

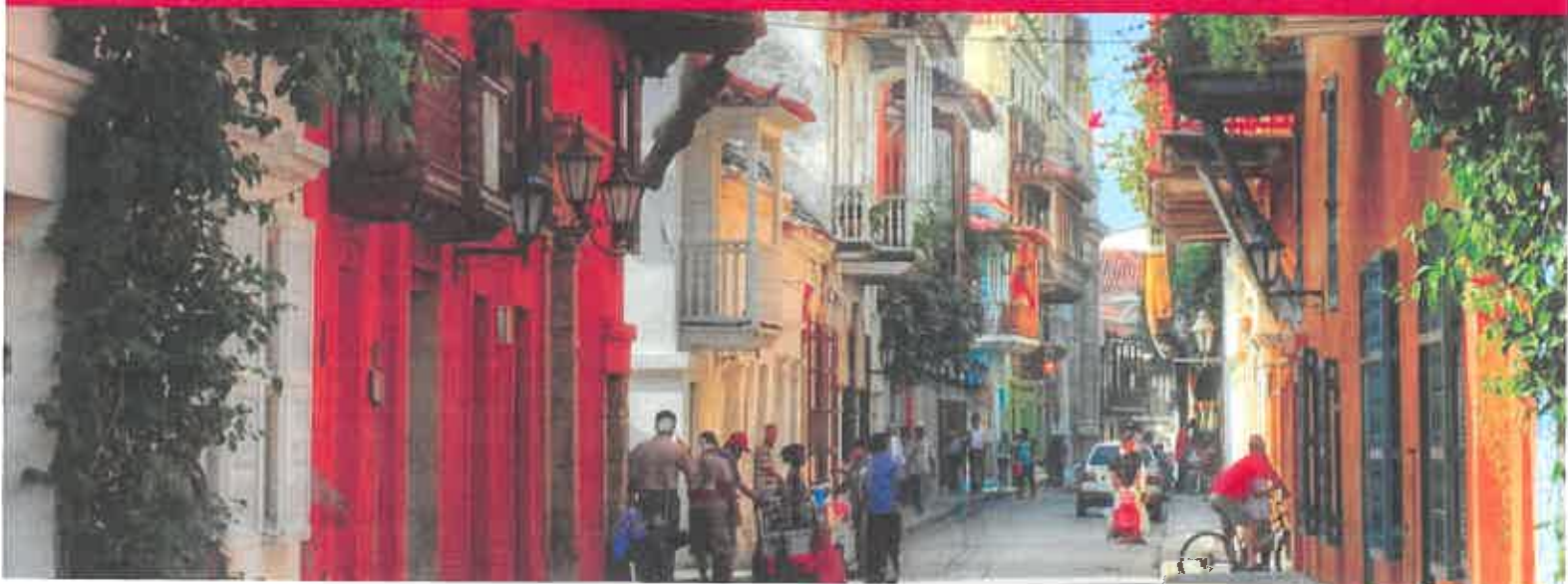


COLOMBiA

2017 MEMPHIS IN MAY INTERNATIONAL FESTIVAL

2017 INTERNATIONAL TEACHERS' CONFERENCE

"BRINGING INTERNATIONAL CULTURE TO EVERY CLASSROOM"



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Memphis in May International Teachers' Conference

"Bringing International Culture to Every Classroom"

February 25, 2017



The Memphis in May International Education
Program is generously sponsored by



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Memphis in May International Teacher's Conference

"Bringing International Culture to Every Classroom"

February 25, 2017
East High School

TIME	ACTIVITY	LOCATION
8:30 – 9:00	Registration/Flower Power	Lobby
9:00 – 9:10	Welcome and Introductions Bobbi Gillis, 2017 Board Chair, Memphis in May Susan Elliott, Director of Programming, Memphis in May	Cafeteria
9:10 – 9:45	Keynote Speaker- Juan Pablo García	Cafeteria
9:50 – 10:00	Transfer to Sessions	
10:00 – 10:40	Session One	Designated Rooms
10:40 – 10:50	Transfer to Sessions	
10:50 – 11:30	Session Two	Designated Rooms
11:30 – 11:40	Transfer to Sessions	
11:40 – 12:20	Session Three	Designated Rooms

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Memphis in May International Festival

Education Competitions



**The Memphis in May International Education
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Bringing Colombia to the Classrooms of Memphis in 2017

While each of Memphis in May's education competitions are judged on differing criteria, every Memphis in May competition encourages a show of creativity and demonstrated knowledge of the honored country. Competitions are geared to specific age groups and grade levels, with involvement opportunities available for all grades. Competitions are open to all students attending public, private, or home school within Shelby County, Tennessee. Applications are made available on the Memphis in May website as well as via mass mailings to schools. Judging committees, comprised of local educators, writers, and artists, kindly volunteer their time to examine entries. Competition winners receive certificates and cash prizes at an awards ceremony in the spring.

PowerPoint Presentation Competition

6-12 Grade Students

Middle and High School Categories

Due to the interest expressed by middle school teachers and administrators, a 6-8 grade category has been added to the PowerPoint Competition! Allow your middle school students to learn about international culture and gain increasingly valuable computer program technology with this fun program.

The PowerPoint Presentation Competition promotes design creativity and allows students to incorporate what they have learned about the honored country through overall presentation, graphic design, and written word. This competition is a wonderful tool to acquaint students with PowerPoint, an invaluable program in the business world, all while exposing them to international culture. First, second, and third place winners will be chosen in two grade categories: 6-8 grade, and 9-12 grades. Entry deadline is Friday, March 24th at 5:00 p.m.

The competition is open to students attending any public, private or home school within the Memphis metro area.

Creative Writing Competition

4-12 Grade Students

The Creative Writing Competition promotes literary creativity and allows students to incorporate what they have learned about the honored country through the written word. Creative Writing Competition entries can include any type of literary, fictional or non-fictional work, including but not limited to poems, essays, short stories, plays, narratives, scripts and biographies.

The competition is open to students in grades 4-12 attending any public, private, or home school within the Memphis metro area. First, second, and third place winners will be chosen in three grade categories: Upper Elementary, 4th & 5th grades; Junior, 6th- 8th grades; Senior, 9th - 12th grades.
Entry deadline is Friday, March 24th at 5:00 p.m.

International Paper Children's Poster Competition

K-6 Grade Students

This competition promotes the creative artistry of students in grades K- 6. Patterned after Memphis in May's Fine Arts Poster program, the student's work must depict some aspect of the honored country through the medium of drawing and coloring. One student will become the Grand Prize winner, and his/her work will then be printed and sold by Memphis in May as the 2016 International Children's Poster. The Grand Prize winner will sign and number 100 copies of the prints. Since there will be a limited number of signed and numbered prints, this lucky young artist's poster has the potential of becoming a unique collector's item. First, second and third place winners will also be chosen in three grade categories:
K - 2nd grades; 3rd - 4th grades; and 5th - 6th grades. Entry deadline is Friday, March 24th at 5:00 p.m.

For complete details and to apply:

<http://www.memphisinmay.org/education>

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**2017 MEMPHIS IN MAY INTERNATIONAL FESTIVAL
HONORING COLOMBIA**

**MICROSOFT BEST COLOMBIAN CLASSROOM
COMPETITION**
Grades K – 12

Rules and Information

Memphis in May would like to recognize the outstanding teachers that utilize our programs to integrate our curriculum into their classroom activities. Without the support of our teachers, students wouldn't have the opportunity to study a different country every year. So, we want to honor and thank you for supporting our programs. If you use any of our tools in your classroom, Memphis in May will induct you as an Official International Classroom and provide you with a certificate to hang in your classroom. The more programs you integrate into your classroom the better chance you have at winning the grand prize of \$1000. This is our way of thanking you for supporting Memphis in May because we couldn't do it without your help!

Awards

Grand Prize Winner – \$1000 cash prize for his/her school.

Memphis in May will induct all entries as Official International Classrooms and provide a certificate to hang in your classroom.

Entry Deadline is 5:00 p.m. on Friday, May 12, 2017

For more information, visit memphisinmay.org/education

ENTRY FORM

Name of Teacher: _____ Grade(s): _____

School: _____ School Phone #: _____

Address of School: _____

City: _____ State: _____ Zip Code: _____

Teacher's Evening Phone #: _____ E-mail: _____

Please hand in entry forms to session leaders.



**The Memphis in May International Education
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Want to turn what you've learned today into \$1,000 cash?

**Then you should enter the following
Memphis in May Competitions:**

Sedgwick International Teacher Competition

Now teachers have the chance to win alongside their students! Whether you always celebrate the honored country with Memphis in May, or whether you are considering incorporating Memphis in May into your classroom for the first time, this competition is for you! Memphis in May will recognize the teachers with the most outstanding "global classrooms," teachers who utilize international programming to supplement their curriculum and introduce Colombia to their students. The "International Teacher" Grand Prize Winner will receive \$1,000, and one Runner Up will receive \$500.

For complete details and to apply:
<http://www.memphisinmay.org/education>



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International Teachers' Conference Presenters

Keynote Speaker- Juan Pablo García

Session Presenters:

Kenna Chelsoi and Cesar Salazar- Colombia, Country of Musical Regions

Michael D. Miles, Ed.D- Exploding Frogs

Raquel and Susana Polania- The Happiest Place on Earth



This presentation and all resources in this binder are available online at
Memphisinmay.org/educationresources

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Keynote Speaker- Juan Pablo García

Saturday, February 25, 2017



Juan Pablo García began his career at MullenLowe Group's Colombian agency, MullenLowe SSP3, in 2007. He entered the agency as a trainee and now holds the title of General Business Director. He has worked throughout the Latin American region, spending time in MullenLowe Group's Brazilian and Spanish

agencies. Throughout his career, Juan Pablo has worked on a roster of clients including InBev, Unilever, Itaú Bank and some of the most important Colombian brands.

His most notable and recognized work has been done for the Colombian Ministry of Defense. He has led an ongoing peace campaign for the Ministry of Defense to reach guerrillas in the jungle, asking them to lay down their weapons and return to society. The campaigns, one of which was named *The Most Effective Campaign in the World* in 2011, have led to the demobilization of over 17,000 guerrillas to date and a progression towards a peaceful state in Colombia.

He and his work have been the recipient of the industry's most prestigious awards, including a Titanium Lion and Black Pencil, which recognize excellence in creativity, strategy, innovation and effectiveness. His work has crossed boundaries and has even been adapted for demobilization efforts in Uganda against the LRA (Lord Resistance Army) and also has shared that experience in different forums including TED Talks.

Session Presenters



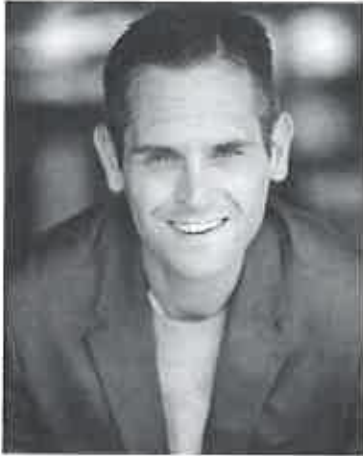
Kenna Chelsoi- Kenna was born in Medellin, Colombia. She attended EAFIT University, earning her bachelor's degree in Music, with a concentration in Violin Performance. She later came to Tennessee to pursue a Master's Degree from the University of Memphis. While at U of M, Kenna studied violin with Mr. Tim Shiu and was awarded an assistantship in the music department. Some of her duties included playing in the U of M Orchestra, Chamber Music String Quartet, Contemporary Music Ensemble and teaching Suzuki violin. After participating in the Memphis Teaching Fellows program in 2011/2012, Kenna became a Spanish teacher in the Memphis City School system. She is currently the Lower School Spanish teacher at Hutchison

School, a position she has held for the past 5 years. She is also a freelance violinist and a Suzuki violin instructor.



Cesar Salazar- From the valley of the Penderisco River in Urrao, Colombia, a small town 97 miles SW from Medellin, Cesar Salazar moved to the big city to complete his high school education and pursue his childhood dream of dedicating his life to teaching. He graduated from the University of Antioquia with a bachelor degree in Psychology and from Latin American Autonomous University with a bachelor degree in History Education. Then, he spent several years in Medellin teaching psychology to high school and college level students while pursuing his MBA degree from EAFIT University. He moved to Memphis in 2002 where he embraced the challenges associated with the cultural change and

volunteered time to local organizations. Cesar is a Memphian by adoption and spent 5 years working with Shelby County Schools before moving to his current position as Spanish teacher at the Hutchison Middle School, where he continues to exercise his passion for education. Celebrating Colombia with Memphis in May 2017 is a great opportunity to show others in the Mid-South some of the many hidden wonders from his native country.



Michael D. Miles, Ed.D. - Dr. Miles joined Treadwell Elementary at the beginning of the 2017 calendar year where he is serving as the fifth-grade dual language teacher. He holds a BFA in theatre performance from Arkansas State University (2002), a Master's of Science in Education from Mercy College (2004), and a Doctor of Education in Leadership from Arkansas State University (2010). After years of performing as an actor in community and regional theatres, Michael became a teacher in New York City teaching public school in the Bronx. A six-year teaching career led to a five-year college administration career before he finally settled into gratifying work in the

nonprofit sector. Having founded a nonprofit from the ground up and having assisted other nonprofits grow and expand, Michael longed for the opportunity to return to his love of education and teaching. As though that isn't enough, Michael's love of writing and baseball has him spending his free time serving as co-editor for an online sports blog called Redbirds Rants!



Raquel Lourdes Polania- Raquei was born and raised in Memphis, Tennessee to Colombian father, Moises Polania, and Panamanian mother, Casta Polania (Palacio). Bilingual in both Spanish and English she studied Liberal Arts at St. Benedict at Auburndale College Preparatory School in Cordova, Tennessee. Raquel attended the University of Chattanooga, Tennessee and later graduated from the Loewenberg School of Nursing (University of Memphis). She is currently a registered nurse in the Surgical Intensive Care Unit at Methodist University Hospital, which is ranked Best Regional Hospital the Memphis metro area. In her free time, she enjoys full cultural immersion by traveling internationally. She recently visited Mexico, and is scheduled to

visit Spain and France in February of 2017.



Susana May Polania- Susana was born in Memphis, Tennessee to Colombian father, Moises Polania, and Panamanian mother, Casta Polania (Palacio). Both Casta and Moises migrated to the United States in their late twenties and lived a brief time in San Francisco before relocating to Memphis where they later met. Susana, and her younger sister Raquel, experienced an upbringing that emphasized the importance of preserving and celebrating these cultures. As pre-teens and teens, they spent summer and winter breaks discovering the islands of Bocas Del Toro in Panama, and experiencing the explosive celebrations of Carnival in Cali, Colombia. Continuing her travels to Central and South America, she began training under some of the most renowned Salsa dancers in the world.

At the age of 15, Susana was invited to join a local performing arts company, where she was educated in all styles of dance. She began her collegiate career in 2006 at the University of Memphis, and in 2007, was selected to join the 07-08 University of Memphis Pom Squad roster, a team which claimed the College National Hip Hop Title in 2006 and again in 2007. In 2008, she joined the Memphis Grizzlies Dance Team roster and later was one of six NBA dancers selected by the league to travel to Hong Kong as an ambassador in their global expansion campaign, NBA Madness. Along with teaching beginner Salsa and serving as the technique coach for Whitehaven High School and Olive Branch High School, she spent four years dancing for the Memphis Grizzlies. Today, she devotes her fulltime work to Varsity Spirit Fashion, the company responsible for the December 9th 2016 Executive Board of the International Olympic Committee's decision to provide provisional recognition to the International Cheerleading Union.

Memphis in May would like to thank ALL the presenters for sharing their time and knowledge of Colombia.

Session:

Exploding Frogs

Presentation and Activities created by:

Michael D. Miles, Ed.D.



This presentation and all resources in this binder are available online at
Memphisinmay.org/educationresources

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Introduction

- In-class Introduction
- Thematic Lesson Plan
 - Science
 - Social Studies
 - Writing Language Arts
- Student Learning
 - Student Expectations
 - Student Assessment
 - Teacher Facilitation
 - Student as Learners



Standards Map



W.2.2 Quote accurately from a text when explaining what the text says explicitly and where drawing inferences from the text.

W.2.3 Explain the relationship or connection between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

W.2.4 Analyze multiple perspectives of the topic or issue, noting important similarities and differences in the point of view or perspective.

W.2.5 Draw on information from multiple print or digital sources, assessing the ability to locate relevant information quickly and to make references to the text.

W.2.6 Explain how two or more sources and/or data support particular points in a text, identifying which source and evidence support which point(s).

W.2.7 Integrate information from several texts on the same topic to either to create a new text or to report on the subject in a way that is credible.

W.2.8 With information gathered from a text to create a topic and answer questions and information already known to explain a general observation and from a group related information (includes: include descriptive (e.g., location), descriptive, and statistical information used in explaining comparisons).

W.2.9 Drawing the right text facts, evidence, accurate details, questions, or other information not explicitly related to the topic.

W.2.10 Use the greater resources and details available to explain the text, about or explain the topic.

W.2.11 Provide a concluding statement or section related to the text or issues as explanations provided.

W.2.12 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

L.2.2 Demonstrate command of the conventions of standard English grammar and usage when speaking or speaking.

L.2.3 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.4 Demonstrate an understanding of the meaning of relevant words and phrases based on grade 2 reading and content, showing fluently from a range of strategies.

Science (2017-21) Explain the relationship that exist among mass, force, and distance involved.

Science (2017-21) Identify physical and behavioral adaptations that enable animals such as camouflages, migration, hibernation, and other animals to survive in a particular environment.





What is TEJO?

- Student Lesson
 - What is the history of TEJO?
 - Believed to have been developed by indigenous peoples of Colombia from Turmeque.
 - Originally played to earn the right to wed.
 - How to play TEJO.
 - Players throw discs (golden, steel, metal) across a throwing field into a hole some twenty meters away.
 - When the conquistadors invaded, the invaders made modifications by adding explosives to the game.

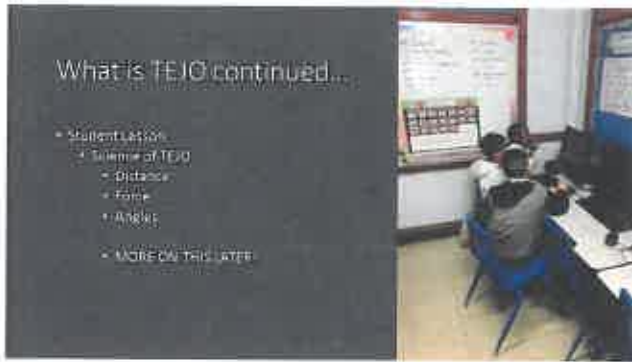
<https://www.lovelysphenet.com/colombia/tejo-el-tiro-con-explosivos/12948>

What is TEJO continued...

- Student lesson
 - How to play TEJO.
 - Modern play involves throwing steel discs into a hole measuring one meter squared at the end of the throwing field called the target.
 - A small paper triangle placed with a compass disk on the tip of a plastic tube in the center of the pre-placed hole.
 - Scoring points:
 - 1 point for landing closer to the hole than the opponent(s).
 - 3 points for exploding the triangle.
 - 6 points for landing in the hole.
 - 9 points for doing all of the above.



<https://www.lovelysphenet.com/colombia/tejo-el-tiro-con-explosivos/12948>

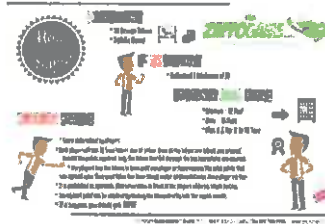






What is La Rana?

- Student Lesson
 - What is the history of La Rana?
 - An Ancient legend tells that in the Inca sacred lake, the Titicaca, the royal Inca king, son of the Sun God, would travel to Lake Titicaca and hope to catch the attention of a Sapo by throwing gold pieces into the lake.
 - It is believed that the game was brought into Spain by the Spanish conquistadores and spread to all over Europe adopting different names. In South America where it is very popular, specially in the countries of Colombia, Argentina and Peru and is called Juego de Sapo or Juego de la Rana depending the region.



What is LA RANA continued...

- Student Lesson
 - Science of TEJO
 - Physics?!
- MORE ON THIS LATER!







Colombian Frogs Lesson

- Student learn:
 - Know and describe a species.
 - Explain how frogs have adapted to their environment. (Why have they evolved to have these adaptations?)
 - Approximately 150 species of frogs.
- Adaptations:
 - Students describe how the adaptations help the frog survive.
 - Students explain how these adaptations affect the species' survival.

<http://www.biodiversity.org>
<http://www.biodiversity.org>
<http://www.biodiversity.org>

Biodiversity

Biodiversity 2010 Report

Big Thinking...

- Biodiversity
 - Students are given to define and describe how the topic of Colombian Frogs exemplifies biodiversity.
 - Student definition example: variety and variability of life on Earth; variability within species, between species, and between ecosystems; a measure of the variety of organisms present in different ecosystems.





American Frogs Lesson

- Student Lesson
 - Name and number of species.
 - Examples: American Bullfrog, Burrowing Toad, American Toad, etc.
 - Approximately 21 species in Tennessee
- Adaptations
 - Students describe how the frog species adapts their features
 - Students detail how these adaptations assist the species to survive longer
- <https://www.tn.gov/twra/article/frogs-of-tennessee>









Cornhole: America's TEJO

- Cornhole (also known as dummy boards, bean bag toss, dadhole, doghouse, Baggo or bags) is an international lawn game in which players take turns throwing bags of corn (or bean bags) at a raised platform with a hole in the far end. A bag in the hole scores 3 points, while one on the platform scores 1 point. Play continues until a team or player reaches (or exceeds) the score of 21.
- No explosions, but so similar to TEJO.
- Students get to experiment with the game (safe for classrooms)





In-Class Activities

Contact Information

Dr. Michael D. Miles
5th Grade Dual-language Teacher
Treadwell Elementary

milesm@scsk12.org



Name _____ Date _____ Class Period _____

The Outliner

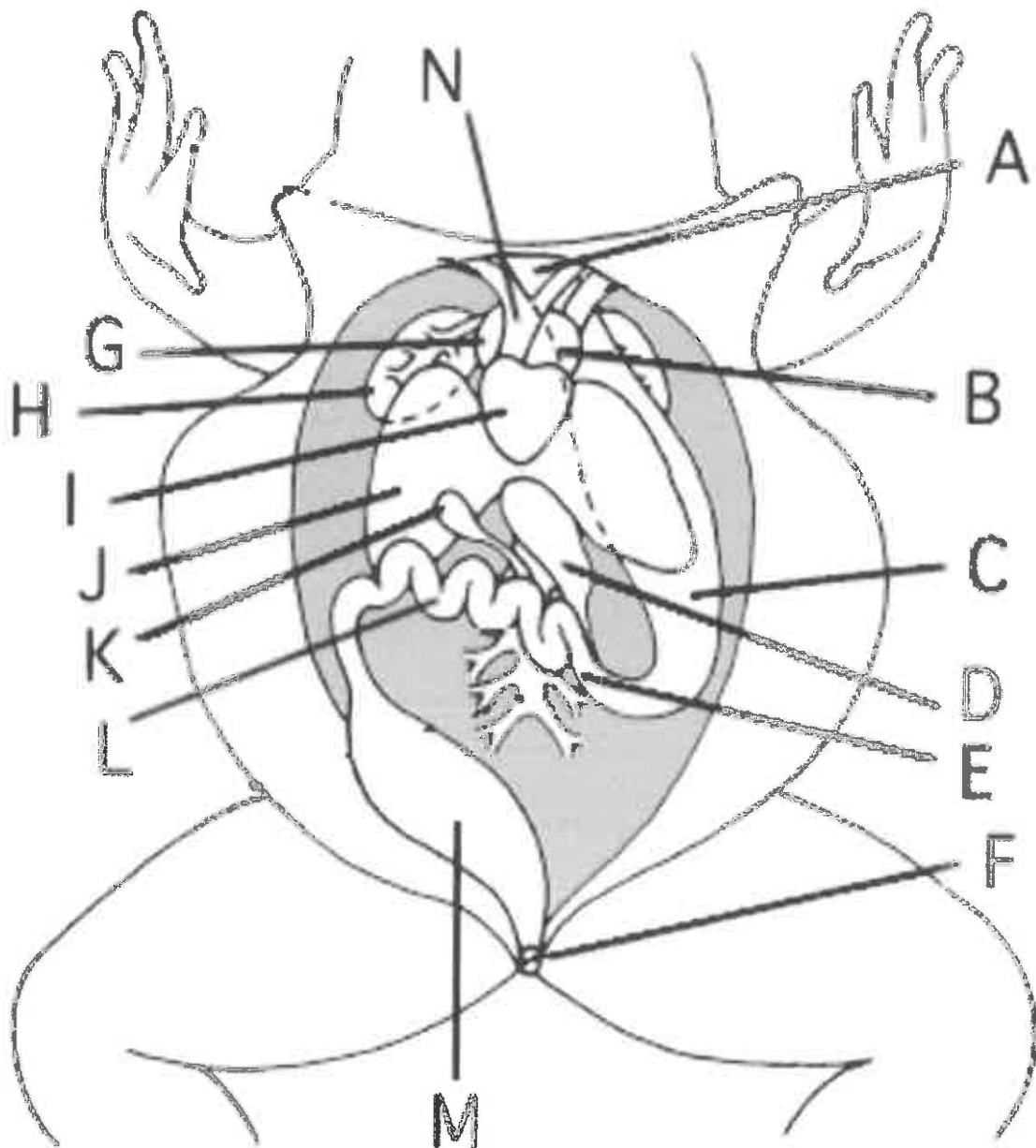
Directions: Fill in the required information in each section below as indicated. Be as specific as you can in each section.

I. Topic _____	
A. Subtopic _____	1. Details _____
	2. Details _____
	3. Details _____
B. Subtopic _____	1. Details _____
	2. Details _____
	3. Details _____
C. Subtopic _____	1. Details _____
	2. Details _____
	3. Details _____
D. Subtopic _____	1. Details _____
	2. Details _____
	3. Details _____

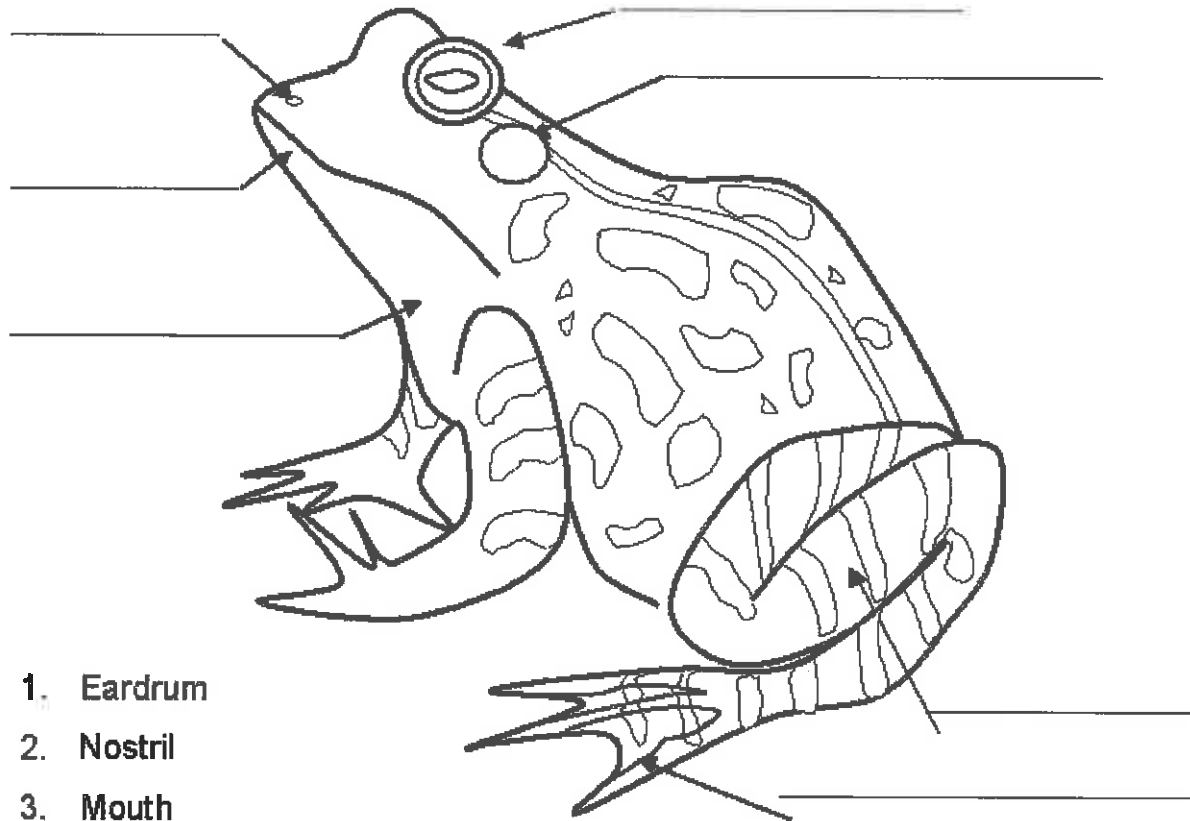


Names: _____

Date: _____



Name: _____



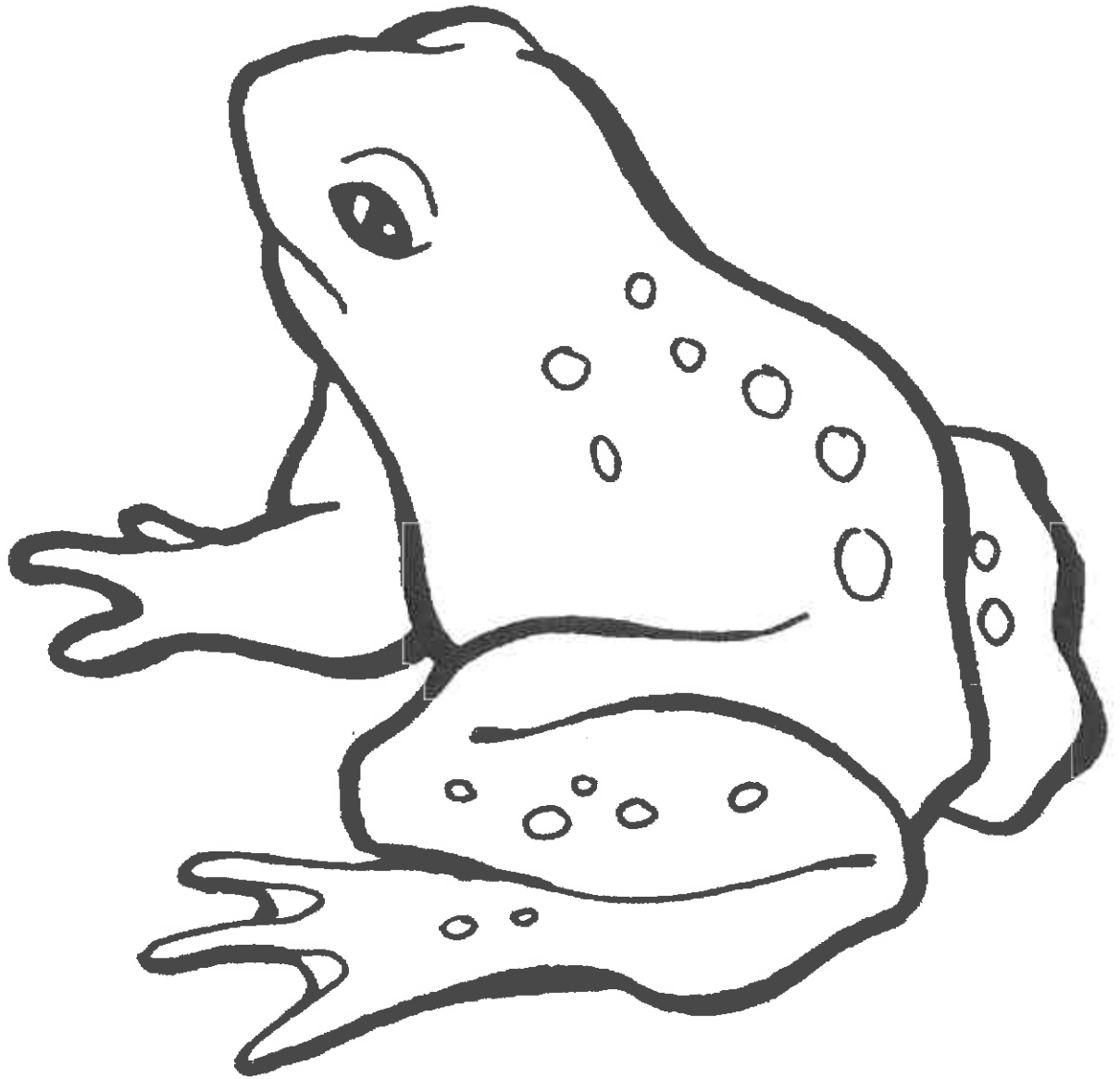
1. Eardrum
2. Nostril
3. Mouth
4. Vocal sac
5. Webbed toes
6. Powerful legs
7. Eyes

Northern Leopard Frog: If you live in Canada this is the frog that you are most likely to see! The Leopard frog is also known as the Grass frog and Meadow frog. They are grass-green and covered in dark green or brown leopard-like spots with stripes on their legs. They grow to 2-5 inches (50-130 mm).

Frog Questions:

Choose a type of frog and answer the following questions:

- Where in the world does your frog live?
- Describe the habitat your frog lives in.
- What does your frog eat?
- What size and weight is your frog?
- What color is your frog and what kind of markings does it have?
- How does your frog protect itself?
- Describe three more interesting things that you learned about your frog.



Persuasive Writers Remember Their

OREOS

State your opinion clearly.

O
pinion

R
eason

E
xample

R
eason

E
xample

O
pinion restated



TEJO Y LA RANA

Graphing Assignment & Exploration

Using the game of TEJO and La Rana, collect data and create a graph of your choice that you believe best depicts the data. Some possible investigations may be:

- i) How many students in my class think TEJO/La Rana is a difficult game? (bar graph)
- ii) How many boys and girls like/dislike TEJO/La Rana? (double-bar graph)
- iii) Boys' predicted scores/girls' predicted scores (histogram)
- iii) My Class's scores (histogram)

Name _____

Date _____

Quiz

Biodiversity



True or False? Circle T or F

1. When humans change the environment, some living things do very well. T or F
2. Environments are made up of living parts and nonliving parts. T or F
3. Since animals and plants on a farm depend on each other, they are considered a natural ecosystem. T or F
4. A dead tree is not an important part of an ecosystem. T or F
5. A glass of pond water can contain biodiversity. T or F
6. Golf courses are not considered an ecosystem because they are maintained by people. T or F

Multiple Choice: Circle the letter of the best answer

7. Which of the following terms is used to describe what happens when a species completely disappears?
A. Ecosystem
B. Endangered
C. Extinction
D. Rare
8. Which of the following are all nonliving parts of an environment?
A. Rocks, sand, and seawater
B. Silt, soil, and fungus
C. Algae, water, and trees
D. Meadows and grass
9. Which of the following represents biodiversity of species at a given scale?
A. Five foot strip of ground
B. Within five miles
C. Within five minutes
D. All of the above
10. Which of the following is the largest ecosystem in the world?
A. Tundra
B. Forest
C. Ocean (sea)
D. Grassland



Answer Key

Biodiversity

1. **T**

4. **F**

7. **C**

9. **D**

2. **T**

5. **T**

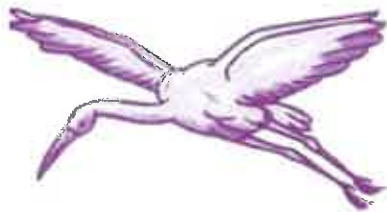
8. **A**

10. **C**

3. **F**

6. **F**

ENDANGERED



Session:

Colombia, Country of Musical Regions

Presentation and Activities created by:

Kenna Chelsoi and Cesar Salazar

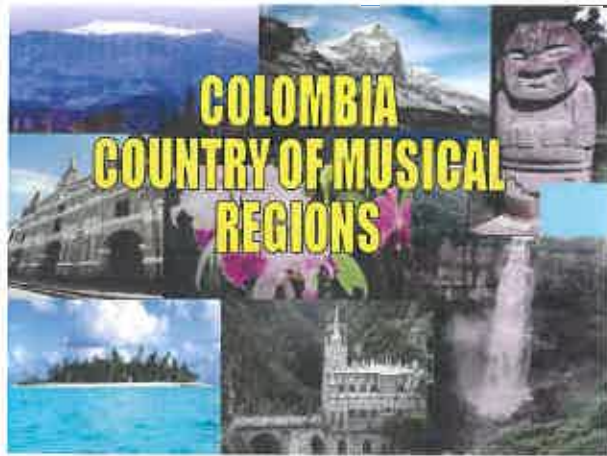


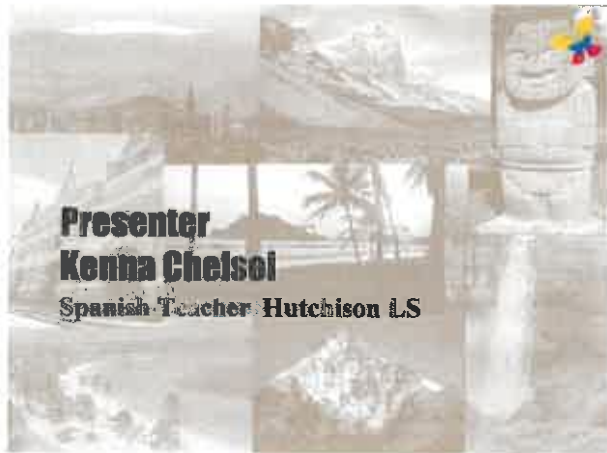
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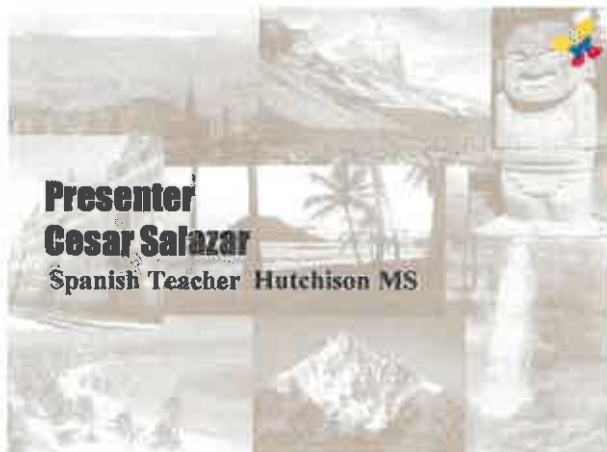
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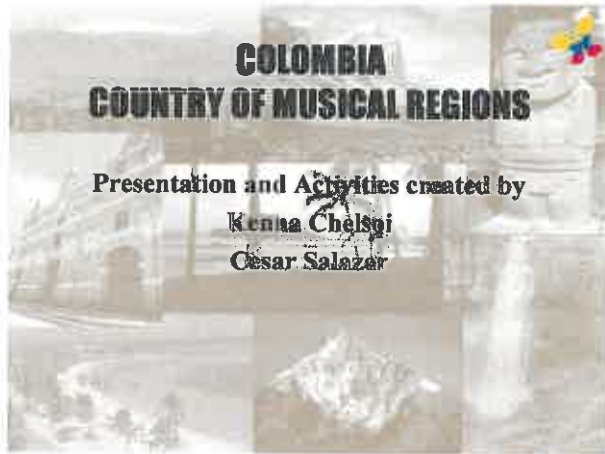


INTERNATIONAL  PAPER













Stone Monuments - Artifacts



History & Important Dates



PEOPLE

48' 892.473 (2017)



Descends



Three racial groups: Indigenous, blacks, and whites



Racial/Ethnic groups



Mestizo
(white-Indian mix)
66%

White
20%

Afro-Colombian
(Amerindian-Black mix)
10.4%

Indigenous
3.43%



Colombia age structure



United Nations Department of Economic and Social Affairs-



- - percentage of population under 15
- -percentage of population between 15 and 64 years old
- -percentage of population 65+

In absolute figures (estimate):
 •13 073 867 young people under 15 years old (6 687 475 males / 6 386 392 females)
 •32 876 333 persons between 15 and 64 years old (16 228 632 males / 16 647 701 females)
 •3 006 916 persons above 64 years old (1 269 445 males / 1 737 471 females)

Country Of Regions



Five natural regions can be distinguished from particular climate and physical characteristics of the land and vegetation.



Rainforest

Mountain

Caribbean sea

Pacific sea & jungle

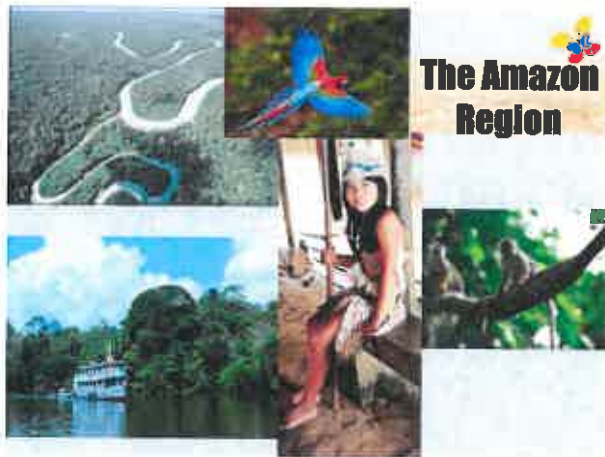
Savanna (The plains)



The amazon region: The rainforest



- A place of endless jungle
- High rainfall and humidity levels
- Less populated
- People (Isolated communities)
- Great biodiversity



The Amazon Region



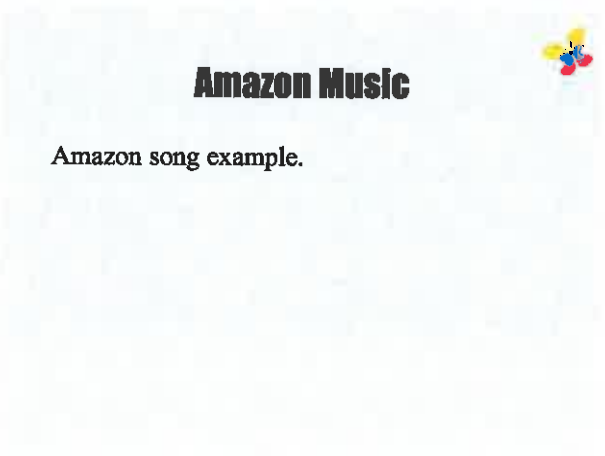
Amazon Music

The music inspired by ancient Indian communities.

The flute

Musical instrument in the woodwind group

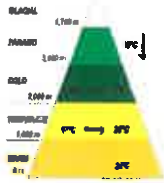




Amazon Music

Amazon song example.

The Andean region: The mountains



- The mountain ranges
- Most densely populated region
- 70 % population white – mestizo
- Mild and pleasant weather (altitude related)

Andean Region





Andean Music

Bambuco represent this region

Spanish traditions,
native and African
components.

Instruments:
The Tiple
The Mandolin
The Guitar





Andean Music

Andean song example.

The Caribbean Region: North Coast



- Coastal area and savannas
- Sierra Nevada de Santa Marta
- Full of rivers and hot climate
- Desert in the north

The Caribbean Region





Caribbean Music - Cumbia



- Caribbean coasts of Colombia and Panama (Slavery late 17th century)
- Mix of the three races influences





Caribbean Music



La Cumbia: The rhythm of Colombia.
Is a mixture of



African drums



European bagpipes



Native Flutes



Caribbean Music



Cumbia song example.

Caribbean Music: The Vallenato

- Popular genre from 20th century
- Three instruments: drum or box, the guacharaca or reeder and accordion.





Caribbean Music

Vallenato song example.

The Orinoquia Region: The plains



- A very flat place
- Race mix natives and European.
- Colombian cowboys land: The llaneros
- 7 colors river: Caño Cristales



Orinoquia Region



Orinoquia Music

The Joropo
Combine Spanish and Native Colombian Influences.

- Instruments:
The harp
The cuatro
The Capachos (maracas)





Orinoquia Music

Joropo Song example.



The pacific region: jungle and ocean



- Second least populated region
- Mostly black people
- Wild coast
- Heaviest rainfall climates in the world
- Whale watching

The Pacific Region





Pacific Music: currulao

- African influence. Melodies and harmonies European music and dances
- The currullao: a rhythm which is dominated by drums and marimba
- Music with lead voice and answering choir.
- Percussion Instruments: marimba chonta, drums and guasá.





Pacific Music

Currulao song example.



Colombia in
the classroom

Activities

Gallery Walk

- Each person draws or writes a word or simple fact on a post-it about the region or regions that interest them the most.
- Then, they will walk to the posters spread out around the classroom and will post the sticky note on the correspondent region poster.





Five Corners

- Number the four corners of the room.
- Explain the rules.
- Play a Colombian music style.
- Students will walk to the name of the region according to the music sample.



Map Facts Puzzle

Students get a piece of the Colombian Map. They will try to add the piece to complete the puzzle. When adding the piece up, they will say a fact about that region.



Matching Instruments To The Colombian Regions

Each team will get a map with the regions and a set of cards with the instrument. They will place the instrument in the corresponding region.

Variation: there will be not only instrument cards but others with the names of the rhythms, or pictures of representative things for the region.

Students will find their teams



Colombian Cumbia



Dancing the Cumbia: We will follow the teachers or video to learn the basic step for the traditional Colombian Cumbia.



Llamador Drum.



Using recycled materials we will make a "llamador" drum and then will play along the music. Some students can play and some can dance.





Sources



- <http://discovercolombia.com>
- www.worldometers.info/world-population/colombia-population/
- https://en.wikipedia.org/wiki/Race_and_ethnicity_in_Colombia
- http://solar.physics.montana.edu/munoz/AboutMe/ColombianMusic/Espanol_Contentido.html
- <http://www.everyculture.com/Bo-Co/Colombia.html#xyz4XqZZpEs>

Session:

Happiest Place on Earth

Presentation and Activities created by:

Raquel and Susana Polania



This presentation and all resources in this binder are available online at
Memphisinmay.org/educationresources

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INTERNATIONAL  PAPER







Colombia At A Glance!

Capital City: Bogota

Population: 47 Million (as of 2012)


System of Government: Democracy

Independence Day: July 20th

Primary Religion: Catholic

Currency Type: Colombian Peso

Primary Language: Spanish





The flag features three horizontal bands of yellow (double width), blue and red. Colors of the flag are commonly interpreted in two ways:

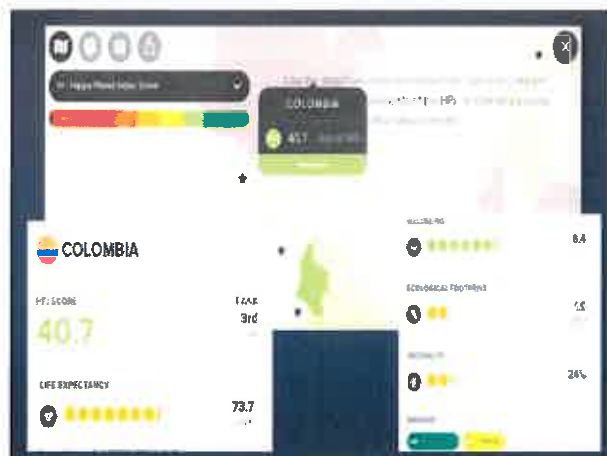
- One version indicates that the yellow symbolizes sovereignty and justice, blue as loyalty and vigilance, and red represents the valor shown and the victory achieved during the battles for independence from Spain.
- A very popular children's song claims that yellow represents the gold Colombia once owned until the arrival of the Spanish; blue indicates the country's contact with two oceans and red represents the blood that Colombians spent in their struggle for independence from Spain.

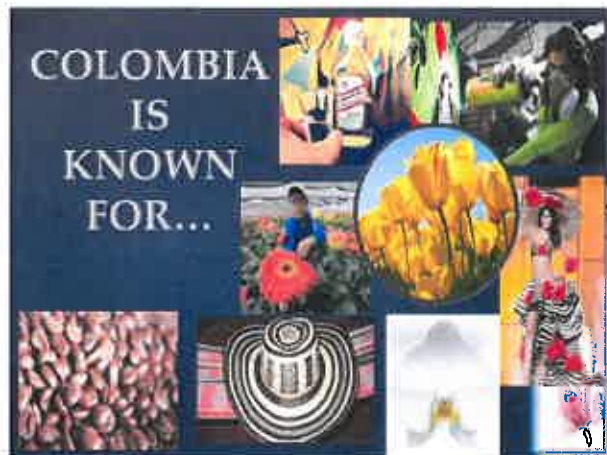






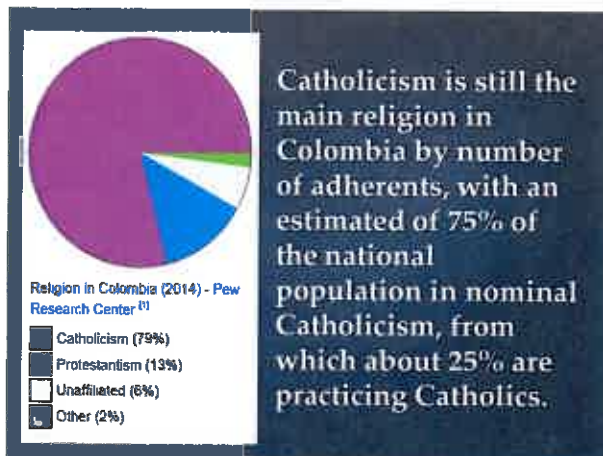








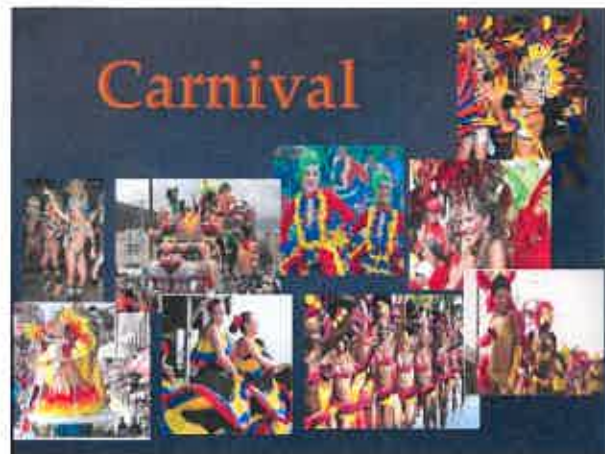


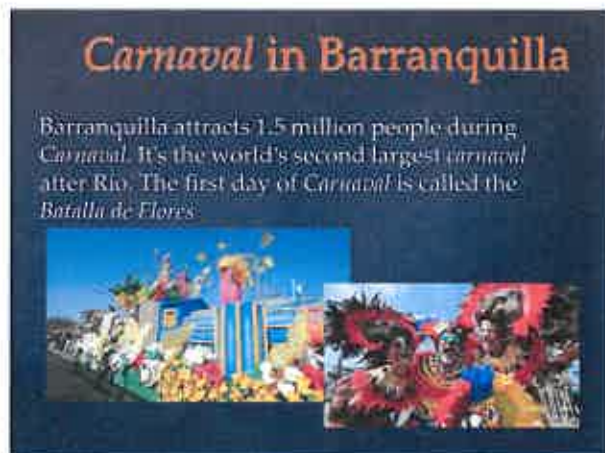


A little bit more celebrating...

• Colombia is one of the countries with the most national public holidays, with some 20 days spread throughout the year. The Colombian calendar is also filled with a large number of carnivals and festivals.

• As a Catholic country, the most important celebrations are those held around Christmas and Easter time. December is the most widely celebrated month, with the very on-set of the month energetically celebrated in Medellin with fireworks and all-night parties.







Mascaras para carnaval



Source: Smithsonian Education

My pasaporte—students can model a true Colombian experience.



La Morimonda- a monkey? An elephant?



MEGA diversity — Colombian influences?

The Colombian indigenous culture was heavily influenced by the Spaniards. Only about 3-4 percent of Colombians identify as indigenous.



La mochila



Cali, the world capital of salsa music

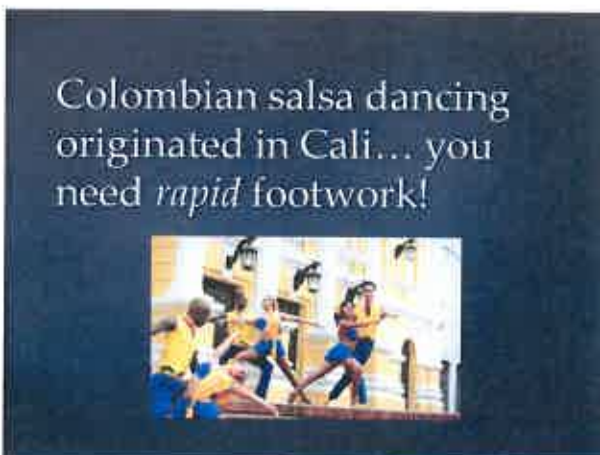


World Salsa Festival in Cali plans host a three-day salsa festival in August. A total of over 4,000 dancers, musicians and artists, and approximately 20 national orchestras participate in the various events planned throughout the week. These include shows, workshops, talks and practical salsa lessons for attendees.

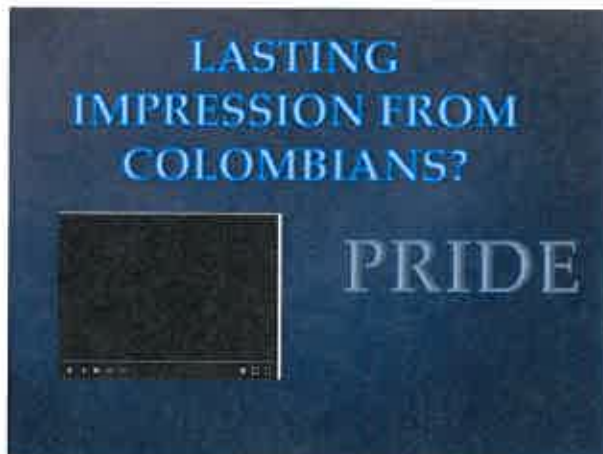
Salsa dancing at night in Cali, Colombia















Carnival Scratch-Art® Mask

(art + social studies)

Explore the history of carnival masks from various cultures, such as Mardi Gras in New Orleans, the Carnival of Venice and “Commedia Dell’arte” in Italy. Ornate and colorful masks are easy to create with Scratch -Art® Clear-Scratch™ film and permanent Sharpie® markers.

Grade Levels K-8

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Preparation

1. Cut sheets of Scratch Art® Clear-Scratch™ film in half to make 8" x 4.75" pieces. Will need one piece per mask
2. Draw a mask shape on paper and cut out to use as a template. For demi-mask, use the pattern on page 2.

Process

1. Trace the mask shape onto the matte side of the film lightly with a pencil. Extra features, such as ears, hair, antennae, etc. can be added to the basic mask shape if desired. Cut mask out of film (do not cut out eye areas).
2. Use the paper template to practice drawing patterns, lines, eyes and other shapes to give the mask character. Once the preliminary drawing is done, scratch the design into the matte side of the mask with a scratch stick, revealing the

Materials

Scratch Art® Clear-Scratch™ Film

(13524-1030), package of 30 sheets, need 1/2 sheet per demi-mask, full sheet for full-face mask

Sharpie Chisel-Tip Markers, set of 8 colors (21383-0089), share one set between 4-5 students

Scratch Sticks (14907-1045), package of 100, need one per student

Wood Dowel, 1/4" dia x 12" (60448-1412) package of 12, need one per mask

Blick® E-Z Grip Knife (57419-2980), one or two per class

Optional

Krylon® Low-Odor Spray Finish (23710-1001), gloss, 11-oz can, need one

clear plastic surface. Place a plain white sheet of paper beneath the mask while working, so that the scratched lines are easily viewed.

3. When the design is complete, turn the mask over and add color to the gloss side of the sheet with a variety of colorful Sharpie® markers. Allow a minute or two for ink to dry before picking up mask.

Process, continued

4. Use a craft knife to cut two 3/8" slits, spaced 1/2" apart, on one side of the mask. Thread a wood dowel through the strips to make a hand-held mask, see photo at right.



National Standards

Content Standard #1 — Understanding and applying media, techniques, and processes

K-4 Students use different media, techniques, and processes to communicate ideas, experiences, and stories

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Content Standard #4 — Understanding the visual arts in relation to history and cultures

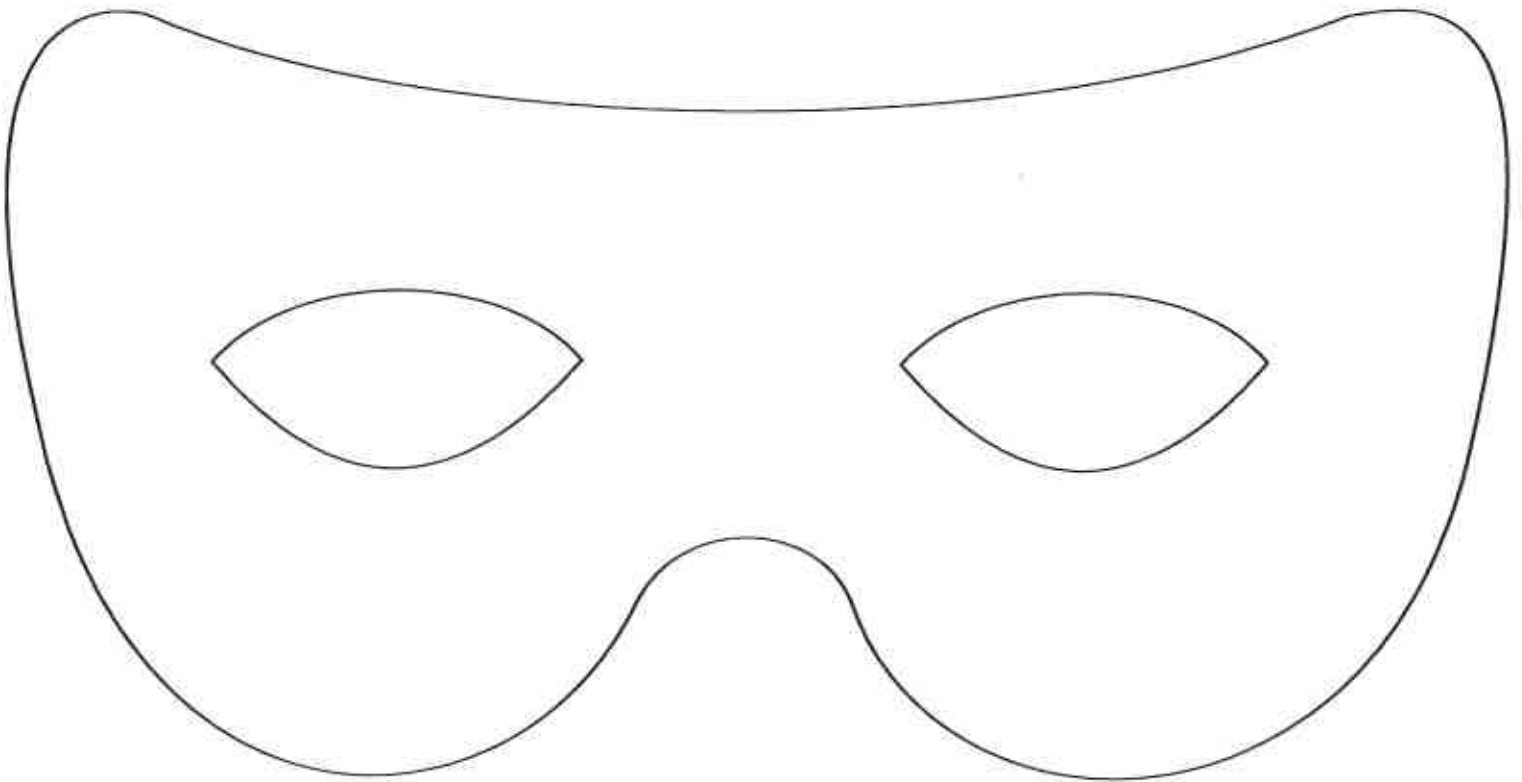
K-4 Students identify specific works of art as belonging to particular cultures, times, and places

5-8 Students describe and place a variety of art objects in historical and cultural contexts

Option

1. To keep markers from rubbing off and remaining black areas from being scratched away, spray mask on both sides with Krylon® finish. Allow 15 minutes for the first side to dry before spraying the second side.

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Demi- Mask Template, size 8" x 4.75"

(fits 1/2 sheet of Scratch Art® Clear-Scratch™ film)

Carnival Celebrations: Masks and *Vejigantes*

Grades 3-5

This lesson is an adaptation of activities that appear on *Our Story in History: A Puerto Rican Carnival*, a website produced by the Smithsonian's National Museum of American History (http://americanhistory.si.edu/ourstoryinhistory/tryathome/activities_carnival.html). The lesson also includes objects from the Smithsonian's National Museum of the American Indian and National Museum of Natural History.

Learning Standards

These standards are achieved through guided work with the teacher.

Visual Arts (from the National Art Education Association)

- N-VA.4. Visual Arts: Understanding the visual arts in relation to history and cultures.

Language Arts (from the National Council of Teachers of English)

- N.12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

U.S. History (from the National Center for History in the Schools)

- Topic 1 Living and Working Together in Families and Communities, Now and Long Ago: Students understand family life now and in the past, and family life in various places long ago.

Objectives

- To understand the Carnival tradition of Puerto Rico
- To explore masks and parade traditions in Carnival and other holiday celebrations

Key Concepts

masks, parades, *vejigante* (bay-he-GAHN-tay), Carnival

Duration

One or two 45-minute classes (depending on whether you do extension activity)

Materials and Reproducibles

- "Carnival Costume and Masks" set of images ([link: mask 1, mask 2, mask 3, mask 4, mask 5, costume](#))
- Virtual reality files ([link: mask 3_vr.mov, mask 4_vr.mov](#))
- "Costume and Masks" graphic organizer ([link](#))
- "Carnival Images and Information" document ([link](#))
- *Vejigante Masquerader* by Lulu Delacre (book)
- "Make Your Own Carnival Mask" guide (http://americanhistory.si.edu/ourstoryinhistory/tryathome/pdf/carnival_mask.pdf)

Background Information (for the teacher)

Carnivals are of ancient origin and virtually all peoples in all eras have organized carnivals to mark or celebrate different events. Carnivals can be magical, political, satirical, or purely entertaining; some even poke fun at death. In much of Puerto Rico, and other parts of the world with a strong Roman Catholic presence, Carnival has a special meaning. It refers to the last days before Lent. In Puerto Rico, Carnival begins on February 2 and lasts until Ash Wednesday, which is forty days before Easter.

In many carnivals, masks are key ingredients of the public spectacle. The prominence of masquerading devils during Carnival is understood by many as an ancient reference to the contest between good and evil. Although introduced by Spanish settlers, the customs of the island's carnival, like mask making, music, and public performance, have developed into uniquely Puerto Rican traditions that also reflect the customs and sensibilities of Puerto Rico's African ancestry.

A person dressed up for the Ponce Carnival in Puerto Rico is called a *vejigante* (bay-he-GAHN-tay). The job of a *vejigante* is to scare people, much like dressing up as a scary monster for Halloween. The *vejigante* swats children with a *vejiga* (bay-HE-gah), a cow's bladder that has been dried and blown-up like a balloon. Every *vejigante* needs a carnival mask. The masks used at the Ponce Carnival are made of papier-maché. Each mask is made into a scary or devilish shape, and decorated with bright colors, horns, and playful designs. Costumes are one-piece coveralls made out of bright cloth. Many of the costumes are made with the colors of the Spanish flag and the town of Ponce. Yellow and red are the colors of the Spanish flag, and black and red are the colors of the town of Ponce.

Part One Accessing prior knowledge

Lead a class discussion of masks by asking the questions below. You might first show the "Carnival Costume and Masks" set of images (link: [mask 1](#), [mask 2](#), [mask 3](#), [mask 4](#), [mask 5](#), [costume](#)), or you might simply begin by asking if any of the children have ever made or worn masks.

- What is included in a parade?
- Who participates? Who watches?
- What special characters have the students seen? (Clowns, float characters, etc.)
- How are the characters dressed? Do the characters have special masks as part of their costumes?
- What are some of the sounds of a parade? (Music, drumming, sirens, etc.)
- What kinds of food are eaten? (Candy, popcorn, etc.)
- Where do parades take place?
- Most importantly, *why* do people hold parades? (To mark a holiday, celebrate with family and community, etc.)

Part Two Examining the costume and masks

1. Present the “Carnival Costume and Masks” set of images ([link: mask 1, mask 2, mask 3, mask 4, mask 5, costume](#)). Ask students to describe what they see and how the masks make them feel. As a class, generate a list of descriptive words. Do these masks look familiar to the students? Do they look old? Are they scary? Can the students guess what the masks are made of? Can they guess how and when these masks might have been worn?

If you have computer access and projection capabilities in the classroom, enrich the discussion by showing the two “virtual reality” files. You can turn the masks to see them from all angles. ([link: mask 3_vr.mov, mask 4_vr.mov](#)).

2. As a class, record students’ responses in the top sections of the “Costume and Masks” graphic organizer ([link](#)). Note that the important part of this exercise is *looking*, not knowing the right answer.
3. Follow up the discussion by sharing the information on the costume and masks from the “Carnival Images and Information” document ([link](#)). Look at the image *Vejigantes on the Street* in the same document. Do the students’ opinions of the objects change? Were they able to guess the materials? Did they connect the objects to holidays or parades? You may want to rewrite the top sections of the graphic organizer to reflect the class’s updated answers.

Part Three Read aloud

1. Read aloud *Vejigante Masquerader*.
2. Look specifically at the masks and costumes in the book. Return to the “Costume and Masks” graphic organizer and compare the objects in the book to those that the students have examined. As a group, choose one mask and one costume in the book and fill in the last rows with the students’ descriptions.
3. Post-reading discussion:
 - What is a *vejigante*? (Here you can discuss the physical description of the *vejigante* as well as his central role in Carnival.)
 - Why is it important for Ramón to have his own *vejigante* mask and costume?
 - How are Ramón’s *vejigante* mask and costume connected to his family and community traditions?

Part Four Concluding or extension activity

1. Have students use the “Make Your Own Carnival Mask” guide (http://americanhistory.si.edu/ourstoryinhistory/tryathome/pdf/carnival_mask.pdf) to create their own Carnival masks.

2. Ask students to show their masks to the class and to share the reasons they made them the way they did. Are the masks connected to any family or community tradition?







For Further Reading

Bernier-Grand, Carmen T. *Shake It, Morena! And Other Folklore from Puerto Rico*. Brookfield, Conn.: Millbrook Press, 2002 (available in English and Spanish).

Delacre, Lulu. *Rafi and Rosi: Carnival!* New York: Harper Collins, 2006 (available in English and Spanish).

Fontáñez, Edwin. *The Vejigante and the Folk Festivals of Puerto Rico*. Arlington, Va.: Exit Studio, 1996.

CARNIVAL: COSTUME AND MASKS

MASK	DESCRIPTION	FEELING
		
		
		
		
		
		

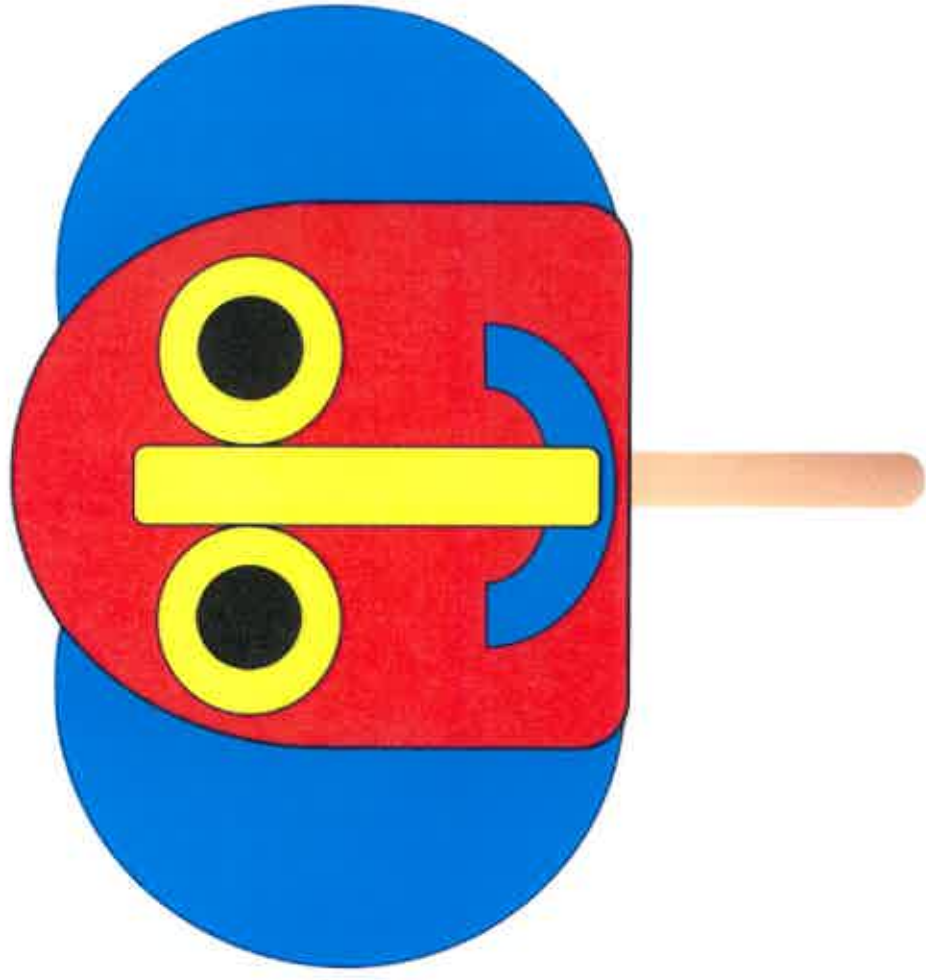
Chose one *Veji-gante* costume from the book *Vejigante Masquerader*

Chose one *Veji-gante* mask from the book, *Vejigante Masquerader*

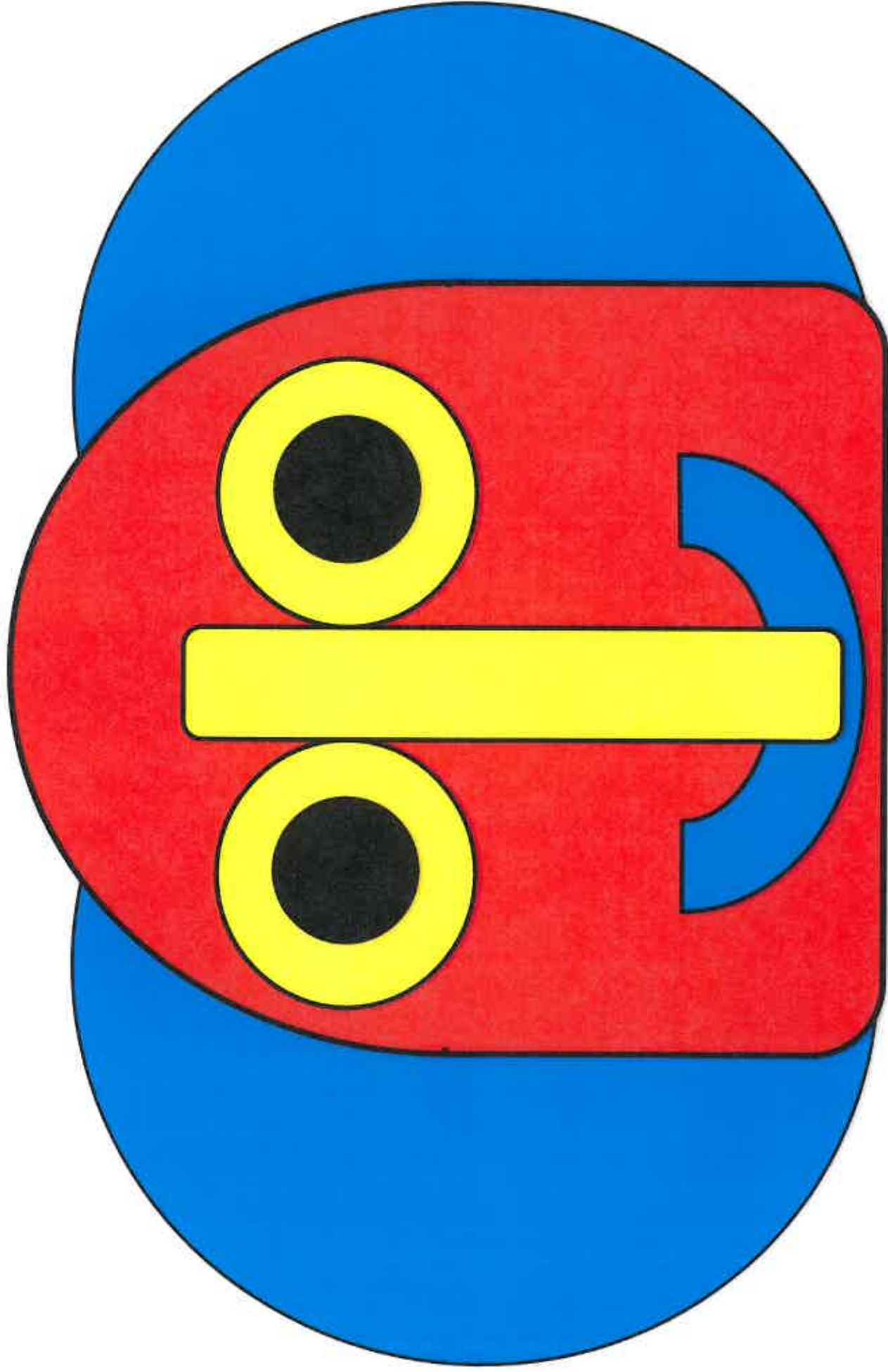
LA MARIMONDA

*Un Carnaval de Recursos
Bilingual Blog Hop*

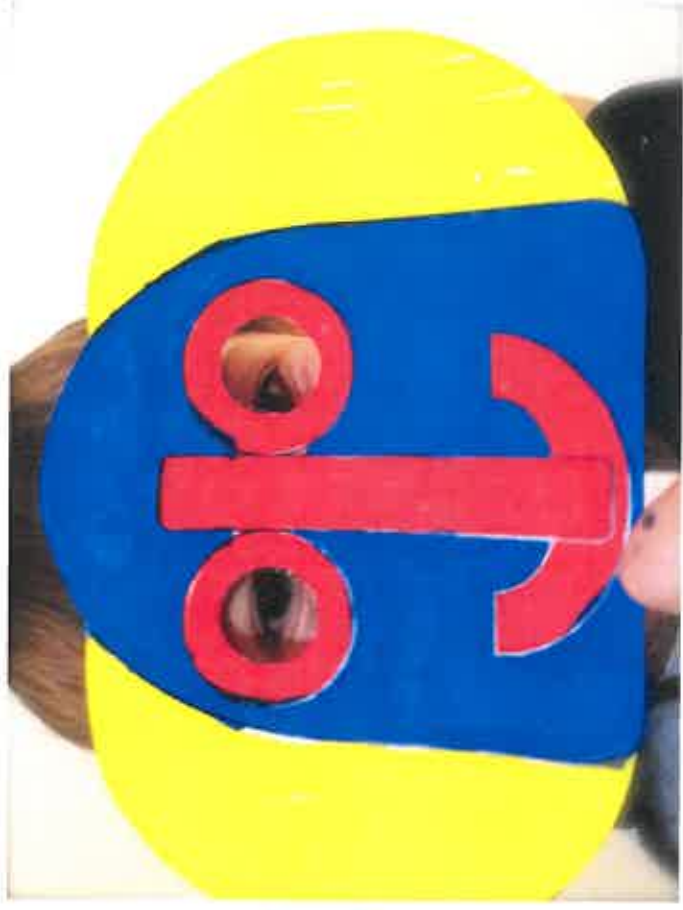
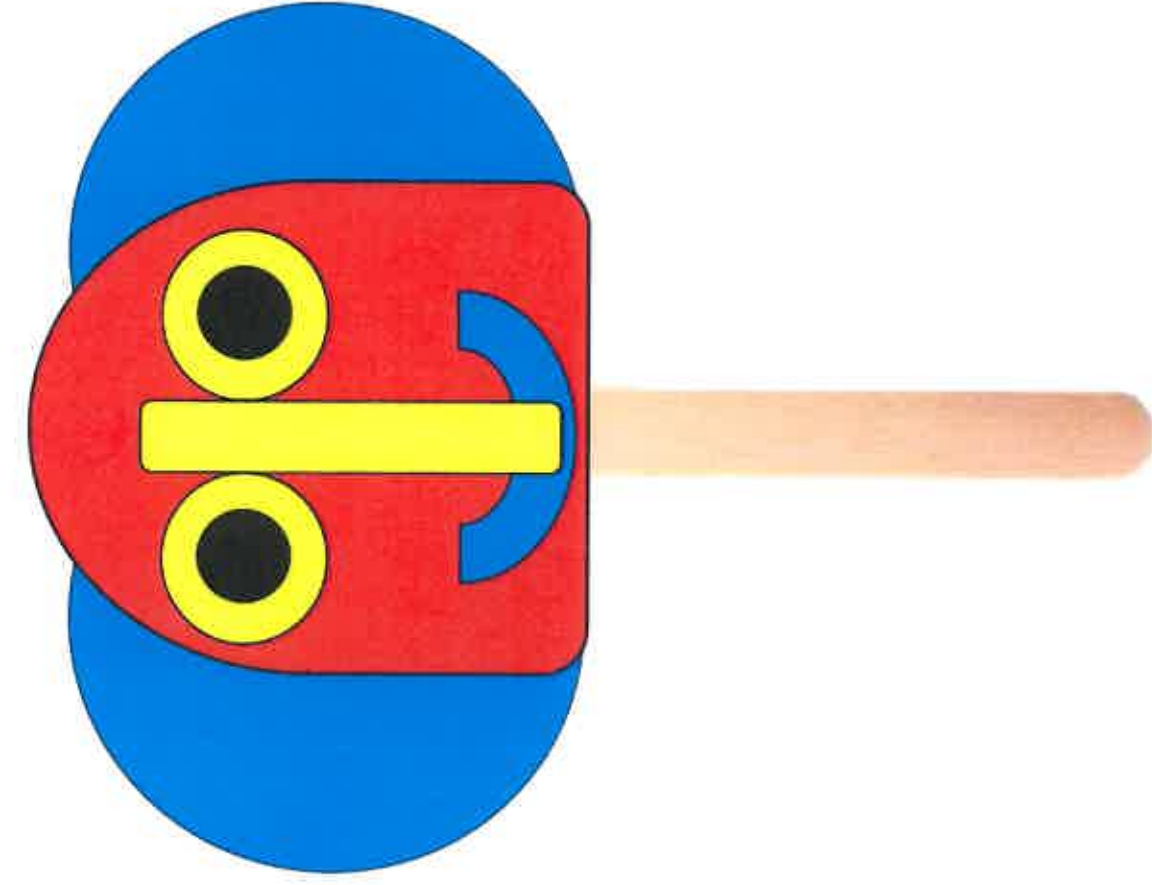
*Create your own
mask and bring
"El Carnaval de
Barranquilla"
to Spanish class!*



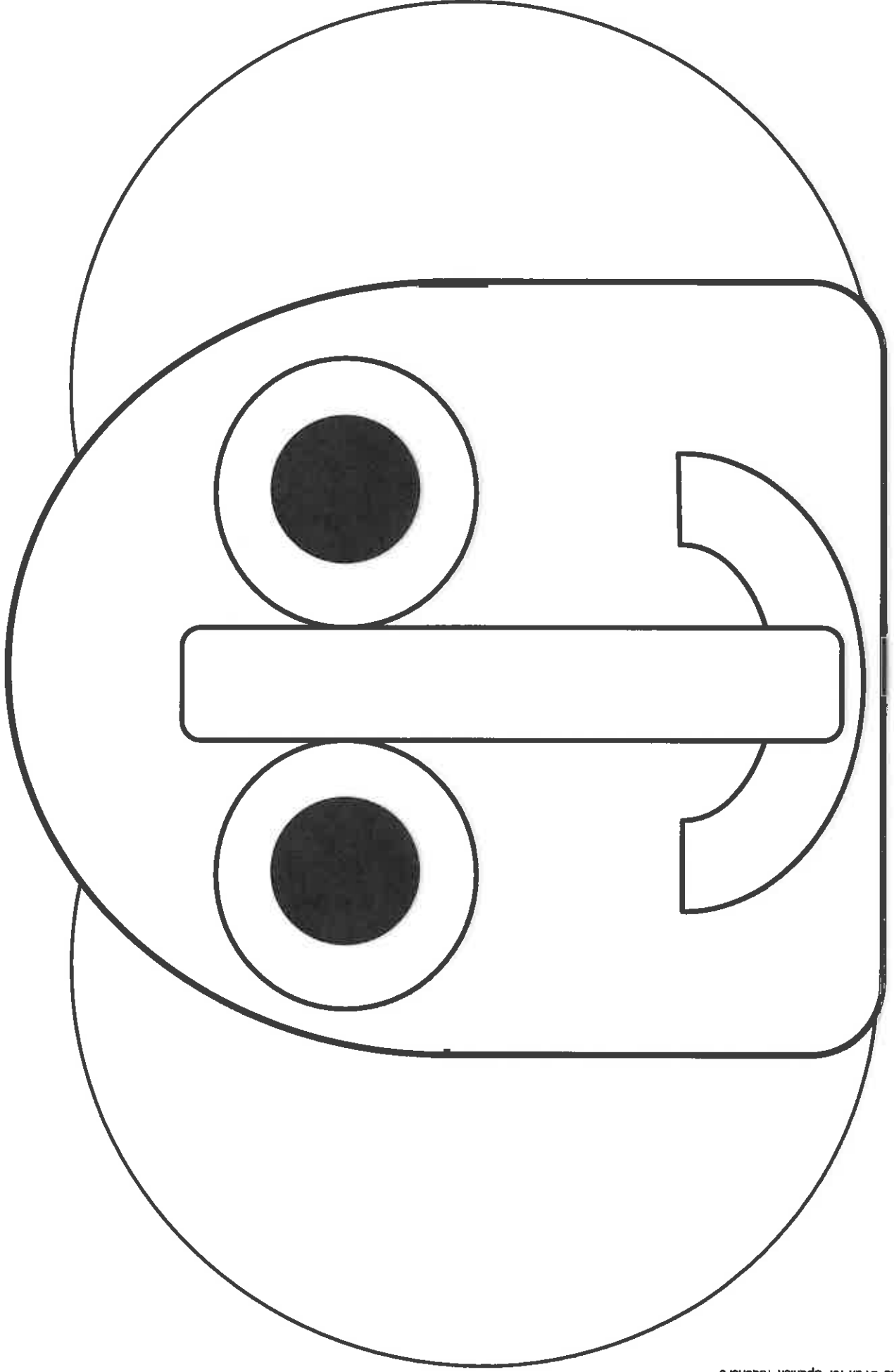
LA MARIMONDA



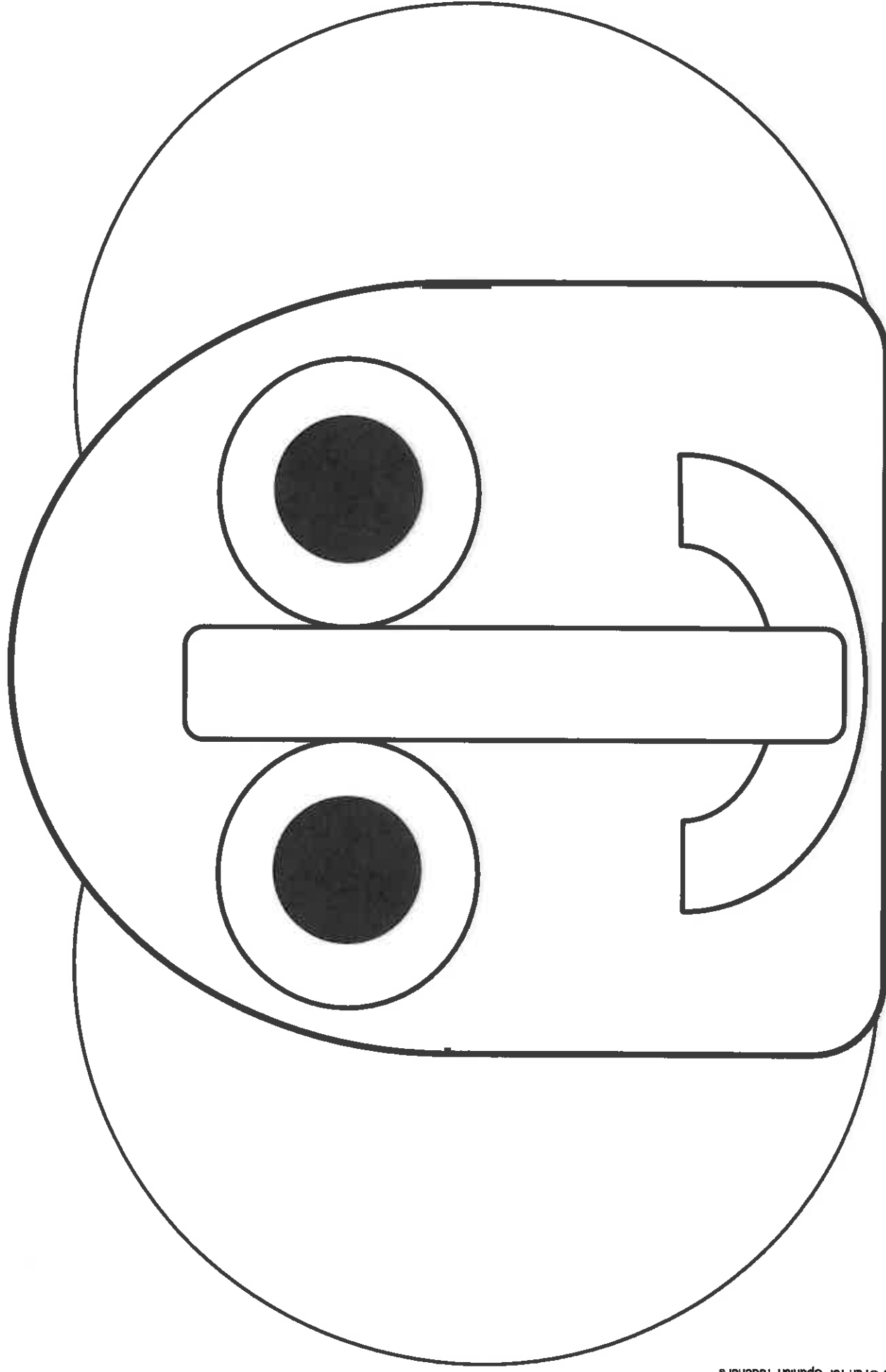
SAMPLE



Crea tu propia máscara: colorea, recorta y pega sobre un palito.



Create your own mask: color, cut out and glue on a popsicle stick.



April-May, 2017

Memphis in May: Colombia

Mochilas



Grade Level: K-2

Materials:

5" Canvas Drawstring Bags

Rulers

Pencil

Fabric Markers



About Colombia:

The Republic of Colombia is situated within South America and is a vibrant and diverse destination. Colombia boasts mountains, grasslands, deserts, beaches, and rainforests. Colombia is known for producing coffee, emeralds, and many beautiful handicrafts made by indigenous people. It is the fifth largest country in Latin America and has a long history of democracy much like the United States. Colombia is home to a wide variety of plants, animals, and birds.

About Wayuu People/Mochilas

The Wayuu people are an indigenous group who live on the north coast of Colombia. One of the most important components within Wayuu culture is making mochilas, or bags. Wayuu women are responsible for making these mochilas and mothers teach their daughters how to crochet and weave from a very early age. To the Wayuu, weaving is a symbol of intelligence, creativity, and wisdom. Each mochila is unique, and the colors, shapes, and designs are all symbolic. Some bags can take up to a month to complete! These mochilas have become very popular with both Colombian residents and tourists and creating these bags has become a major source of financial support for the Wayuu people.

About the Project:

Students will study the Wayuu people including their daily lives, environment, and culture. Specifically, they will learn about the mochilas made by the Wayuu people and what different colors and designs mean. Then, students will have a chance to make their own mochilas inspired by the Wayuu. They will first use pencils and rulers to sketch out their designs on a pre-made canvas bag. Finally, they will use fabric markers to decorate their bag with vibrant colors.

April-May, 2017



Academic Standards:

Visual Arts

- 1.1 Demonstrate developmentally appropriate use of tools and media (e.g., scissors, glue, pencils, markers, crayons, paint brushes, paint, paper). Use tools in a safe and responsible manner.
- 1.2 Paint, glue, cut, sculpt, draw, collage, and print at a developmentally appropriate level. Use appropriate vocabulary to describe a technique.
- 1.3 Demonstrate developmentally appropriate knowledge of art processes (e.g., painting, printing, mixed media.)
- 1.4 Produce artwork with developmentally appropriate levels of craftsmanship. Identify levels of craftsmanship in artwork.
- 2.3 Demonstrate developmentally appropriate knowledge of the purposes of art.
- 2.4 Demonstrate developmentally appropriate knowledge of contexts in art.
- 3.1 Choose developmentally appropriate subject matter with teacher guidance. Choose developmentally appropriate symbols with teacher guidance. Choose developmentally appropriate ideas with teacher guidance.
- 4.1 Demonstrate developmentally appropriate knowledge of art from different cultures, times, and places.
- 4.2 Demonstrate developmentally appropriate knowledge of how culture and history influence art.
- 6.2 Identify connections between visual art and other disciplines in the curriculum.

Memphis in May: Colombia

Poison Dart Frogs

Grade Level: 3-5

Materials:

Cardstock

Green Oil Pastels

Glue Sticks

Liquid Watercolors

Paintbrushes

Scissors



About Colombia:

The Republic of Colombia is situated within South America and is a vibrant and diverse destination. Colombia boasts mountains, grasslands, deserts, beaches, and rainforests. Colombia is known for producing coffee, emeralds, and many beautiful handicrafts made by indigenous people. It is the fifth largest country in Latin America and has a long history of democracy much like the United States. Colombia is home to a wide variety of plants, animals, and birds.

About Poisonous Frogs:

Colombia hosts two main rainforests, Chocó and the Amazon. Poison dart frogs are among the thousands of animals that inhabit these rainforests. The golden poison dart frog, living near the Pacific coast of Colombia, is one of the most toxic animals on Earth. A single frog contains enough poison to kill ten adults! Some indigenous people use poison dart frogs to poison the end of blowgun darts used for hunting. Widespread destruction of the rainforest has led to many poison dart frogs being on the endangered species list. Poison dart frogs can come in many bright colors such as red, orange, yellow, blue, and green. These bright colors make them beautiful to look at but the vibrant hues act as a warning to predators.

About the Project:

Students will study Colombian rainforests, focusing on poison dart frogs. Students will learn about the poison dart frog's habitat, diet, and behavior. Students will then make their own dart frog collages by using cardstock, glue sticks, and scissors to construct the body of the frog. They will use oil pastels to draw leaves and grass in the background of their project, and finally they will decorate their frogs using black liquid watercolor.



Academic Standards:

Visual Arts

1.1 Demonstrate developmentally-appropriate use of tools (e.g., drawing implements, painting implements, sculpting implements, printmaking implements, and technological sources). Demonstrate developmentally-appropriate care for tools and work space. Demonstrate safe use of tools in making art.

1.2 Demonstrate developmentally-appropriate use of media (e.g., drawing, painting, sculpting, printmaking and technology).

1.3 Demonstrate developmentally-appropriate proficiency in a variety of techniques (e.g., cutting, pasting, assemblage, mixing color, contouring, working with form, mark-making techniques, working with color theory, color schemes, painting wet into wet, book-making, printmaking, mixing applications of various techniques, and sourcing technology). Utilize correct vocabulary to describe techniques of making art.

1.4 Explore and implement various ways of sequentially developing art from a concept to teacher-selected outcomes.

2.4 Create artwork using the principles of design with specific intent.

2.5 Summarize the perceived reasons for the creation of artworks using teacher-given guidelines.

2.6 Create works of art with an intended purpose or combination of purposes.

4.1 Examine characteristics of selected cultures and the art of those cultures through teacher-guided activities. Examine characteristics of selected times and the art from those times through teacher-guided activities. Examine characteristics of selected places and the art from those places through teacher-guided activities. Compare and contrast art from selected cultures, times, and places.

4.2 Relate, through teacher-guided activities, how culture, history, and art influence each other.

6.1 Compare and discuss connections between visual arts and other arts disciplines.

6.2 Compare and discuss connections between visual arts and disciplines outside the arts.

Science

Conceptual Strand 1: All living things are made of cells that perform functions necessary for life.

Conceptual Strand 2: All life is interdependent and interacts with the environment.

Conceptual Strand 5: A rich variety of complex organisms have developed in response to a continually changing environment.