

LESSON PLAN

Emma S. Barrientos Mexican American Cultural Center

Curriculum Title: Pedro Linares and His Alebrijes/Pop-up Card

Time: 90 minutes Ages/Group: 5-8 Lesson Number: One Medium: Mixed Media

GOALS/OBJECTIVES	Students will learn about the Mexican folk-art tradition of alebrijes including their history and the “Uprooted Dreams” alebrije installation at the MACC. Students will make their own alebrije pop-up card.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E’s? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about the history of alebrijes and how they originated. Students will explore the ESB-MACC’s “Uprooted Dreams” virtual exhibit on the Smithsonian Lab and learn about a contemporary alebrijes project. Students will use their imagination to create their own pop-up alebrijes cards.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> What is your name and your favorite mythical animal? Why do you like it?	10 minutes
<u>Warm-Up/Introductory Activity:</u> Quick draw monster game—everyone will draw a different part of a monster. Start by arranging everyone around the table and giving everyone a plain piece of paper. Start a series of timers for thirty seconds for each student. The students begin by drawing the beginning of a monster on their paper. Once the timer is up, students will pass their paper to their right. The next person gets thirty seconds and so on until everyone has added to the monster. Ask volunteers to group share the final drafts of their monsters.	15 minutes
<u>Core Activity:</u> 1. Ask students if they have heard of alebrijes before. Listen to Pedro Linares’ Story about how he started making alebrijes. Access the audio recording/text in the one drive file for this lesson. Talk about folk art by asking students what kind of art is traditional in their family or heritage. 2. View and discuss alebrijes at the MACC in the Smithsonian Learning Lab found here: https://learninglab.si.edu/collections/uprooted-dreams/uJPaDm0jec2nsa0L#r (you can make a free account or just view our collections). 3. Make pop-up alebrijes card-(See attached directional images). Students will make a pop-up card with an choice of alebrijes from the attached images or by creating their own. Students will draw the dreamland where the alebrijes lived like from the story.	10 10 30 10

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<p>4. Once the students have completed their work, take volunteers to share what they have made.</p> <p><u>Discussion Questions:</u></p> <p>Why is folk art important to communities?</p> <p><u>Vocabulary:</u> alebrijes, sculpture, Pedro Linares, Oaxaca, MX, folk art</p> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • More coloring sheets: https://www.amo-alebrijes.com/ • Tales about Alebrjes (Stories can be translated into English by clicking in the upper righthand corner): https://www.amo-alebrijes.com/cuentos-infantiles-cortos/ • Check our the Smithsonian Learning Lab collection to learn more about alebrijes and their history. 	
<p><u>Check-Out/Closing Ritual:</u> Each student will check-out with one thing they learned in the class.</p>	5

PLANNING

REFLECTION

<u>Special Supplies Needed/Things to Prepare Ahead of Time</u>	<u>Challenges/Successes/Notes for Coordinator</u>
<ul style="list-style-type: none"> • <i>Crayons, markers, and/or colored pencils</i> • <i>Copies of the alebrije images roughly cut (attached) (Printing on cardstock is an option to make alebrijes more sturdy)</i> • <i>Scissors</i> • <i>Glue</i> • <i>Things to decorate cards such as glitter, cotton balls, and feathers</i> • <i>Computer with internet and projector/tv connection</i> • <i>Heavy weight construction paper or card stock</i> 	

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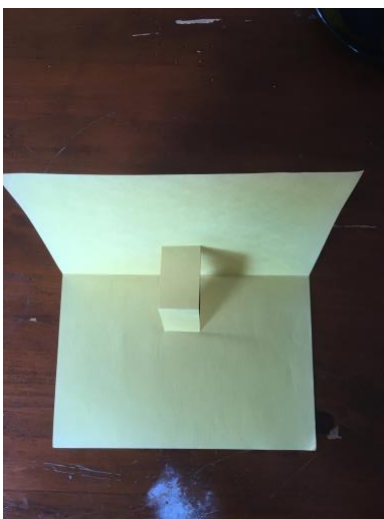
1. Fold Construction paper in half.



2. Cut two inch-inch and a half slits in paper.



3. Fold tab inside card.



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4. Decorate alebrijes
5. Attach decorated alebrijes image to front of tab.



6. Decorate background.

