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## 2W.3: LESSON PLAN

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<b>Title</b>	<b>La Malinche, traitor or heroine?</b>
<b>Subject</b>	Writing
<b>Grade Level</b>	6-12
<b>Time</b>	120 minutes
<b>Purpose</b>	After locating and identifying the image of La Malinche in the fresco, students learn compare and contrast artistic narratives, fictional narratives, and imagined narratives as it relates to the figure of La Malinche.
<b>Key Questions</b>	<ol style="list-style-type: none"><li>1. What stories are portrayed through the fresco?</li><li>2. How does the fresco tell the story of La Malinche and how does the artist put this story into context (think globally)?</li><li>3. How can we relate the fresco art to other literary sources?</li></ol>
<b>Values</b>	Language and culture preservation
<b>Materials &amp; Resources</b>	Virtual tour of the fresco; fresco image guide, image SW11; Handouts; list of sources; paper and pencil
<b>Activities</b>	<ol style="list-style-type: none"><li>1. In pairs, have students explore the virtual fresco. Then, draw students' attention to image SW11, La Malinche. Ask students to discuss their observations of the image (e.g. symbols, figures, language, dates).</li><li>2. Using Handout #1, ask students to complete the "What I Know" and "What I Want to Know" sections of the chart. Have them think about these questions while they complete it:<ol style="list-style-type: none"><li>a. Have you seen this image before? If yes, what is the story of the image you know? If you have not seen this image before, what about this image caught your attention?</li><li>b. What are you curious to know more about?</li></ol></li><li>3. Ask students to imagine the story of La Malinche. In pairs, using Handout #2, students illustrate or write the story they imagine for this image. Ask each group of learners to share their story.</li></ol>

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4. Using the image guide, ask students to locate and read the short description about La Malinche. Then, students should select one source from the list of sources that discusses her figure. There are two options:
    - a. Select one source that every group will read and analyze.
    - b. Ask each group to select a source from the list so each pair has a different source.
  5. Ask students to read and analyze their source.
    - a. Where is the source from? Do you think it is reliable?
    - b. What is the purpose or function of the source?
    - c. What are the main ideas of the source?
    - d. Whose perspective is being privileged? How does this relate to the purpose of the source?
  6. Using Handout #3, students will create a Compare/Contrast chart that analyzes the three sources: the self-produced imagined narrative, the fresco image and description, and the source from the list.
  7. Using the Compare/Contrast chart, students will write a short write-up (one to two pages). Have each group present their write-up to class. Consider the following questions:
    - a. What is the main idea of each text? How does each text interpret the figure of La Malinche? Provide 2 examples of evidence from each source to support your main ideas.
    - b. Are the narrative structures and techniques similar or different in each text? How do the purposes of the texts differ and/or contribute to the meaning of the story?
    - c. What elements are omitted or included in each interpretation? Provide 2 examples of evidence from each source to support your main ideas.
    - d. How do the stories/narratives in each reflect different interpretations of stories, assumptions, and historical events? Provide 2 examples of evidence from each source to support your main ideas.
  8. Group discussion: What is interpretation? What role did interpretation play in each source? Why is interpretation important? How is it helpful? How might it be harmful? What can we learn about interpretation in the fresco? (the scholars, the artist, the viewers)
  9. On Handout #1 have students complete the "What I Learned" section of the chart. Have students share what they learned from this activity in groups.
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**Evaluation/Assessment**

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

**List of Sources****List of Sources**

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13. Tafolla, Carmen. "La Malinche." *Infinite Divisions*. University of Arizona Press, ed. Tey Diana Rebolledo and Eliana S. Rivero, 1993, pp. 198-199.

## Handout 1

What I Know

What I Want to Know

What I Learned

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**Handout 2**


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**Handout 3**

