

# EL GRITO: A LESSON PLAN.

**Taking a Stand: There will come a time when we need to stand up for what is right.**



*Lalo Guerrero and the Fifth Grade students of Solano Avenue School perform the lively corrido written and illustrated by the students.*

*See the performance at:*

*<http://www.youtube.com/watch?v=817gKlImN5c>*

## **Overview.**

In this lesson students will learn the story of the fight for national independence in Mexico, a struggle which began 200 years ago in 1810.

Reading the book *El Grito*, written and illustrated by students like themselves, they will see more clearly the pleasure and satisfaction that can come to them in their own writing.

And from reading the story written in corrido form in the book, as well as from hearing the corrido performed by Lalo Guerrero and the book authors, they will learn that there is a time when we all need to stand up for what is right.

## **Theme.**

**Taking a Stand: There will come a time when we need to stand up for what is right.**

## **Lesson Plan for *El Grito*.**

A book created by The Fifth Grade Students of Solano Avenue School

**Suggested Grade Level.** All Grade Levels

**Strategy.** Analyzing, Evaluating, Synthesizing

Patricia Schwarz, teacher  
Solano Avenue School, Los Angeles, California

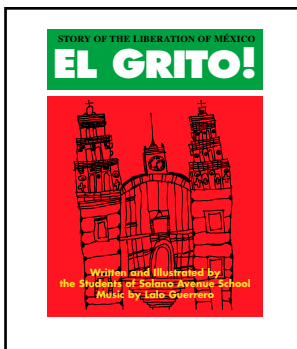
**KBN**<sup>®</sup>  
THE KIDS' BOOK  
NETWORK

## El Grito Lesson Plan

<p style="text-align: center;"><b>Planning</b></p>	<p><i>El Grito</i> is a corrido about Father Miguel Hidalgo, who awakened the people of Mexico to Independence, Liberty, and Freedom. The corrido gives the listeners an understanding of this great hero of Mexico. His history and the history of Mexico can be appreciated by simply listening to the corrido or by studying the revolution in more detail. The extent of the study depends on the age of the students and the time any class has to further examine this period in history.</p>
<p style="text-align: center;"><b>Before Reading: Prepare</b></p>	<p>The text of <i>El Grito</i> is in flashbook/bookcasting book form at <a href="http://www.read4free.net">www.read4free.net</a>. If the teacher does not have access to computer and projector in the classroom, the book can be printed out for classroom use. Students are also welcome to print out the book. It's free! The teacher needs to look at all of the <i>Background Information</i> that goes with this lesson and decide what introductory material to use before reading <i>El Grito</i> to the class. If teacher time is limited one source is recommended – be sure to look at <a href="http://www.mexonline.com/mexican-independence.htm">http://www.mexonline.com/mexican-independence.htm</a>.</p>
<p style="text-align: center;"><b>During Reading: Guide</b></p>	<p>Another pre-reading activity would be to read <i>El Grito</i> to the class. While listening to <i>El Grito</i>, have the students write questions as they listen. Then after the first reading, students and teacher go through the <i>Background Information</i> together to find the answers to their questions.</p> <p>Depending on the grade level, the reading of <i>El Grito</i> can be a simple reading of the corrido and a short discussion or a far more elaborate reading after some research. Because the corrido is short with a very direct message about Father Hidalgo, the reading should not be interrupted. After the initial reading by the teacher, the corrido can be read several times with the students reading a along.</p>
<p style="text-align: center;"><b>After Reading: Extend</b></p>	<p>See <i>Taking a Stand Extension Activities</i>. There will come a time when we need to stand up for what is right.</p>
<p style="text-align: center;"><b>Vocabulary Lesson</b></p>	<p>See the <i>El Grito Vocabulary Tic Tac Toe</i> student worksheet for suggested activities for the following words: independence, revolution, machetes, hero, traitor, liberty, human rights.</p>

### El Grito Vocabulary Tic Tac Toe

<p>Write a short story about Father Hidalgo using five of your vocabulary words correctly. Underline your words in the story.</p>	<p>Draw a detailed, colored picture of you at a time when you had to take a stand. Disguise two or more vocabulary words in the picture.</p>	<p>Create a crossword puzzle using all seven of your vocabulary words. Be sure to write clues AND draw the puzzle for all of your words. <a href="http://edhelper.com/crossword_free.htm">http://edhelper.com/crossword_free.htm</a></p>
<p>Write your vocabulary words on a sheet of paper and then write a synonym and antonym for each word. (Two of the vocabulary words are antonyms!)</p>	<p>For one of your words draw a picture that illustrates the meaning of the word.</p>	<p>Choose five of your vocabulary words and look up the part of speech for each word. Use each word in an exclamatory sentence!</p>
<p>Use each of your vocabulary words in a complete sentence that asks a question.</p>	<p>Write three of your vocabulary words and then write four other words that have the same beginning sound.</p>	<p>Create a cartoon strip using five of your words in the conversations between the Father Hidalgo and the people of the revolution.</p>



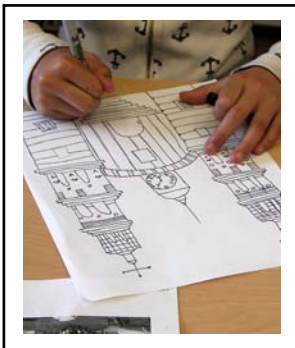
### Vocabulary List

- ▶ independence
- ▶ revolution
- ▶ machetes
- ▶ hero
- ▶ traitor
- ▶ liberty
- ▶ human rights



## Taking a Stand Extension Activities

<p style="text-align: center;"><b>List</b></p> <p>List all of the events in one week where you saw someone taking a stand to do what was right, either in your school, at home, in your community, or on the news.</p>	<p style="text-align: center;"><b>Teach</b></p> <p>Teach the story of Father Hidalgo, using <i>El Grito</i>, to another younger class or to one reading group in another class.</p>	<p style="text-align: center;"><b>Draw</b></p> <p>Draw a map of Mexico showing the city of Dolores, and the city of Chihuahua.</p>
<p style="text-align: center;"><b>Decide</b></p> <p>When would it be important to take a stand, and when would it be better to stay quiet?</p>	<p style="text-align: center;"><b>Discuss</b></p> <p>Discuss what it means to take a stand, using Chalk Talk.</p>	<p style="text-align: center;"><b>Memorize</b></p> <p>Memorize a famous quote by Father Hidalgo or some other person in history who took a stand.</p>
<p style="text-align: center;"><b>Write</b></p> <p>Write an editorial for a newspaper in Mexico City, 1811, demanding that Father Hidalgo not be executed.</p>	<p style="text-align: center;"><b>Survey</b></p> <p>Ask students in your class or in other classrooms asking who they consider a brave person who takes a stand.</p>	<p style="text-align: center;"><b>Forecast</b></p> <p>Who will school children be studying about 200 years from now the way you and your classmates are studying Father Hidalgo?</p>



### Directions to students:

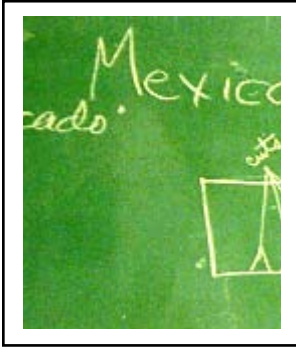
First, the whole class will participate in a Discussion with your teacher. You may then select activities from the list shown above to complete in one of several ways.

You may select 3 activities in a row – horizontally, vertically, or diagonally – or in the 4 corners. Or, you may decide to keep going and complete more activities. Mark the activities you plan to complete with a star. Then color in the box when you finish the activity.

## Chalk Talk Discussion.

*Discuss what it means to take a stand  
using Chalk Talk.*

Chalk Talk is a silent way to generate ideas about Taking a Stand.



**Time:** Depending on the age of the students, from five to fifteen minutes.

**Materials:** Chalk board and chalk, or white board and markers.

### Process:

1. The teacher explains VERY BRIEFLY that Chalk Talk is a *silent activity*.  
(No one may talk at all. Anyone may add to the chalk talk as they please.)  
Students can comment on other students's ideas simply by drawing a connecting line to the comment.
2. The teacher writes the question in a circle on the board:  
*What does it mean to take a stand?*
3. The teacher places many pieces of chalk or markers at the blackboard, or on a white board, and hands chalk or a marker to one student to begin the process.
4. Students then take turns writing their ideas on the board. There are likely to be long silences. That is perfectly natural, so allow plenty of wait time before deciding it is over.
5. How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold, or expand thinking by:
  - ▶ circling other interesting ideas, thereby inviting comments to broaden.
  - ▶ writing questions about a student comment adding his/her own reflections or ideas.

## **Background Information.**

### **1. Photographs**

<http://www.learnnc.org/lp/multimedia/5542>

*The church of Dolores Hidalgo, Mexico*

<http://www.learnnc.org/lp/multimedia/5541>

*Statue of Miguel Hidalgo in Dolores Hidalgo, Mexico*

### **2. Accurate Historical Information**

<http://www.inside-mexico.com/laentrevista2.htm>

*Don Miguel Hidalgo Father of Mexico's Independence by Angie Galicia*

### **3. Short video reenactment in Spanish of Hidalgo's El Grito**

<http://www.youtube.com/watch?v=GWNqFSndiFs>

### **4. Good site for teacher resources, kids games, power point presentations, maps.**

<http://countries.mrdonn.org/mexico.html>

### **5. What is a Corrido?**

<http://artsedge.kennedy-center.org/content/3744/>

### **6. How is Mexican Independence Day celebrated in Mexico?**

[http://www.vivasancarlos.com/ind\\_day.html](http://www.vivasancarlos.com/ind_day.html)

### **7. How to write an echo poem.**

<http://www.education.com/activity/article/write-echo-verse/>

*What is an echo poem?*

*The echo poem was a form popular in the 16th-17th centuries.*

*It comprises a series of statements of questions followed by a response (or echo), which repeats part of the end of the question.*

*It might be a great extension activity to use the echo poem with students statements about Taking a Stand or Father Hidalgo.*