

MUNDOS de MESTIZAJE: A DIGITAL EXPLORATION

MS 1/5

Lesson Title: **A Virtual Tour: Exploring and Cataloging *Mundos de Mestizaje***

Grade Level 6-8

Estimated Time: 1-2 Hours

EXPLORING AND CATALOGING *Mundos de Mestizaje*

STANDARDS AND BENCHMARKS:

National Standards for Social Studies
IA, IC, ID, 3B

MATERIALS/RESOURCES

- Computer Lab with Internet Access
- Online Supplemental Resources: Descriptive Catalog of Images,
- Projector

VOCABULARY

Mural
Hernán Cortez
Comradazgo
Sagrada Tierra
Treaty of Guadalupe Hidalgo
Manifest Destiny

OBJECTIVES

Students will explore the *Mundos de Mestizaje* mural in order to become familiar with artistic, historical, and narrative imagery.

Specifically students will:

- Relate images in the mural to New Mexico history and culture.
- Catalog images in the mural to become familiar with the individual elements that contribute to the larger work.
- Practice descriptive writing and speech.
- Make inferences and conduct research related to the major themes and historical elements contained in the mural.

PROCEDURE

Lesson Preparation

Review aspects of New Mexico history specific to the Vocabulary list provided in this lesson with students.

Viewing Phase

1. Students visit the school computer lab, connect to the Internet and locate the *Mundos de Mestizaje* online interactive on the National Hispanic Cultural Center website. Students explore the mural for 5-10 minutes, getting acquainted with the dimensional space.
2. Students list 10 images they recognize and 10 images they do not recognize from the mural on the Descriptive Catalog of Images.
3. On a large chart paper or board, students create a master list of images in the mural. Remind students to add images to the list throughout the lesson.

Descriptive Phase

1. Using the Catalog, students draw basic sketches of the images listed to create a visual reference.
2. Students provide a short written description of each item on their Catalog. Ask students to use at least three adjectives in their descriptions.
3. Teacher models how the mural can be broken into three geographic sections: The Iberian Peninsula, Mesoamerica and New Mexico. These can serve as spatial coordination for the mural.
4. Teacher locates examples of the vocabulary words provided and asks students to discuss them. Students provide a spatial locator for each of the items on their list.
5. Teacher facilitates a class discussion about the importance of keeping accurate detailed records of important historical events to interpret their significance and how different events relate to one another.

Clues Game

The teacher models a game of “Clues.” The teacher reads a description of an image in the mural. A selected student is at the instructional computer and after listening to the descriptive clue, uses the online navigation tool to find the item described. If the description does not provide enough information to locate the image, the teacher reads the spatial locator description. The student locates the image. With partners, students work at their computers playing the clues game using the descriptions and spatial locators they have written. Students take turns reading clues and finding images from the mural. Upon conclusion of the Clues Game, the students discuss how descriptive writing/speech assists with the game.

EXTENSION

Students will be assigned individual images from the mural. They conduct research related to the historical significance of the image. They write a short report including their findings. Students can conduct research on one image from the mural that is new to them. The research is shared with the class in short presentations.

ASSESSMENT

- Online Supplemental Resources: Catalog of Images Scoring Rubric, Identification of 10 items from the mural and descriptive elements.
- Participation in the Clues Game.

ADDITIONAL RESOURCES

- *Mundos de Mestizaje: A Vision of History through Fresco*
- New Mexico History Books

COMMON CORE

CCSS.ELA-Literacy.RI.7.7

CCSS.ELA-Literacy.SL.7.1,2,3

CCSS.ELA-Literacy.RH.6-8.9

A Descriptive Catalog of Images in
Frederico Vigil's *Mundos de Mestizaje*

Name of Known Image	Sketch	Description	Spatial Locator
SAMPLE: Virgin of Guadalupe		Woman has hands clasped. She is wearing a long pink gown. She wears a vibrant blue veil adorned with gold stars. Yellow rays of light surround the woman.	

A Descriptive Catalog of Images in
Frederico Vigil's *Mundos de Mestizaje*
Continued

Name of Known Image	Sketch	Description	Spatial Locator

Name: _____

A Descriptive Catalog of Images in
Continued

Item Name- Use
Scroll Over Feature
to Identify Unknown
Images

Sketch

Description

Spatial Locator

Item Name- Use Scroll Over Feature to Identify Unknown Images	Sketch	Description	Spatial Locator

MS 1/5 Catalog of Images Scoring Rubric

Attribute	Exemplary 3 points	Good 2 points	Needs Improvement 0-1 point
Item Name	Item name is included for all 9 images	Item name included for most of the images (5-8)	Less than 5 of the images include a name
Sketch	Sketch for all images demonstrates a reasonable effort to replicate the original image	Some sketches can be deciphered, but others lack clarity	Sketches are missing or incoherent
Description	All images have descriptions with at least 3 adjectives	All images have descriptions, but not always with three adjectives per image	Images are not described in detail
Spatial Locator	All images can be located using the locators student provided	Most of the images can be located using the locators the student provided	Student did not include location information for the images
Student Name:			Total Points

Cut Here

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