

MUNDOS de MESTIZAJE: A DIGITAL EXPLORATION

MS 5/5

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

Grade Level: 6 - 8

Estimated Time: 1-2 Hours

FIELD TRIP: Interpreting *Mundos de Mestizaje*

STANDARDS AND BENCHMARKS:

National Standards for Social Studies
1A, 1C, 2B, 3B

MATERIALS/RESOURCES

- Notecards
- Pencils
- Student Work Journals

VOCABULARY

Militar	Sagrada Tierra
Paz	Amor
Ciencia	Educación
Música	Justicia
Esperanza	Arquitectura
Medicina	Fe

OBJECTIVES

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

- View the mural in the multidimensional space of the Torreón.
- Interpret meaning of the mural, especially as it relates to the story of New Mexico.
- Analyze the significance of images in the mural relative to New Mexico history.

PROCEDURE

Phase I – Before the Visit

1. Schedule a tour of the mural with the National Hispanic Cultural Center Education Program.
2. Each student receives a notecard with key words of the mural written on the card: Militar, Paz, Ciencia, Música, Esperanza, Medicina, Sagrada Tierra, Amor, Educación, Justicia, Fe, Arquitectura.
3. Students translate the word(s) into English.
4. Students define the words.
5. The definition for the words are written neatly by the student on one side of the card.

Phase II – Viewing *Mundos de Mestizaje* at the National Hispanic Cultural Center (NHCC)

1. Students take a bus to the National Hispanic Cultural Center in Albuquerque, NM.
2. NHCC tour guide greets students.
3. The NHCC tour guide provides a tour of *Mundos de Mestizaje*.
4. Students enter the Torreón and have a 10-minute viewing phase.

Phase III – Making Connections

1. With their notecards students carefully view *Mundos de Mestizaje* and identify images and words that exemplify the organizing word on their notecard; they record their ideas.
3. In their journals, students write the word at the top of the page and sketch corresponding images from the mural underneath the word. The images form a Concept Collage.
4. In a sharing circle, the students share the connections they made between the concept words from the mural and images in the mural.

EXTENSION

Students write an essay about their Concept Collages, describing and justifying why they think the images selected exemplify key words of the mural. They can also suggest other images from New Mexico history that are not included in the mural but that exemplify each word.

ASSESSMENT

Students are evaluated on participation, behavior and interest exhibited during the field trip visit. The teacher can have a field trip scoring roster with the following three columns (see attached):

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

The teacher monitors and observes for these characteristics throughout the experience.

RESOURCES

Online Spanish-English Dictionary:<http://www.spanishdict.com/dictionary>

Field Trip Scoring Roster

Student Name	Student Participation	Student Demonstrated Interest and Enthusiasm	Respectful Behavior
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