

Lesson Title: **Field Trip: Interpreting *Mundos de Mestizaje***

Grade Level: 9-12

Estimated Time: 2 Hours

FIELD TRIP: Interpreting *Mundos de Mestizaje*

STANDARDS AND BENCHMARKS:

Fine Arts: 5A, B, 6A, B, 8A

MATERIALS/RESOURCES

- Notecards
- Pencils
- Art Journals
- Online Supplemental Resources: Field Trip Scoring Roster

VOCABULARY

Mundos de Mestizaje
Technique
Perspectives
Artistic Elements

OBJECTIVE

Visit the *Mundos de Mestizaje* mural at the National Hispanic Cultural Center where students will observe the mural in the multidimensional space of the Torreón.

PROCEDURE

Overview of National Hispanic Cultural Center (NHCC) and Mural

1. Schedule a tour with the National Hispanic Cultural Center Education Program.
2. Students take a bus to the National Hispanic Cultural Center in Albuquerque, NM.
3. NHCC tour guide greets students upon arrival.
4. Students have a guided tour of *Mundos de Mestizaje* ending with a 10-minute viewing phase.
5. Students write on notecards, the following:
 - a. An observational comment about the mural.
 - b. A “Why” question about the mural.
 - c. A “What” question about the mural.
 - d. A “Who” question about the mural.
 - e. A question/comment about the artistic technique.
 - f. An opinion statement about the mural.

Question and Answer with Discussion

1. Arrange the class in a circle, and ask each student to read a question aloud to the group.
2. Teacher stimulates discussion and thoughtful responses by asking every student to read their question without any explanations or feedback from the NHCC tour guide, the teacher, or other students.
3. Tour guide use the questions from the students cards to respond and give feedback. In this way the tour of the mural will be interactive and based on student questions.
4. Students read either from the comment card or the opinion card aloud.
5. NHCC tour guide responds to questions and addresses some of the comments and opinions.

Sketching an Interpretive Work

1. Students create a sitting place on the Torreón floor.
2. Teacher points out a section of the mural. Describe/Discuss some of the artistic elements and the historical/cultural significance of the section. This serves as modeling for the students.
3. Students, using sketchbooks and pencils, sketch different portions of the mural.
4. Underneath each drawing, students write an explanation of the artistic significance and meaning of the section.
5. Students share their work with other students when they are back in the classroom.

EXTENSIONS

For homework students write a reflective essay comparing and contrasting the actual mural with the digital version. They will explain the pros and cons of viewing such work in digital formats.

ASSESSMENT

Students are evaluated on participation, behavior and interest exhibited during the field trip visit. The teacher can use the Field Trip Scoring Roster with the following three columns.

- a. Student participation
- b. Student interest and enthusiasm
- c. Good behavior

Monitor and observe these characteristics throughout the experience.

COMMON CORE

- CCSS.ELA-Literacy.RH.9-10.7
- CCSS.ELA-Literacy.SL.9-10.1
- CCSS.ELA-Literacy.SL.9-10.4
- CCSS.ELA-Literacy.SL.9-10.5
- CCSS.ELA-Literacy.SL.9-10.6

Field Trip Scoring Roster

Student Name	Student Participation	Student Demonstrated Interest and Enthusiasm	Respectful Behavior
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