

**Schools for Chiapas- *Teaching about the Mayan peoples of Chiapas & the Zapatista Movement***

<p align="center"><b>Topic/Title of Lesson</b> Corridos de las Zapatistas- (Ballads of the Zapatistas)</p>	<p align="center"><b>Class Name and Level(s)</b> Social Science Beginner / Intermediate Spanish</p>	<p><b>Date:</b></p>
<p><b>Content Standard(s) you will cover:</b> (Please note if CA standard or other and description)</p> <p>Please see attached CA standard</p>		<p><b>Language objective for English Learners in your class/Literacy Objective for all learners:</b></p> <p>-Word list</p> <p><b>Key Vocabulary for Lesson:</b> Corrido Chiapaneco Zapatista Maya Conquistadores Hidalgo Tzotziles Tzeltales Chol Tojolabales</p> <hr/> <p><b>Accommodations/Differentiation for special needs-especially for your Focus Student.</b> -Provide oral translation of song - Identify key instruments by sound</p>

**Learning Goal or Question (The overarching idea/goal or question for this lesson)**

- Explore history and contemporary events through musical story telling style called “Corridos”
- Write a corrido

**Motivation of Hook for the Lesson:** (How will you get students interested in this lesson?)

- Engaging students through music / song to explore history and current socio/political events in Chiapas, México and relate to their own lives / personal experiences.

**Learning Objectives:** What should students know and be able to do to demonstrate mastery of this concept/ Standard? Should be written as SWBAT (student will be able to) (must be observable/measurable/assessable)

1.SWBAT explore the musical expression and historical context of corridos (ballads) in México

2.SWBAT gain a general understanding of the Zapatista movement in a historical and contemporary context

3.SWBAT identify linguistic regions and groups of Indigenous Mayan people in Chiapas, Mexico

**Strategies you will use to link prior knowledge/personal experience to this lesson:**

- Facilitate and encourage dialogue about students familiarity with storytelling in music (any genre)

**What materials and/or technology will you need for this lesson?**

- Ability to purchase or download song “La Conquista” by Grupo Liberación (available at <http://www.schoolsforchiapas.org/english/store/catalog/361.html>)
- “A Brief Overview” – Zapatista history, lyrics “La Conquista” by Grupo Liberación and corrido info
- Paper / pen
- Computer / CD player / Smart board
- World map, map of México, map of Chiapas, attached map of Autonomous Zapatista zones

**Classroom Management:** List any logistical, materials-related or behavioral issues you may need to consider during your lesson.

**Procedure/Sequencing of Lesson and Teaching Strategies you will use:**

- Modeling/Interactive/Sharing (More teacher centered-I’ll do, you help)** Time: \_\_\_\_\_
- Prepare students with background information of the Zapatista movement, geographic location in Chiapas, Mexico
  - Brief history of México
  - Introduce vocabulary – help students identify where to find information from available resources

**Guided Learning: (More student centered-You do it and I'll help)**

- Facilitate discussion about different ways to tell a story, how music tells a story
- Have students locate Chiapas, México
- Define vocabulary words

**Work in Groups :**

- Translate (or provide translation) of corrido "La Conquista" by Grupo Liberación (see print out and PowerPoint)
- Discuss the content of the ballad and share ideas

**Independent Work Time: Time:**

- Brainstorm about everyday life events
- Think of a significant life event and how it changed you
- Identify the emotions that you felt as a result of this event (was it sad, funny?)
- Write a poem or short story (corrido)

**Partner Work Time:**

- Exchange ideas

**In Class:**

- Share corridos
- Compile collection of students work

**At Home:**

- Gather supplemental materials – (photos, drawings, etc.) related to individual corrido

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**Assessment and Performance Levels: How will you assess your students' attainment of the learning objectives?** *(You may include any or all of following: informal, formal, formative, summative)*

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**Reflection on lesson/Notes to self:**

Student Teacher \_\_\_\_\_ Mentor Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_