Book blog: https://teachinglatinamericathroughliterature.wordpress.com/

For more resources: http://www.laii.unm.edu/info/k-12-educators/index.html

For questions: laiioutreach@unm.edu

Lesson Plan: 45 min-60-minute activity

Grade: Sixth grade	Subject /Discipline: Ethnic, Cultural, and Identity Studies.	Date: 10/01/2025	Prepared By: Lizbeth Sánchez García

Objectives (Student Learning Objectives) 3-5
Students will:

- Identify and describe the traditional festivals Miccailhuitontli and Huey Miccailhuitl, their origin and function in Nahua culture.
- Relate the tradition described in the text to contemporary celebrations.
- Write a personal reflection connecting the theme of the text with your own experience or community.

Essential Questions: Questions without easy answers—human conditions. Open ended…

- Why is it important to know the cultural traditions in the story of Miccailhuitontli and Huey Miccailhuitl?
- How do the cultural traditions, memory, and death presented in the story intertwine with the practices of your family or community?
- How would you change the protagonist's story based on your own experience?

Professional Standards (Common Core, State Standards and Benchmarks):
https://web.ped.nm.gov/wp-content/uploads/2025/01/NM-Standards-508.pdf

Theme 5: Social identity	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• K.22. Communicate a positive view of themselves and identify some of their group identities. • K.23. Describe ways they are similar and different from people who share their identities and people who do not. • K.24. Explore their personal history, culture, and past. • K.25. With support, learn about current contributions of people in their main identity groups.

Description of the Lesson or activity	**Teacher Materials listed**	**Student Materials listed**	**Anticipated Time**	**Student Guide:** (What will students actually be doing at each step?) Write in a way that students can follow
Activating prior knowledge. Discussion questions: What celebrations do we remember in our families that honor those who are no longer alive? How and why do we do it?	Whiteboard/flipchart, markers	The printed book	10 minutes	Students will answer the questions to connect their experiences and perceptions about their culture, traditions and everything about Day of the Dead or other celebrations.
Reading the story " Miccailhuitontli, Huey Miccailhuitl" As a group (this can be done aloud, in pairs, or by reading excerpts).	Copies of the story; projected reading if you have a projector; markers for highlighting	5 copies from the printed book for each team	10 minutes	Students will listen to the story, identify the characters, setting, and conflict.

Group sharing - What is the function of the dialogue with Grandma Luci in the story? What connections can you see between the described celebrations and the current Day of the Dead or any tradition in your community/family?	Notebook; work in pairs or small groups; whiteboard for recording answers.		15 minutes	Each group will delve deeper into the main cultural traditions and family practices.
Writing activity To write their text, they can answer the following questions: How do I relate to the idea of remembering those who are no longer with us? What traditions do I have in my family (or community) that might be similar to the one described in the text?		Sheets of paper; colored pencils, pen.	15 minutes	Students will create a story that connects them to their own experiences and traditional practices in their family.
Closing			5 minutes	In small groups, students will be asked to share their texts. This activity can continue, according to the students' interests.
<u>Formative Assignment(s)</u> ● What are ALL of the pieces of evidence that students utilize along the way to demonstrate their understanding? In other words, what are all of the artifacts/'proof' that students are engaged in? Discussions also count.				

- Analysis discussions: Instructor will assess the students' understandings of the story through a simple rubric.

- Group discussions: Instructor will take notes on students' questions and insights into the works as they observe the groups' discussions.

- Exit ticket: students will write an answer to the question: what did I learn about my identity, my roots, or my values from reading this text?

Summative Assessment (this is typically saved for the end of a larger unit):

- What cumulative piece of evidence sums up student learning and ties all the smaller pieces of the lesson and/or unit together?
- Students move from reflection to action; in other words, they develop a sense of connection with their own traditions and recognize other forms to celebrate in other communities.