

2R.4: LESSON PLAN

Title	Language in New Mexico: Loss and Preservation
Subject	Reading
Grade Level	6-12
Time	60 minutes
Purpose	After locating and identifying the images of written text in the fresco, students learn the history of language in New Mexico as it relates to loss and preservation.
Key Questions	<ol style="list-style-type: none"> 1. What languages are represented in the fresco? 2. What attitudes about language does the fresco represent? 3. What is the history of language in New Mexico? 4. How does the fresco attempt to respond to loss and preservation of language?
Values	Language and culture preservation
Materials & Resources	Virtual tour of the fresco; fresco image guide, images NW1, NE11, and SE13; "The Spanish Language" by Jesús María Hilario Alarid
Activities	<ol style="list-style-type: none"> 1. Lead students through a virtual tour of the fresco. 2. Ask students to identify examples of written text, or language, in the fresco. 3. Looking at the virtual fresco, ask students to search for the images "Protección Language Property Religion" (NW1), "Gramática de la Lengua Castellana 1492" (NE11) and the banner "Language from New Mexican Pueblos" (SE13). 4. When students arrive at these images, teach the history of language in New Mexico as it relates to indigenous languages, Spanish, and English. See the list of sources for teacher recommended reading and consider "correct"/"incorrect" language, language prestige and privilege, English-Only movements. Then, as a class, ask the question <i>What are language attitudes? Can anyone think of an example from what we've learned?</i>

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5. In groups of 4, have students read "The Spanish Language" by Jesús María Hilario Alarid. Ask each group to compare and contrast the poem with the three images from the fresco as it relates to the key questions.
 6. As a class, ask students to share their ideas from their small group discussions. Write them down on a whiteboard.
 7. Divide students into new groups of 4. Ask each group to create a chart for each fresco image: "Protección Language Property Religion," "Gramática de la Lengua Castellana 1492," and the banner "Language from New Mexican Pueblos." The chart should include responses to the following questions: What is the main idea or language attitude of each image? How does it reflect the history of language in New Mexico? How does it reflect a response to loss and preservation of language?
 8. Have students exchange charts and read one another's responses. Then, discuss each question as a class.

Evaluation/Assessment

[Share results of the lesson with the NHCC](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

List of Sources

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**An excerpt from
The Spanish Language
By Jesús María Hilario Alarid
(El Independiente, Las Vegas, New Mexico 1905)
Translation by A. Gabriel Meléndez**

Oh, lovely Spanish language,
What? They want to banish you?
I believe that no good reason can be had
For you to be removed.

Castilian has its origin in Castile,
A foundation that gives
The Mexican derivation its grammar to this day.
Oh, but they clamor that it should be a dead
language.

They will not come out and say so,
But they would like to do away with you,
Any why, if the language is so sweet and soft on
the palate?

I affirm that English
as the language of the nation
is of great importance to us
and thus it should be taught
so that if we are to become true patriots
we are not left in ignorance about the nation.
But, this should not cause us
To stop speaking the
language of Cervantes.

How will it come to pass, gentlemen?
In what way will the native Mexican
learn this foreign tongue?
Oh, they say, "Teachers will come
to give instruction in English, German, French
and all the languages."
But I see only high jinks tumbling back
and forth.

How will the heart be able
To make another tongue come alive?
A language full of meaning
And might prove easy to learn,
Enough to get by with what one
studies and learns,
But if one just doesn't get it
he will likely only learn enough to read it.

Today, the majority of the people
speaks the Spanish language and
keeps its heritage.
Let's insist on keeping our
ancient language,
So that it will always remain alive
In our hearts.
I repeat there is no reason to
Leave it behind.
Let it shine in the Constitution
Of a different kind of statehood...

Alarid, Jesús María Hilario. "The Spanish Language." Translated by A. Gabriel Meléndez. *Santa Fe Nativa: A Collection of Nuevomexicano Writing*, edited by Rosalie C. Otero, et al. University of New Mexico Press, 2009, pp. 107-108.

