Title of Curricular Unit: El Arte de América Latina y Mesoamérica
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School: Branford High School
Subject Area: Spanish 4
Grade Levels: 11& 12
Number of Lessons in Unit: 2
Time frame to allow for Lessons: 3-4 days

Brief Narrative Describing the Unit:

In this Unit, Students will acquire new vocabulary that will enable them to describe works of art in Spanish. Students will use http://www.famsi.org and http://www.mesoweb.com in order to learn about Mesoamerican cultures. They will focus their study on the ancient Maya and Maya iconography.

Unit Teaching Objectives

- Students will learn new grammatical structures and practice them in their oral and written activities:
  - Noun- Adjective agreement
  - Ser & Estar
  - Estar + Past participle
  - Preterite vs. Imperfect
  - Formulas of Comparison (ex. Tan_________ como, mas_______ que, menos_______ que, et al...)
- Students will use Realidades 3 Chapter 2 to read about the visual arts of Spain and Latin America
- Students will use object based observation techniques to study the works of art and develop their own opinions about them
- Students will compare a late PreClassic Maya mural from San Bartolo, Guatemala with “El Camión”, a 20th Century painting by Frida Kahlo

Unit Essential Questions

- What is art?
- In what ways do art, architecture and technology reflect a culture’s belief systems?
- What can we learn about ancient civilizations from examining their cultural relics and artifacts?
**List of Key People and Vocabulary**

**Key people:** Mayan artists (recreated paintings by Heather Hurst of art from the San Bartolo cave walls)

- Spanish Artists (ex. Pablo Picasso, Salvador Dalí,...)
- Latin American Artists (ex. Frida Kahlo, Diego Rivera, Fernando Botero,...)

**Vocabulary:** [https://conjuguemos.com/print_vocabulary_list.php?id=340&source=public](https://conjuguemos.com/print_vocabulary_list.php?id=340&source=public) (This site contains a complete list of vocabulary for Realidades 3 Chapter 2)

**Lesson 1:** El arte de Los Maya de Mesoamérica

**Lesson Specific Objectives:** Students will read an article *The Murals of San Bartolo* and they will describe a mural from one of the walls of San Bartolo using a list of guided questions. This activity will be done in pairs in class using the projector. They will then select another Mayan work of art from the FAMSI website and describe it individually using the same guiding questions that were used to describe the first mural.

**Sources:**

- [www.sanbartolo.org/discovery.html](http://www.sanbartolo.org/discovery.html) (Article)
- [www.famsi.org/research/pohl/index.html](http://www.famsi.org/research/pohl/index.html) (Murals)

**Preguntas para describir una obra de arte**

1. ¿Cómo se llama la obra?
2. ¿Quién hizo esta obra?
3. ¿Qué figuras o imágenes hay en el fondo?
4. ¿Qué figuras o imágenes hay en el primer plano?
5. En tu opinión, ¿Qué significa esta obra de arte? ¿Por qué?
6. ¿Te gusta? ¿Por qué? O ¿Por qué no?

**Lesson Specific Essential Questions:**

What can we learn about the culture and society of the ancient Mayans by observing their works of art?
Methods of Assessment

**Formative:** Class Discussion

**Summative:** List of questions from above answered in complete Spanish sentences

Lesson 2: El Arte de Frida Kahlo

Lesson Specific Objectives:

- Students will look at various works of art created by Frida Kahlo on the overhead projector to become acquainted with the artist’s work.
- Students will describe a specific work of art created by Frida Kahlo using the same guided questions from the previous lesson.
- Students will make comparisons between the Frida Kahlo painting work vs. the San Bartolo Mural

Lesson Specific Essential Questions: What are some factors that may have inspired Frida Kahlo’s work thematically and stylistically?

Activity 1: In this lesson students will describe a work of art by Frida Kahlo titled “El Camión” (The Bus). This image will be on the projector and students will respond to the same questions they used in the San Bartolo activity.

Activity 2: Students will then look at both Kahlo’s “El Camión” and the San Bartolo Mural that we analyzed in class and make comparisons between the two using the following formulas:

- Tan___________ como
- Mas___________ que
- Menos___________ que
- Tanto/a/os/as___________ como
- Mejor que/mejores que
- Peor que/peores que

Sources: (These sites were useful in viewing a wide range of paintings created by Frida Kahlo)

www.fridakahlofans.com/paintingsyear01.html

http://www.fridakahlofans.com/c0042.html
Methods of Assessment

Formative: Class Discussion

Summative: Detailed written description containing both the descriptions of Frida’s painting as well as the Comparisons and Contrasts made between her work and the Mayan San Bartolo Mural

Additional Resources:

www.peabody.yale.edu
www.smith.edu/vistas/
www.mesolore.org
http://server.fhp.uoregon.edu/dtu/sites/kahlo/

What New Technology will you use in this unit as a result of attending the Yale Summer Institute?

For Creating the Unit? Aforementioned Websites; Projector

For Student use? Computer/Websites

For Presentation? Overhead Projector