



LATIN AMERICAN & IBERIAN INSTITUTE



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Let's Explore Mexico!

This lesson plan aims to introduce learners to Afro-Latinidad in Mexico through authentic and engaging resources.

LEARNING OBJECTIVES: This resource incorporates activities aligned to the following Common Core Standards.

Reading Standards for Informational Text 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing Standards: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.

Speaking and Listening Standards: 1. Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Name: _____ Date: _____

From Veracruz to East L.A.: The Evolution of Son Jarocho (KCET)

Read about the the origins of Son Jarocho and how its influence has migrated to Southern California at <https://www.kcet.org/shows/artbound/from-veracruz-to-east-l-a-the-evolution-of-son-jarocho>

As you're read along, answer the following questions:

Vocabulary Comprehension:

Write down your understanding of the following Spanish words mentioned in the article:

Tarima

Requentos

Jaranas

Son/Sones

Fandango

Reading Comprehension:

What is the direct translation of son *jarocho*?



What are the influential elements of son jarocho?

Describe what happens at a fandango? What is its purpose?

Son Jarocho, The Sound Of Veracruz (NPR Music)

Betto Arcos is the host of Global Village, a world music show on KPFK in Los Angeles, and a native of Xalapa, capital city of the Mexican state of Veracruz. He recently spoke with Guy Raz, host of weekends on All Things Considered, about son jarocho — a style of music played mostly in the south of his home state. He says the music is so vibrant because it comes from the Caribbean side of Mexico and has all the influences of that region: African, indigenous and Spanish. Listen to and/or read the interview at <https://www.npr.org/2012/09/30/161103952/son-jarocho-the-sound-of-veracruz>

As you listen to the interview and the song clips, write down what you learn about Son Jarocho and the different songs and bands featured in the segment:



Choose one of the four songs featured in Betto Arcos' playlist. As you listen along, write down your thoughts on the song. Think about the lyrics, the instruments used, the song's rhythm, where the musical artist is from, etc.

Does Son Jarocho remind you of any other type of music you've listened to? What does it remind you of, if anything?

Do you like Son Jarocho? Explain why or why not?

