

Lesson Title: **Mythology in *Mundos de Mestizaje*: A Field Trip Lesson**

Grade Level: 3-5

Estimated Time: 2 to 3 hours

MYTHOLOGY IN MUNDOS DE MESTIZAJE:

A Field Trip Lesson

STANDARDS AND BENCHMARKS:

National Standards for Social Studies 1ABCD, 2E
Language Arts 1C, 2A
Visual Arts Content Standards 8B

MATERIALS/RESOURCES

- Notecards
- Online Supplemental Materials: Mythology Story Map

VOCABULARY

Myth
Mythology
Quetzalcoatl
Coatlícue
Xolotl

OBJECTIVES

Visiting the *Mundos de Mestizaje* mural at the National Hispanic Cultural Center students will:

- Observe the mural in the multidimensional space of the Torreón.
- Interpret meaning of the mural.
- Analyze the significance of the mural and explore associated mythology.
- Complete a story map for an Aztec myth.
- Understand the complexity of the meaning of the mural, and the complexity of technique in the creation of the mural in the space.

PROCEDURE

Overview of National Hispanic Cultural Center (NHCC) and Mural

1. Schedule a tour with the National Hispanic Cultural Center Education Program.
2. Once at the NHCC, a tour guide will share the *Mundos de Mestizaje* mural with your students. The tours end with a 10-minute contemplation time for the students.
3. Ask students to write questions they have about the mural on note cards.
4. Students take turns asking questions as the guide responds to the student's questions.

The Mural and Mythology

1. The NHCC guide will point out three mythological images in the mural:
Quetzalcoatl, Coatlícue and Xolotl.
2. The students receive a Mythology Story Map related to Myth about Quetzalcoatl and take notes while the teacher and/or the guide read a story.
3. The tour guide or the teacher will read one of the following stories to the children:
 - a) *The Sad Night: The Story of an Aztec Victory and a Spanish Loss* by Sally Schofer Mathews. New York, NY: HMH Books for Young Readers; First Edition

b) *How Music Came to the World: An Ancient Mexican Myth* by Carol Ober and Hal Ober.
New York, NY: HMH Books for Young Readers; First Edition.

4. The students complete their Mythology Story Maps.
5. Students discuss the purpose of mythology. Students describe other myths that exist among different cultures.

EXTENSION

- Students may conduct research and discover other mythological stories.
- Students may use the imagery from the *Mundos de Mestizaje* mural to inspire their own myths.

ASSESSMENT

- Online Supplemental Materials: Field Trip Scoring Roster, Mythology Story Map Rubric

COMMON CORE

CCSS.ELA-Literacy.RL.4.2

CCSS.ELA-Literacy.RL.4.3

CCSS.ELA-Literacy.RL.4.4

CCSS.ELA-Literacy.RL.4.9

Characters

Plot

Title

Setting

Problem-Resolution

Author



Story Map Rubric

Quality	Excellent 2 pts	Good 1 pt	Needs Improvement 0 pts
Title	Title is clearly written in the correct space.		Title is not complete.
Author	Name of author(s) is clearly written in correct space.		Author(s) name is not complete.
Characters	All characters are clearly listed.	Main characters are listed, some secondary characters are missing.	Character list is not complete.
Setting	Setting is described in a vivid, descriptive manner. Adjectives enhance visual image.	Setting is described in a basic way.	Setting section lacks descriptive language.
Problem	Problem is identified and described accurately.	Problem is identified but not described in detail.	Problem is incorrectly identified.
Resolution	Resolution is identified and described accurately.	Resolution is identified but not described in detail.	Resolution is incorrectly identified.
Plot Summary	A concise and descriptive plot summary is included. Student grasps main events in the story.	Some plot events are included in the summary. Summary lacks detail or main events.	Plot events are incorrectly identified.
Name:		Total Points	

Cut Here

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Name:		Total Points	

Field Trip Scoring Roster

Student Name	Student Participation	Student Demonstrated Interest and Enthusiasm	Respectful Behavior
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