

Content: Spanish
Student ID: 0353635

Department of Educational Studies
Reflective Essay
Preparing to Teach Portfolio

The human mind is a powerful and almost overwhelming part of our persona. The object of Education is to cultivate and discipline the mind and other faculties through teaching. In the student centered class room, the teacher is the one on the giving end and plays the role of the facilitator of learning, whereas the student is on the receiving end and therefore becomes the recipient of the teachings.

But, contrary to popular belief, teaching is not simply the transfer of information and knowledge from teacher to student. Although this concept is indeed a part of it, teaching as a whole is much more complex than that. There are many factors that need to be taken into consideration when designing a method of instruction. When planning the lesson, the teacher should be motivated and have a set goal and purpose in mind. The use of a variety of teaching techniques is also recommended, such as hands on experiences, cooperative learning, class experiments, and learning centers. These techniques can aid the teacher in discovering the individual student's strengths and weaknesses in order to understand their potential, and thus enabling them to work with the students at their own level.

Out of the five philosophical orientations to teaching, I tend to lean more towards the progressivist's in the sense that I believe that children need to have as much freedom of choice as possible (within reason) in the classroom. They need to learn how to become great thinkers and problem solvers. When students develop problem-solving skills, they learn how to think as they learn. These skills need to be enhanced and refined. We, as teachers, need to keep their curiosity alive and not force them to learn. In order for students to achieve meaningful learning, they have to want to learn and make new discoveries on their own.

Of course, not all students learn at the same pace or are at the same learning level as their peers. Some are more advanced, while others will find certain tasks difficult or may need assistance than others. The individual needs and academic abilities of the students should be measured and addresses as best as possible. An educator should also be on the lookout for learning disabilities amongst the students that may have been overlooked or missed by their previous teachers. These facts need to be taken into consideration when choosing topics to be studied and designing a lesson plan.

Becoming educated is not an easy task. The students need to know that hard work and effort are necessary in order for them to receive a good education. Students also need to know that we believe in them and in their ability to learn and succeed. The educator needs to guide the students, and even sometimes push them along in order for them to attain the knowledge and the skills that they will need to succeed later on in life.

The teacher should be there, as a mentor and a tutor, for his/ her students, and the student needs to be conscious and aware of this fact. There should be a relationship based on respect, trust, and mutual understanding. The ideal classroom atmosphere should be calm and enriching, yet at the same time enticing and challenging. But most of all, it should promote a positive learning environment.

Teachers need to try to learn as much as possible about their students. It is more than just memorizing a name and putting it with a face. They need to try and find out who they are, where they are from, their cultural and ethnic backgrounds, and so on and so forth. Cultural diversity has become a big part of education. It is no longer acceptable to ignore racial differences between students. Instead, we are to see it, identify it, talk about it and incorporate it into our teachings. To not see a student's "color" is to not see the student. Acknowledging and recognizing a student's race and ethnicity has every place in the classroom. Students should be proud of their heritage and teachers should encourage them to do so.

Parents' involvement in their children's schooling is also a contributing factor in a child's education. We, as educators, need to try and get the parents involved as much as possible in their child's education. But parents don't necessarily always want to nor have the time to take part in it. Although we cannot force the parent to become involved, we can show them that we, as their child's educator, care about the well being and education of their children. As far

as getting the student's learning or lack thereof. It is essentially up to the teachers to ensure that their students are getting the most out of their schooling. These are some of the steps that need to be taken in trying to make a student's academic experience both pleasant and rewarding. These efforts, along with caring and understanding, could potentially guarantee a child's successful school experience.

Today, we need to prepare our students for tomorrow's world. Properly education them will help in ensuring them a bright and promising future. After all, they are the future of our society. We want them to be ready for anything, to not be afraid of anything, and to be ready and willing to face up to a challenge. Their education is one of the most important phases of their lives, and it is left in our hands. We, as educators, must realize the weight of the task that lay before us. It must not be taken lightly. I look forward to sharpening the minds and broadening the knowledge and horizons of the students that I will come in contact with throughout my teaching career.

I find great joy in the subject matter in which I have chosen as my major. Having grown up in a bi-lingual household with a Colombian heritage, I feel that I have a lot more personal knowledge and experience to share as far as the culture of South America is concerned. I have also studied in Cuernavaca, Mexico and have visited several Spanish speaking countries, and look forward to sharing those experiences as well. In know that I cannot force students to appreciate and enjoy Spanish language and cultures as much as I do, but I can

help them to achieve a better understanding and basic knowledge of them. I believe that I will be a positive influence on my students, and I hope to pass on my knowledge to them, so that they can later pass it on to others.

As a cultural worker, you must go into this environment of teaching knowing that all students should have the opportunity and are capable of developing a second language. Understanding that the acquisition of a second language will enable students to enhance their own personal education even in different subjects because they will be able to understand and be understood in the languages of the worldwide neighborhood.

Developing a second language will allow the students to have a better awareness of their own culture, of other cultures and their own relationship to other cultures. It also opens up windows and allows students to look beyond their own customary borders. By doing so, we as cultural workers are allowing for students to reach their own zones of proximal development like Vygotsky believed. According to these standards, "all children are primed to learn languages, and they will rise to meet expectations when goals are appropriately set and the conditions for learning are designed to foster achievement". From what I have learned through practicum, culture and communication are number one factors in the lessons I introduce to my class.

Teaching, learning, students and content are all understandings that are incorporated into the lessons I have taught and will continue to teach by considering the difficulties I had as a learner. I suffer from extreme anxiety and new environments and situations cause a major deal of stress on me. By taking into consideration that all students learn differently and providing diverse ways of presenting new material, it will be imperative in any lesson. One important element of teaching that I have learned from

my professors here at RIC is to provide different aids to guide students through the lessons. By providing visual aids, colors, advanced organizers, and audio texts, students are more likely to be drawn in and engaged than a lesson that is more traditional with just notes and black and white handouts.

In terms of diversity, a lesson that I gave to a Spanish I class was on Tejano Music. This lesson incorporates the social studies standard of culture and people, places and environments. The lesson warm-up involved a mini game by introducing the new vocabulary of instruments that are used in Tejano music. The board was divided into 2 groups: one side was feminine and the other was masculine. As visual aids, I provided large color pictures of different instruments used in this genre. I asked the students to split into 2 large groups and I would pick one member of each group to pick up a picture and place it on the correct side of the board, determining if it was a masculine or feminine noun. This aided with students who have anxiety by not making it an activity that would single them out. At this age (14-16), I noticed that students are very self-conscious of what their peers think of them, and this causes intimidation when they are called upon in class because they don't want to be made fun of if they answer incorrectly.

By having them getting up and moving around the room, it helped my students with ADHD/ADHD because they weren't sitting for too long. In this lesson I also included an audio text which assessed their listening and comprehension skills. At the same time it broke up the lesson from the traditional sit, read, and answer questions.

Throughout my lessons I have been a big enforcer of allowing for students to think critically and solve problems as a result of experiences from my schooling. Being a

non-native English speaker when I started out in my schooling, I was never really challenged when I was learning English because teachers were always too quick to give me the answers for anything I had problems with. I was never really given the appropriate wait time and I managed to slip through the cracks at times because of this. By providing enough time and a good learning environment without distractions, this will help in the education of my students.

During my practicum I found it useful to de-clutter some of the room because many of the things around the class were extremely distracting and the students weren't as engaged as I know they could be. In terms of assessing students, I used informal and formal strategies to see if they understood the material. I used a follow along worksheet that went along with the audio text. This worksheet was for linguistics, listening, and comprehension purposes. This was a more informal way of testing to see if they understood the material. The students also had to get into groups of 3 to create a web organizer including anything that was learned throughout the lesson (audio text, instruments, clothing, and sound) on Tejano Music including a different paragraph for each group, which was provided in their textbooks. As a class each group shared their ideas to help create the class web that was on the board.

During my practicum, I designed a mentoring checklist in which I collaborated with faculty members from educational studies and the modern language department as well as a fellow student. As a team we designed and updated an advising checklist for students majoring in Spanish. I helped design a formal presentation which was delivered to students majoring in Spanish who were considering the idea of becoming

teachers. We created and maintained an e-blog aimed at responding to students advising questions in a timely manner.

As a teacher so far I have discovered that I have the energy and motivation that a teacher/ instructor should have. The students give me this sense of appreciation when I am done teaching a lesson that drives my inspiration to accomplish what I have always wanted. I noticed that I am confident in speaking to them and getting them involved in class. I really do feel that they listen and can relate to me. As a Latina woman I feel as though culture expresses who I am. The understanding of different cultures and how they work, the music and dances, the language and the food all are a part of my being. This sense of understanding different cultures is a message I want my students to take with them.

During student teaching I want to work on my planning ahead of time. I am still working out a few kinks in terms of planning and how far along should I plan is one of my main things I have to work on. I will also have to work on the timing of my lesson plans. I really do get excited and I want to keep going but I have to make sure have sufficient time to go over homework and questions. Overall, I will always continue to be a learner. Knowledge never stops and the only way I will be a better teacher is by understanding and knowing my students.

Suggested Checklist for Secondary Education: Spanish



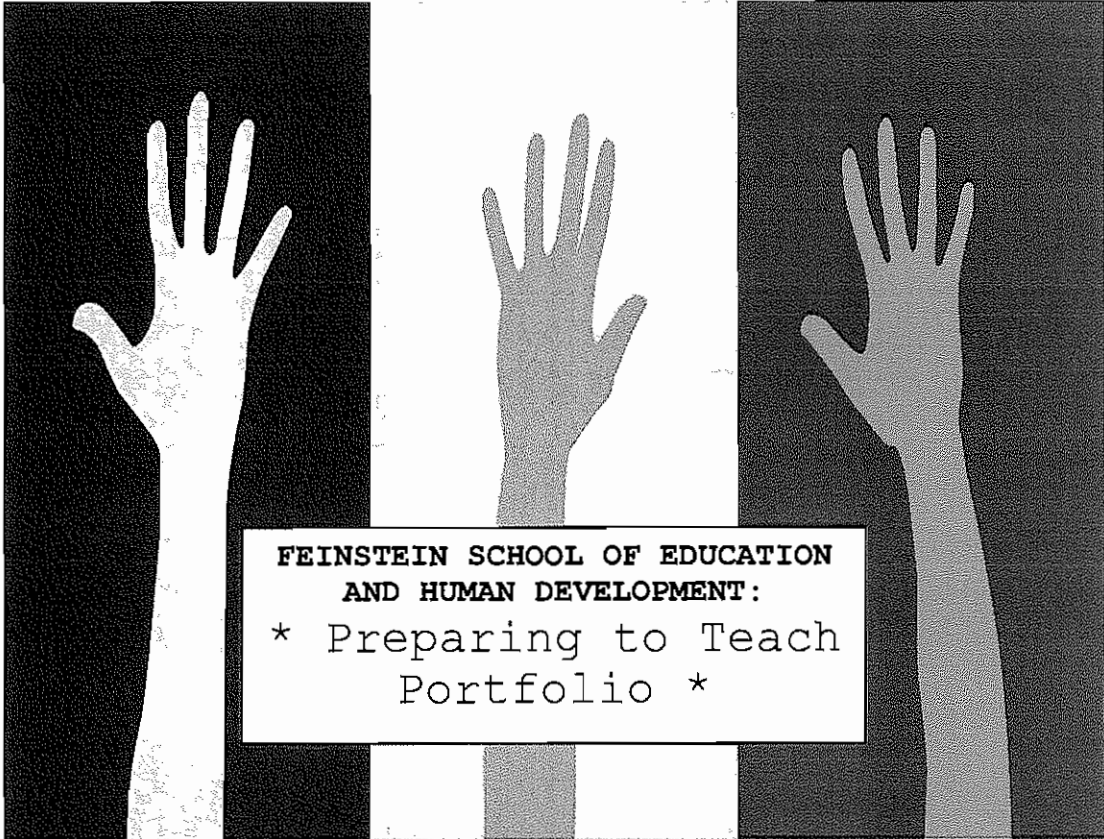
(Spanish Major- 32-33 credit hours)

- 200/201 Conversation and Composition (Spring and Fall)
- 202 Composition and Conversation (Spring and Fall)
- 310 Spanish Literature and Culture: Pre-Eighteenth Century (Fall only)
- 311 Spanish Literature and Culture: From Eighteenth Century (Spring only)
- 312 Latin American Literature and Culture Post-18th Century (Fall only)
- 313 Latin American Literature and Culture: From Eighteenth Century(Spring only)
- 400 Applied Linguistics
- 420 Applied Grammar (Spring Only)
- 460 Seminar in Spanish
- One Additional elective must be taken, (possible electives listed below)
 - Spanish 383 Workshop in Spanish Drama (cancelled for Spring 2009)
 - Spanish 401 Studies in Hispanic Prose
 - Spanish 403 Studies in Hispanic Theatre/Film
 - Spanish 404 Studies in Hispanic Poetry
 - Spanish 490 Directed Study(To see when these classes are offered see your advisor in Modern Lang.)

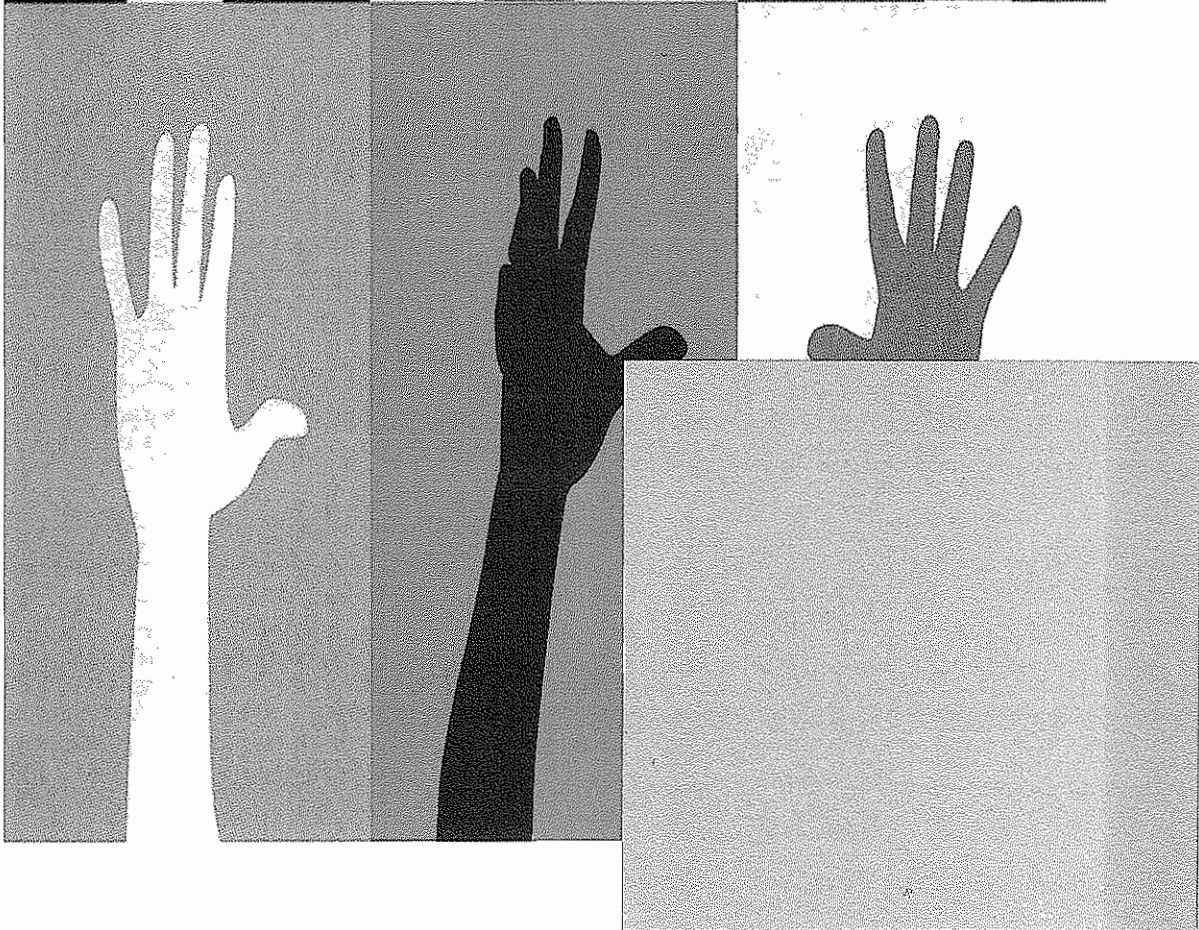
Tests Requirements: There are four exams that you must take:

1. **Praxis I** (also called PPST)
 - Reading (Test Code: 5710)
 - Writing (Test Code: 5720)
 - Math (Test Code: 5730)

**The Praxis I is a requirement that must be fulfilled before entering into the Feinstein School of Education and Human Development*



FEINSTEIN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT:
* Preparing to Teach
Portfolio *



El Conjunto Tejano
SED 410: Practicum in FL



<p style="text-align: center;">ACTFL Foreign Language Learning Standards</p>	<p>Cultures 2.1: This standard is reflected in the lesson because students demonstrate the understanding of the relationship between the practices and perspectives of the regional cultural music.</p> <p>Connections 3.2: This standard is reflected because students acquire information and recognize the distinctive viewpoints of El Conjunto Tejano that are only available through FL and its culture.</p> <p>Comparaciones 4.2: This standard is reflected when the students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p style="text-align: center;">Content Standards: Social Studies</p>	<p>I. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity.</p> <ul style="list-style-type: none"> • This understanding will allow students to relate to people in our nation and through the world. It will also help in understanding multiple perspectives that derive from different cultural vantage points. <p>III. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places and environments.</p> <ul style="list-style-type: none"> • The study of people, places, and human interactions assist learners as they create their spatial views

	and geographic perspectives of the world.
Objectives	<p>Students will know about the Hispanic influence in the U.S. through Tejano music from San Antonio.</p> <ul style="list-style-type: none"> - Students will be able to recognize regional music - Connect and compare what they know about music in their community to help them learn about music in a new community - Distinguish between masculine/feminine articles
Instructional Materials and Resources	<ul style="list-style-type: none"> - ;En Español! Integrated DVD program, OHT, pictures of musical instruments/articles found in tejan groups, ;En Español! textbook
Instructional activities and tasks	<p>-Warm-up: To help recycle and incorporate previously learned material, the students will have form two big teams. Each team will take turns picking a picture of a musical instrument from a pile of other pictures. The instructor will then call out a name of an instrument and a student from one of the teams must then determine which instrument it is and place it on the correct side of the board indicating whether it is masculine or feminine. Repeat with the other team until all the pictures are gone. (*time permitting: ask how to make the noun singular or plural*)</p> <p>-Introduction: Watching a bit of the ;En Español! Integrated DVD program which describes what tejano music is about to have them understand the regionalism of the music and culture. The students will follow the En Colores: Cultura y Comparaciones assignment in which the students will organize sentences in the way they</p>

	<p>appear given as an oral text through this video. The video will be played three times with different purposes: 1st- listen to the video text, 2nd- organize the sentences, 3rd- Stopping throughout the tape every so often to expand and ask the students to explain the jist of the video.</p> <p>- The students will take turns reading the text: ;En Español! Unidad 1 Etapa 2 Paginas 64-65. In groups of 3 the students will re-read the assigned passage and create an important and useful phrase(s) to be included in the class web displayed on the board. Individually they will all write down the ideas of the other groups for their notes.</p>
<p>Assessment activities</p>	<p>The integrated DVD will be played three times with different purposes: 1st- listen to the video text, 2nd- organize the sentences that are given on the handout that go along with the video, 3rd- Stopping throughout the tape every so often to expand and ask the students to explain the jist of the video. This is an informal assessment assessing their listening comprehension. It also services as a communicative purpose. In groups of three, the students are required to break down the passage given on Tejano Music and provide important information for their web organizer. Each group will share their facts and information on their passages to help create the class web on the board.</p>
<p>Learner factors</p>	<p>This lesson accommodates different developmental levels of students because it is student centered lesson. The introduction which recycles previous lessons on gender of nouns provides pictures with colors as visual aids. We will play a mini game which incorporates two big groups eliminating anxiety. A video text will also be part</p>

	<p>of the lesson to provide for students who could be better listeners than writers. In smaller groups, the students will pick out and create important phrases/words to form the class web. The web serves as an advanced organizer for students with organizational difficulties.</p>
<p>Environment factors</p>	<p>Students will be grouped twice: once will be in two large groups for a mini game in the warm up part of the lesson. After the warm-up, students will need to walk across the hall to the audio/computer lab to watch the video text in their individual cubicles. The second time they are grouped is during the creation of the class web. They will count off in Spanish by three's and separate into different sections of the classroom. The remainder of the class they will be seated at their assigned seats.</p>

Ideal Original Lesson:
El Conjunto Tejano

Content Objectives:

I. Culture: Social Studies programs should include experiences that provide for the study of culture and cultural diversity.

- This understanding will allow students to relate to people in our nation and through the world. It will also help in understanding multiple perspectives that derive from different cultural vantage points.

III. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places and environments.

- The study of people, places, and human interactions assist learners as they create their spatial views and geographic perspectives of the world.

Language Objectives:

Students will know about the Hispanic influence in the U.S. through Tejano music from San Antonio.

- Students will be able to recognize regional music
- Connect and compare what they know about music in their community to help them learn about music in a new community
- Distinguish between masculine/feminine articles

General Rationale:

The students need to learn what is taught in this lesson because it is essential to understand about the Hispanic influence in the United States through tejano music from San Antonio. This is important because by students comprehending the culture of Tejano Music they will be able to connect and compare what they know about music in their community. This lesson fits into the overall unit plan and its enduring understandings because it follows along with the ACTFL and content: Social Studies Standards. This lesson in particular focuses especially on the communication standard. Interpersonal mode is used effectively throughout this lesson because it exhibits reading, writing, speaking and listening activities. The reading, speaking and writing takes place in the creation of the individual and class web organizers. The listening, speaking and reading skills are demonstrated during the audio text portion of the lesson.

Specific Rationale:

The students need this particular lesson to better integrate culture into the unit and their lives. Traditional ways of teaching included grammar, and pronunciation. Culture is just as important if not more in any foreign language class. By understanding different cultures and their surroundings, students will be able to appreciate and recognize the diversity in their own communities.

Methodology:

My plans for guiding students toward the content and language objectives are as follows:

- In the warm-up part of the lesson, I will incorporate the new vocabulary that will be used in discussing Tejano Music. The vocabulary consists of different musical instruments that are typical in this genre. The board will be divided into two, one side labeled masculine and the other feminine. When students are called upon, they will have to place the instrument on the correct side of the board. With time permitting recycling the previous lesson of articles and singular/plural nouns is also essential and keep the information fresh and active. (10 minutes)
- While watching the ¡En Español! Integrated DVD program, the students will expose themselves to the regional music by watching a group perform, an explanation of what tejano music is and how it came to be will be provided. By expanding and asking questions the students will be actively engaged after completing the ditto labeled Integrated DVD. This part of the lesson will incorporate the reading and listening skills as ACTFL believes is important in any lesson. (20 min) The use of an audio lab or just a regular television with a DVD player is a vital part of the lesson. By playing the video three times it allows for: 1st- listen to the video text, 2nd- organize the sentences that are given on the handout that go along with the video, 3rd- Stopping throughout the tape every so often to expand and ask the students to explain the jist of the video.
- The creation of the group web organizer serves as an element of the reading, writing, and speaking portion of the lesson. In groups of three the students will use a specifically assigned passage from the text on pg 64-65. They are required to break down the passage

given on Tejano Music and provide important information for their web organizer including any artists that they learned about which play tejano music, influences, instruments, clothing, etc. Each group will share their facts and information on their passages to help create the class web on the board. (10 min)

- The expansion of the group web organizers to produce one class organizer is a way of incorporating all the groups' ideas. This is a method that will hopefully create less anxiety yet will still allow students to speak, read, write and present their newly learned information. This strategy is also helpful with students who have difficulties with organizational skills. This will help organize the notes into a visual way of learning the information. By providing the class with a typed out copy of the class web the next, it will insure that they all have a copy to help study for a future quiz or test. This portion of the lesson should be a least (10-15 min) to allow for class discussion time and to go over the homework that is due the next day as a form of assessment.

Materials:

The materials needed for this lesson are the ;En Español! Textbook and Integrated DVD program, notebook and writing utensil, printed out color pictures of the new musical instruments being presented in the warm-up, a DVD player and television or audio lab. By incorporating as much color, Total Physical Response, and visual aids in the lessons, the more likely students will be entertained, focused and engaged.

Assessment:

The integrated DVD will be played three times with different purposes: 1st- listen to the video text, 2nd- organize the sentences that are given on the handout that go along with the video, 3rd- Stopping throughout the tape every so often to expand and ask the students to explain the jist of the video. This is an informal assessment assessing their listening comprehension. It also services as a communicative purpose.

In groups of three, the students are required to break down the passage given on Tejano Music and provide important information for their web organizer. Each group will share their facts and information on their passages to help create the class web on the board.

Nombre: _____

Fecha: _____

Integrated DVD: Follow along with the video and place the following sentences in the correct order from 1-6.

- Mientras la música tejana es conocida en Texas por los México-Americanos que viven aquí está cruzando la frontera
- "Ser tejano es un estilo de vida: siempre hemos estado aquí, siempre hemos tenido nuestra música, que siempre ha sido popular"
- La cultura popular estadounidense y la música Mexicana tradicional han creado un sonido bi-cultural conocido como tejano
- "Toda nuestra música hispana se une para convertirse en música tejana"
- La música tejana está llegando a México, California y aun mas lejos como en Miami, Nueva York y Chicago
- Hay mucha identidad cultural en la música tejana al igual que en otras clases de música

ANSWER KEY

Integrated DVD: Follow along with the video and place the following sentences in the correct order from 1-6.

- Mientras la música tejana es conocida en Texas por los México-Americanos que viven aquí está cruzando la frontera **5**
- “Ser tejano es un estilo de vida: siempre hemos estado aquí, siempre hemos tenido nuestra música, que siempre ha sido popular” **4**
- La cultura popular estadounidense y la música Mexicana tradicional han creado un sonido bi-cultural conocido como tejano **2**
- “Toda nuestra música hispana se une para convertirse en música tejana” **1**
- La música tejana está llegando a México, California y aun mas lejos como en Miami, Nueva York y Chicago **6**
- Hay mucha identidad cultural en la música tejana al igual que en otras clases de música **3**

Learning Resource Options

Print 

- Actividades para todos Workbook PE, pp. 23–25
- Cuaderno para hispanohablantes PE, pp. 23–24
- Unit 1 Resource Book
- Actividades para todos Workbook TE, pp. 95–97
- Cuaderno para hispanohablantes TE, pp. 105–106
- Video Activities, p. 123
- Videoscript, p. 126
- Absent Student Copymasters, p. 118

Audiovisual 

- OHT 30 (Quick Start)
- Canciones CD
- Video Program Videotape 1, 19:15 / DVD 1, U1E2 • En colores (Culture)
- English / Spanish

Technology 
www.ClassZone.com

Quick Start Review

Descriptions

Use OHT 30 or write on the board: Using vocabulary from *Etapas 1* and *2*, write a description of two of the musicians on pages 64–65.

Answers will vary.

Teaching Suggestions

Presenting *Cultura y comparaciones*

- Have students look at the pictures on pages 64–65 and make observations. How do the musicians compare with their favorite musicians?
- Play some samples of Tejano music. How does it compare with students' favorite music? Have them identify the instruments used.
- Expand the cultural information by showing the video culture presentation.

En colores



CULTURA Y COMPARACIONES

PARA CONOCERNOS

STRATEGY: CONNECTING CULTURES

When learning about another language, you also learn about the people who speak it—their way of life, traditions, and contributions to the world. In addition, you learn to think about your own culture.

Recognize regional music Is there a kind of music unique to your area or that you like a lot? What people or events influenced its development? What instruments are used? (See p. R20 for the names of instruments in Spanish.) Compare this music to Tejano music, using a Venn diagram.

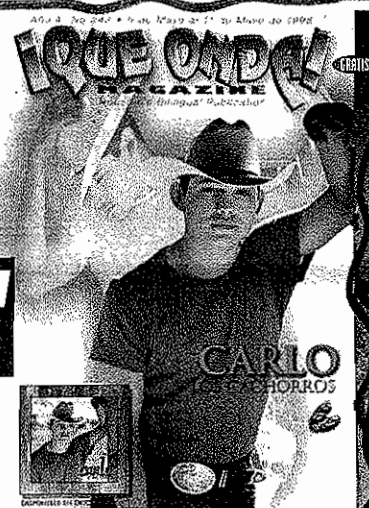


EL CONJUNTO



Un instrument típico es el *ba sexto*. Es una guitarra española grande. Tiene doce cuerdas¹.

¹twelve strings



Hay mucha música tejana en las estaciones de radio de San Antonio. También hay información en revistas¹ y periódicos².

¹magazines ²newspapers

64 sesenta y cuatro
Unidad 1

Classroom Community

Paired Activity Have one student name a musical group and the other give comments; for example, *Me gusta escuchar la música tejana. Es divertida.*

Portfolio Have students write a brief description in Spanish of their favorite musical group. They should talk about the music, the way the musicians dress, and the instruments they use. Students may want to include photos from magazines. Use the rubric on p. 62 for assessment.

Learning Scenario Have students reread *El conjunto tejano*. Divide the class in half. Explain that the right side of the class knows nothing about *La música tejana*, while the left side is fairly familiar with it. The right side must ask questions of the left side in order to find out about this type of music. If necessary, allow the left side to refer back to the reading to answer the questions posed by the right side.



Selena: una artista famosa de la música tejana

TEJANO

Los músicos de la foto llevan camisas negras, chaquetas y sombreros.



En San Antonio hay muchos grupos de música tejana. Un grupo de música tejana se llama «un conjunto tejano».

La música tejana tiene influencias de la música de Europa y de México.

Esta música tiene influencias de la música de los Estados Unidos.

Otro instrumento típico es el acordeón. Tiene teclas blancas y negras y un sonido divertido.

keys 'sound



More About Latinos
CLASSZONE.COM

¿Comprendiste?

1. ¿Cómo se llama un grupo de música tejana?
2. ¿De dónde tiene influencias la música tejana?
3. ¿Cuáles son los instrumentos típicos?
4. ¿Qué es un bajo sexto?

¿Qué piensas?

1. ¿Cuál es tu música favorita?
2. ¿Cómo se llama tu grupo favorito? Compara el grupo con un conjunto tejano.

sesenta y cinco
San Antonio Etapa 2

65

Reading Strategies

Tell students to always remember to look for cognates, familiar words, phrases, or items in the illustrations before beginning to read. Skimming the *¿Comprendiste?* questions will also help them focus on the important points in the reading.

Culture Highlights

● **MÚSICA TEJANA** Tejano music reflects the combination of Mexican and U.S. lifestyles. The music and the lyrics incorporate characteristics of each cultural group. Tejano music combines the accordion with a blend of rock 'n' roll, country, rhythm and blues, and jazz.

¿Comprendiste?

Answers

1. Se llama «un conjunto tejano».
2. La música tejana tiene influencias de música de Europa, de México y de Estados Unidos.
3. Los instrumentos típicos son el acordeón y el bajo sexto.
4. Un bajo sexto es una guitarra española grande. Tiene doce cuerdas.



Quick Wrap-up

Have students list or say as many things as they know about **La música tejana** (influences, instruments, artists, clothing, etc.) as possible.

Teaching All Students

Extra Help Have students look in newspapers or magazines for ads for Hispanic musicians, albums, or concerts. Have them write about the ads, then display them in the bulletin board.

Challenge Have students research a Hispanic musical artist. Have them write that they can use the Internet or music magazines.

Native Speakers Ask students to bring in their favorite music from their community.

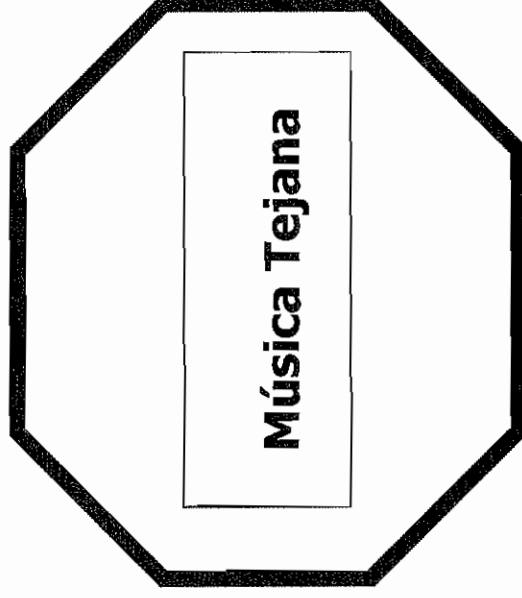
Multiple Intelligences

Musical/Rhythmic Working with a music teacher or musically talented students, teach the class a Hispanic song. Also play the music samples provided on the *Canciones* CD.

Block Schedule

Variety Have students reread *El conjunto tejano*, then write a similar description about the music popular in your area.

Group/Class Web:
Include influences,
artists, clothing, instruments,
anything learned during this
lesson.



Nombre: _____

Fecha: _____

Tarea: Música Tejana

*Fill in the blanks

La música tejana es una mezcla de cultura popular con la música estadounidense y de otros estilos como la _____, el _____, la _____ y la música nortea o ranchera.

La combinación de las dos culturas forman la música tejana. Esa combinación crea un sonido _____. Hay mucha identidad cultural en esta música como en cada tipo de música. La música tejana también está _____ la frontera. La música tejana está llegando a lugares como _____ y _____.

Match the descriptions of the right column to the left column

_____ La cultura popular estadounidense y la música Mexicana tradicional

_____ estilo de vida

_____ Tejas, EE.UU. y México

_____ salsa, merengue, cumbia

_____ Miami, Nueva York, Chicago y México

a) *Estilos de música hispana.*

b) *Ser tejano es un...*

c) *Música tejana es una combinación cultural de...*

d) *La música tejana esta llegando a...*

e) *Han creado un sonido Bicultural*