can be found on the TIDES site.
- The students will write a minimum of ten questions they have regarding what they have observed and turn those questions in at the end of the class period.

- The teacher will read the student questions and design instruction using the digital images (attached) to teach each element. He or she may have to add information to explain elements that should be included in the ofrenda. These should include marigolds, food items, Bread of the Dead, copal incense, sugar skulls, papel picado and personal items.
- At this point, the students should divide into project groups. This will require the cooperation of the Home Economics Department or cafeteria staff. One group of students should begin creating paper marigolds, another group should begin making Bread of the Dead, and the other creates incense holders, copaleros. If the entire class is making ofrendas, they can rotate and each group can create an element. If the class is creating one ofrenda, the teacher may wish to use the project annually, allowing students to participate in a different activity each year.
- The students may wish to honor a late family member or classmate and bring personal items, photos etc. The teacher may allow the students to work in groups or individually.
- Students will then assemble all the items for display in the classroom.

Evaluation:

The 10 question participation may be used as a daily grade. The rest of the grade can come from participation and completion of the project. A question page and a rubric are both included.

Extension:

Gifted learners should select one item from the ofrenda and research its origins, either indigenous or European. The student should then determine a creative way to share what they have discovered with the class.

The gifted learner may also create papel picado to decorate the ofrenda.

Modification:

Allow struggling learners to complete the question assignment orally.

Materials:

Day of the Dead [Ofrenda video](#)

[Children's Ofrendas video](#)

[Marigold instructions](#)

[Papel Picado \(Paper Banner\) instructions and step-by-step Video](#)

[Photos of Day of the Dead \(Día de los Muertos\) in Mexico](#)

Bread of the Dead recipe ingredients, included

Orange tissue papers, green pipe cleaner, scissors, patterns

Modeling clay, newspapers to protect tables, bright paints and brushes

Photos, miscellaneous memorabilia items, personal items

Ofrenda Project

Name _____

Period _____

Record ten questions about what you've seen and heard. 10 points

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Time on task.....10 pts.

Completion of ofrenda elements.....10 pts.

Participation.....20 pts.

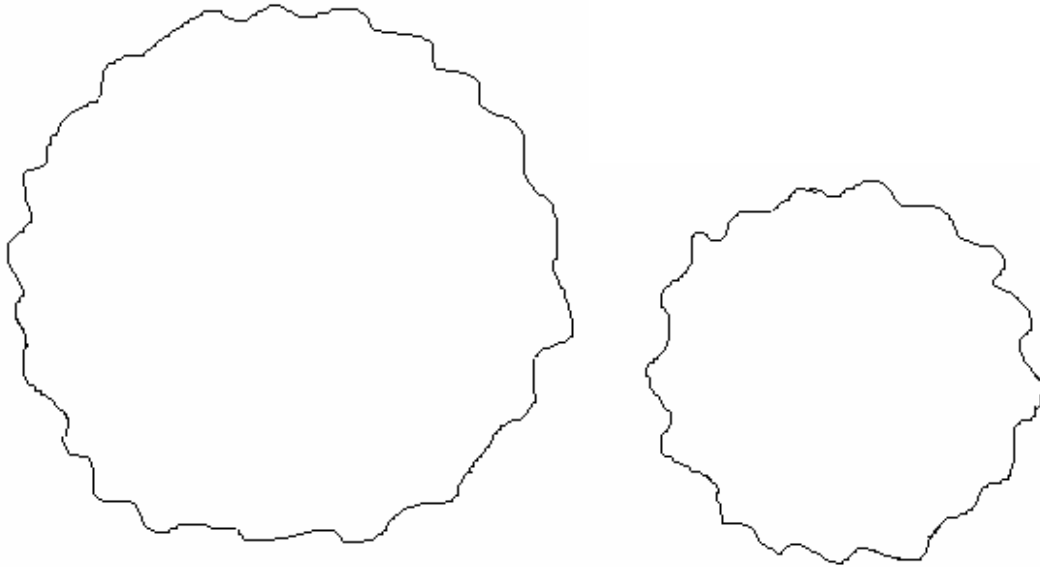
Total Score...../50

Tissue Paper Marigolds

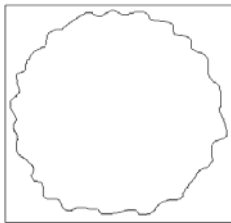
Supplies

- Orange Tissue Paper
- Pipe Cleaners
- Scissors

1. Make a photocopy of the patterns below



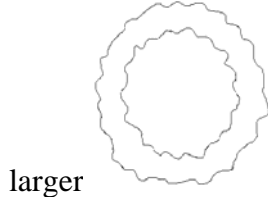
2. If using a large sheet of tissue paper cut it into quarters
3. Fold the tissue paper in half, and then quarters, and so on until you have a square the larger circle will fit in nicely



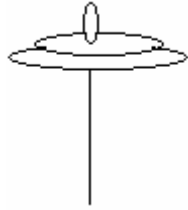
4. Trace the shape and then cut it out through all the layers of paper
5. Repeat this step for the smaller circle also
6. On one end of a pipe cleaner fold over the tip a few times to make a ball shape



7. Get 3 or 4 larger circles and 3 or 4 smaller circles and stack the smaller ones on the top of the



8. Make a small hole in the center of the layers of paper; if the hole is too big the pieces of paper will slip off the pipe cleaner
9. Slip the layers of tissue on the pipe cleaner; the smaller circles go on first then the larger



10. Fold each layer into a bud like shape; fold it up one layer at a time



11. Open your crumpled bud, one layer at a time, and shape your flower



Pan de Muerto, "Bread of the Dead"

In celebration of Mexico's Day of the Dead, this bread is often shaped into skulls or round loaves with strips of dough rolled out and attached to resemble bones.

Ingredients:

- 1/2 cup butter
- 1/2 cup milk
- 1/2 cup water
- 5 to 5-1/2 cups flour
- 2 packages dry yeast
- 1 teaspoon salt
- 1 tablespoon whole anise seed
- 1/2 cup sugar
- 4 eggs

In a saucepan over medium flame, heat the butter, milk and water until very warm but not boiling.

Meanwhile, measure out 1-1/2 cups flour and set the rest aside. In a large mixing bowl, combine the 1-1/2 cups flour, yeast, salt, anise seed and sugar. Beat in the warm liquid until well combined. Add the eggs and beat in another 1 cup of flour. Continue adding more flour until dough is soft but not sticky. Knead on lightly floured board for ten minutes, until smooth and elastic.

Lightly grease a bowl and place dough in it, cover with plastic wrap and let rise in warm place until doubled in bulk, about 1-1/2 hours. Punch the dough down and shape into loaves resembling skulls, skeletons or round loaves with "bones" placed ornamentally around the top. Let these loaves rise for 1 hour.

Bake in a preheated 350 F degree oven for 40 minutes. Remove from oven and paint on glaze.

Glaze

- 1/2 cup sugar
- 1/3 cup fresh orange juice
- 2 tablespoons grated orange zest

Bring to a boil for 2 minutes, then apply to bread with a pastry brush.

If desired, sprinkle on colored sugar while glaze is still damp.