

LESSON/ACTIVITY FRAMEWORK FOR VIRTUAL LEARNING EXPERIENCE

Spotlight Focus:

K-12: Cultural Event Awareness: Alebrijes Folk Art (DL)

Time:

30 mins.

FACILITATION

Preparation

Adapted from Teachers Pay Teachers

Before the Lesson

Review the websites/activities used in this lesson.

- Open each website needed behind the Zoom screen.
- Start the Zoom session 10 minutes before your scheduled start time to support students with tech issues.
- Open a White Board on Zoom to post objective and agreements/values.
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Vocabulary (Post on chart paper, blackboard, or whiteboard)

Alebrije: are brightly colored Mexican folk art sculptures of fantastical or mythical creatures. (This means that they come from someone's imagination.)

Background information: The first alebrijes, as well as the name itself, are attributed to Pedro Linares, an artisan from México City. Pedro specialized in making piñatas, carnival masks and figures from cartonería (a kind of papier-mâché). He sold his work in markets in Mexico City. He became very sick at one point in his life, and dreamt of magical creatures while in bed. He saw a donkey with butterfly wings, a rooster with bull horns, a lion with an eagle head, and all of them were shouting one word "alebrijes." He began creating what he saw in his dreams using Papier Mache.

Pedro Linares traveled to see family in Oaxaca México often, and eventually helped artists there learn how to make alebrijes and carve them from wood from the copal tree.

Pedro received Mexico's National Arts and Sciences Award in the Popular Arts and Traditions category in 1990, two years before he died. The descendants of Pedro, many of whom live in Mexico City, carry on the tradition of making alebrijes and other figures from cardboard and papier-mâché. Their customers have included many famous celebrities such as the Rolling Stones and David Copperfield

Materials:

Chart paper, blackboard, or whiteboard (and writing utensil), white paper, crayons/colored pencils/markers, Alebrije image, animal templates.

<https://safeYouTube.net/w/O9wR>

Step 1: Environmental Agreements

Set Expectations

 **1 minutes**

Agreements

Be safe

Be responsible

Be respectful

Have fun

Can you guys think of some examples of our agreements?

"...that's a great answer, can we all agree to that agreement?"

or

Use this time to welcome your students and establish how you expect them to engage / participate.

Review the HS Pillars:

- We are FAMILY – safe, inclusive, supportive, and trusting
- We are EMPOWERED – confident, enabled, intentional, kind
- We are LEADERS – inspiring, respectful, innovative, open

Be sure to emphasize:

- The activity will call for self-reflection and sharing out of thoughts, it is therefore imperative that students are actively engaging in the "We are Family" pillar.
- Keep the microphone muted until speaking.
- Be free from distractions. (Quiet place, etc.)

Step 2: The Hook

Activate Prior Knowledge

 3 minutes

Ask

- *What is an alebrije?*
- Share image of alebrije drawing (attached) *What does this creature seem like?*
- *What do you like about it?*

Vocabulary

Alebrijes: brightly colored Mexican folk art sculptures of fantastical or mythical creatures (this means that they come from someone's imagination).

Step 3: Objective

Establish the Purpose

 1 minute

SHARE YOUR SCREEN to show the White Board with the objective(s) posted.

ASK for a student volunteer to read the objective.

Objective: "Today we will increase knowledge about alebrijes and design our own alebrije."

Step 4: The Activity

 20 minutes

The ACTIVITY:

PL will need to share a screen with students to show a video about alebrijes to get inspired to create/design their own.

Building Beautiful Monsters in Mexico

<https://safeYouTube.net/w/O9wR>

SAY:

Now that you know a little more background and history about alebrijes you will be given the opportunity to create your own alebrije using your imagination.

OPTION A (4th-12th): Create your own colorful and mythical creature.

- Must include at least three elements (earth, air, fire, sea)
- If it were to magically come to life, what would it be like?

OPTION B (K-3RD): Share one of the outlines provided to inspire their own alebrije. (dog/cat/elephant/bird)

- Must include at least three elements (earth, air, fire, sea)
- If it were to magically come to life, what would it be like?

SAY: *Once your alebrijes are complete you may share out with the group and explain your design. Alebrijes are a colorful and fun folk art! We will have a few volunteers to share their alebrijes and tell us about their design/creation.*

Step 5: Connect the Learning

 **5 minutes**

Check for Understanding

Use this time to review new ideas, vocabulary, main concepts from the activities. You can utilize the chat so students can enter answers. Allow students to share their experience of the activity. Highlight some responses.

Ask:


*What did you like about this activity?
Did you learn something new?*

Revisit the Purpose

Objective: "Today we will increase knowledge about alebrijes and design our own alebrije."
Did we meet our objective today?

Offer Extension Activities

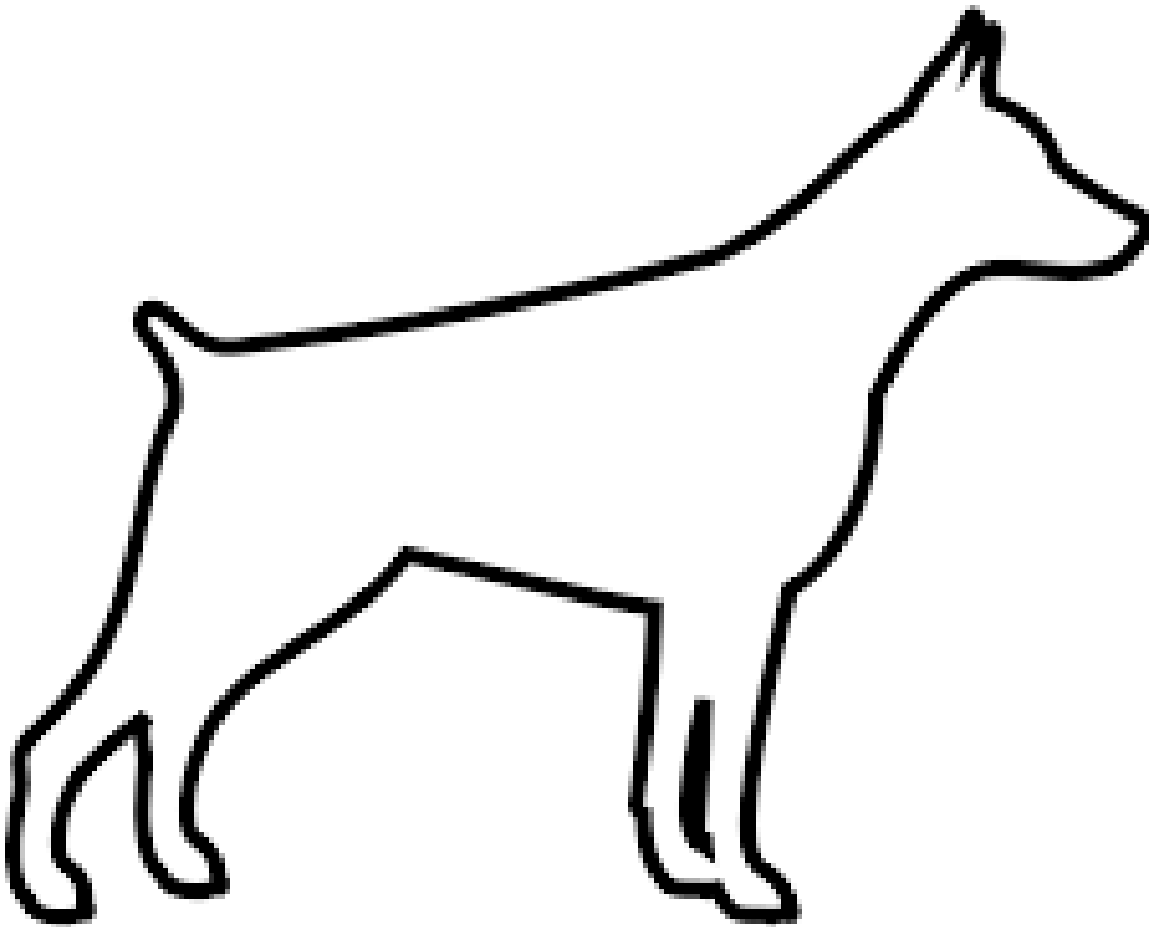
- Help someone in your family design their own alebrije
- Students may bring their alebrijes to life by creating their design into a sculpture with air-dry clay or playdough.

-  **Additional Questions:** What did we do today? Where have you seen this in your life? What skills did you use today? How does this help us when we go to college and career? What did you see? What do you think?

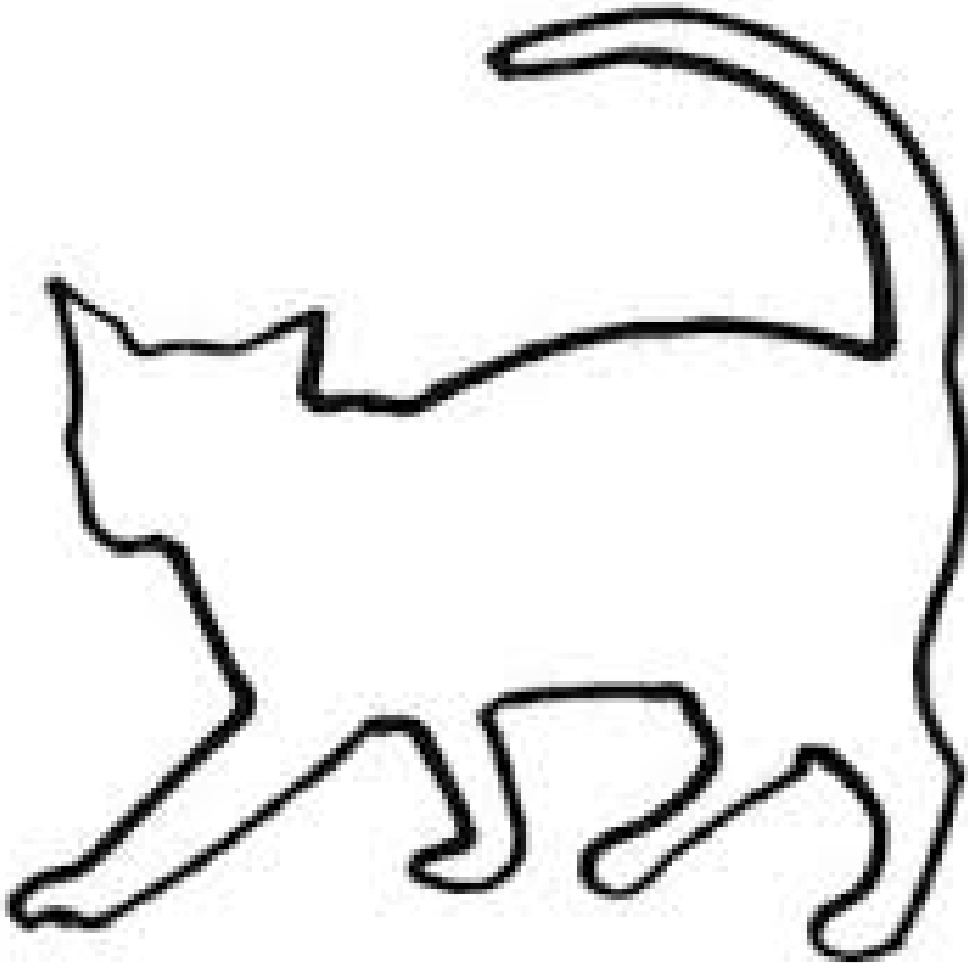


Option B: Create your own alebrije using the animal outlines.

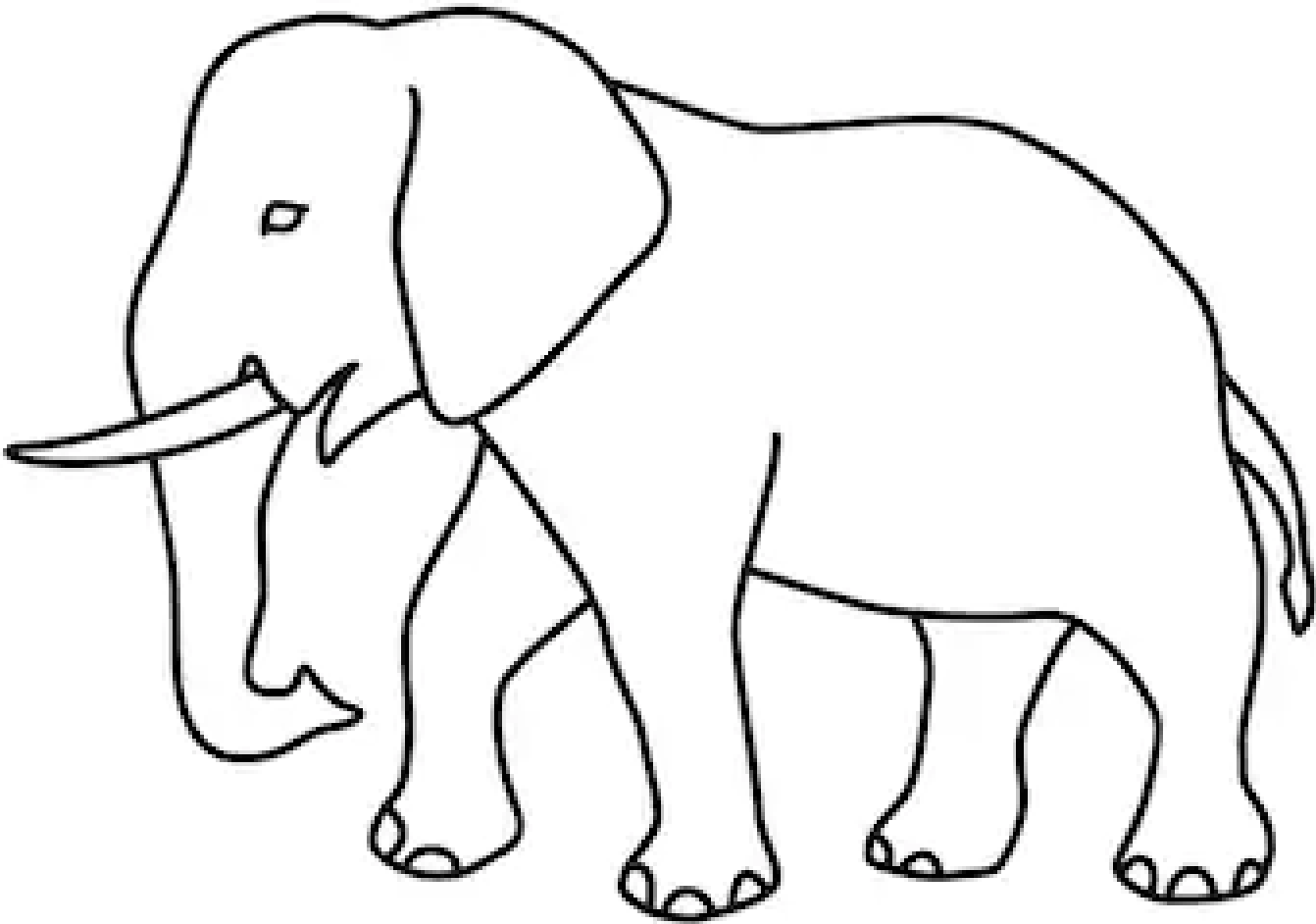
Alebrije de perro



Alebrije de gato



Alebrije de elefante



Alebrije de pájaro

