

Bienvenido a Territorio Zapatista Welcome to Zapatista Territory

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Spanish 4 Honors
1 Day Activity**

Introduction: Indigenous peoples of Mexico have been struggling to defend their rights for over 500 years. On January 1, 1994, the Zapatista Army of National Liberation (EZLN) rose up against the government of President Carlos Salinas de Gortari. They expressed frustration with Neoliberalism, NAFTA and the government ignoring Article 27 of the Constitution of 1917 that called for land redistribution and protection of communal land. Indigenous communities wanted more control of public expenditures and the right to determine development plans. The San Andres Accords of 1996 gave indigenous peoples autonomy from government control, but were rejected by the Zapatistas because the agreements were ignored by the Mexican government. Instead, the Zapatistas relied on funds from international organizations to organize independent communities. The Zapatistas have received international support through the internet and social media. There have been improvements in public health and gender equality and women have a vital position in the Zapatista movement. Zapatista iconography includes faces covered by a black ski mask or a bandana. Street art, mural paintings on old buildings and walls highlight the snail, speech scrolls, corn, women in traditional clothes with guns and slogans related to indigenous rights and preservation of their culture.

Geographic Connections: Related to Global Cultural Themes

D2. Geo. 7.9-12 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2. Geo5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Content Standards:

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Essential Question: How do people use art to express their most important social and political concerns?

Placement of Lesson within Broader Curriculum/Context:

This painting observation activity is an introduction to the study of the Zapatistas of Chiapas, Mexico. It is intended to spark student curiosity about Zapatista iconography and about how street art or mural painting can be used to express political or social ideas. After examining the painting, students will share their ideas with the class. Homework assignments will include readings about indigenous rights and the Zapatista Rebellion and will be followed by class discussions.

Learner Background: Students will have studied ancient indigenous peoples of Mesoamerica as well as indigenous peoples in contact with Europeans. Spanish students will have studied “por/para” and the present subjunctive mood.

Objectives for Lesson: *Students will be able to:*

- identify cognates
- explain the use of “para” (Spanish students)
- give an example of the subjunctive mood and explain why it is being used (Spanish students)
- use object based observation strategies to study a painting
- participate in class discussion about the details of the painting
- write a paragraph in which they summarize what the painting is about, draw conclusions about how people express their most important social and political ideas through art and give an example of a social or political situation in their culture and how they would express it artistically.

Integration of 21st century skills:

Students will collaborate to identify iconic elements in a Zapatista painting and analyze its message.

Assessment:

Completed organizer of information about a painting

Class discussion

Written paragraph

Materials/Resources:

Hand out #1 Zapatista painting from Colectivo de Arte Independiente CAIN. “Verbena Popular en apoyo a las comunidades Zapatistas, 2 de febrero en Puebla.” Mujeres y la sexta. Wordpress.com 1 enero 2013. Web. July 2014

<http://mujeresylasextaorg.wordpress.com/2013/01/31/verbena-popular-en-apoyo-a-las-comunidades-zapatistas-2-de-febrero-en-puebla/>

Hand out #2 Worksheet/organizer

Handout #3 “An examination of the history and use of masks and why the Zapatistas cover their faces” <http://www.schoolsforchiapas.org/lesson-plans/mask/>

Handout #4 Study Guide for Teatro Milagro’s Resource Book “Zapatista”

<http://www.schoolsforchiapas.org/lesson-plans/zapatista-teatro-milagro/>

Handout #5 Writing Rubric

Handout #6 Oral Rubric

Lesson Development/Instructional Strategies

1. Students will examine a painting silently for 2 minutes.
2. Later, with a partner or in small groups, students will study the details of the painting.
3. Students will complete the organizer and share ideas with the whole class.

Homework:

Half the class will read “An examination of the history and use of masks and why the Zapatistas cover their faces.’ The other half will read the Study Guide for Teatro Milagro’s Resource Book “Zapatista”. Students will share their information then revisit the painting to conclude discussions. Alternative or additional assignments include searching the internet for information about the Zapatistas or locating Zapatista blogs and websites.



Observación de una pintura

Object Based Observation: Welcome to Zapatista Territory

Handout #1

Name: _____

¿Cómo se expresan las preocupaciones sociales y políticas a través del arte? Esta actividad usa estrategias de observación para examinar un ejemplo de arte mexicano. Primero, observe la pintura por 2-3 minutos y escriba lo que Ud. ve. Luego, con un compañero, estudie la pintura para enfocarse en los detalles. Llene Ud. la hoja de organización. ¿Es la pintura un buen ejemplo del uso de arte para expresar las ideas sociales y políticas importantes?

1.	Observe Ud. La pintura unos minutos. ¿Qué ve?
2.	Con un compañero, estudie la pintura otra vez. ¿Qué detalles se destacan?
3.	¿Cómo se siente después de observar esta pintura?

4.	¿Cuál es el mensaje de esta pintura?
5.	¿Hay detalles simbólicos? ¿Qué representan?
6.	Examine Ud. la escritura y haga una lista de vocabulario nuevo.

7.	¿Tiene Ud. preguntas de la pintura todavía?
8.	Comentarios adicionales

Rúbrica para escribir

Nombre del estudiante: _____

CATEGORY	4	3	2	1
Introducción (Organización)	La introducción es atractiva, plantea el tema principal y anticipa la estructura del trabajo.	La introducción claramente plantea el tema principal y anticipa la estructura del trabajo, pero no es particularmente atractiva para el lector.	La introducción plantea el tema principal, pero no anticipa adecuadamente la estructura del trabajo o es particularmente atrayente para el lector.	No hay una introducción clara del tema principal o la estructura del trabajo.
Transiciones (Organización)	Una variedad de transiciones bien pensadas fueron usadas. Estas claramente demuestran como están conectadas las ideas.	Las transiciones claramente demuestra como están conectadas las ideas, pero hay muy poca variedad.	Algunas transiciones funcionan bien, pero las conexiones entre otras ideas son confusas.	Las transiciones entre las ideas no son claras o no existen.
Conclusión (Organización)	La conclusión es fuerte y deja al lector con un sentimiento de que entendió lo que el escritor quería "alcanzar".	La conclusión es reconocible y ata casi todos los cabos sueltos.	La conclusión es reconocible, pero no ata varios de los cabos sueltos.	No hay conclusión clara, sólo termina.
Gramática y Ortografía (Convenciones)	El escritor no comete errores de gramática u ortografía que distraigan al lector del contenido.	El escritor comete de 1-2 errores de gramática u ortografía lo que distrae al lector del contenido.	El escritor comete de 3-4 errores de gramática u ortografía que distraen al lector del contenido.	El escritor comete más de 4 errores de gramática u ortografía que distraen al lector del contenido.
Fluir y Ritmo (Fluidez de la Oración)	Todas las oraciones suenan naturales y son fáciles de entender cuando se leen en voz alta. Cada oración es clara y tiene un énfasis obvio.	Casi todas las oraciones suenan naturales y son fáciles de entender cuando se leen en voz alta, pero 1 ó 2 son complicadas y difíciles de entender.	La mayoría de las oraciones suenan naturales y son fáciles de entender cuando se leen en voz alta, pero varias son complicadas y difíciles de entender.	Las oraciones son difíciles de leer en voz alta porque suenan complicadas, son repetitivamente molestas o difíciles de entender.
Apoyo del Tema (Contenido)	Pertinente, dando detalles de calidad que proporcionan al lector información que va más allá de lo obvio y predecible.	Los detalles de apoyo y la información están relacionados, pero un aspecto clave o porción de la historia está sin apoyo.	Los detalles de apoyo y la información están relacionados, pero varios aspectos claves de la historia están sin apoyo.	Los detalles de apoyo y la información no están claros o no están relacionados al tema.

Rubric for class discussion

Nombre: _____

/20

	4	3	2	1
Expression/ Participation	Actively participates, is engaged, and responds to others.	Frequently participates and is engaged	Is somewhat engaged and makes few comments.	Does not participate in the discussion.
Details	Gives many supporting details and examples.	Some supporting details and examples are given.	Few supporting details and examples are given.	No examples or details are given.
Including Others	Frequently asks questions of classmates' comments and encourages others to participate.	Sometimes asks questions of classmates and encourages others to participate.	Rarely asks questions and encourages others to participate.	Never asks others questions or encourages other to participate.
Clarity	The student is easily understood.	The student is generally understood.	The student is somewhat understood.	Unable to understand what the student is saying.
Grammar	Grammar is accurate.	Grammar is mostly accurate.	Grammar is somewhat accurate.	Grammar is not accurate.