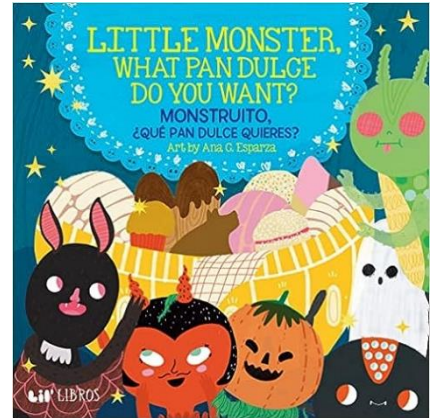


DAY OF THE DEAD LESSON PLAN: *Little Monster, What Pan Dulce Do You Want/ Monstruito, ¿qué pan dulce quieres?* by Ana C. Esparza

The Sioux City Public Museum donated a copy of this book to each elementary school library. We hope that you may share it with your class and encourage them to invite their families to the Museum's upcoming Day of the Dead events which will be shared in the virtual backpack.



The first two pages here include potential ideas for preparing students to listen to the story and suggested activities, followed by resource pages and printouts. The lesson plan also includes a *lotería* game that students can color, cut, paste, and play after hearing the story to review Day of the Dead elements from the story (pg. 9). While the book is most appropriate for **grades K-2**, the attached game could be used for any grade. If you have any questions, suggestions, or would like to share student reactions and work, please email Stacey Alex at alexs@morningside.edu

A. Pre-reading: Activate Prior Knowledge

1. Comparisons: Have you ever celebrated Halloween or Day of the Dead? Are these two holidays similar or different? Let's think of some examples. How do we celebrate Halloween? How do we celebrate Day of the Dead?

Create a Venn Diagram: *Lead students to compare of the two holidays to discuss both similarities (costumes, having favorite foods and drinks, take place at the end of October, skeleton images) and differences (Halloween involves a variety of costumes while Day of the Dead typically only includes skeletons, often facepainting, Halloween can include scary elements but Day of the Dead is not, it is more like Memorial Day to remember and honor the dead, Halloween comes from Celtic tradition (Ireland) whereas Day of the Dead comes from Spanish and indigenous Aztec (Mexican) traditions. Day of the Dead includes All Saint's Day and is sacred, and many people go to church for mass, but we don't go to church for Halloween. If no students are familiar with Day of the Dead to be able to share, see Appendix A for resources to introduce the holiday.*

2. Categorization: Halloween and Day of the Dead are quite different, but sometimes people celebrate them together because they are both popular, important, fun, and happen near the same time. In the book we are going to read today, the illustrator Ana C. Esparza shows how these two traditions sometimes mix or blend. Look at the following two items we will see in the story and talk to a shoulder partner about which is part of Halloween, and which is part of Day of the Dead: **Monster costumes, sweet bread**

You can label Monster costumes with the word "Halloween" underneath and sweet bread with "Day of the Dead" underneath or use Appendix B to match items to the categories. That's right, we typically see monster costumes at Halloween celebrations, and not Day of the Dead, and we often eat sweet bread or pan dulce at Day of the Dead celebrations, not for Halloween. This book combines these two awesome things, just like some

Mexican American families do in their homes. You'll notice that the kids are dressed up for Halloween, but they are also getting ready to celebrate the Day of the Dead and eat some delicious sweet bread.

3. **Vocabulary:** In this book, *Little Monster, What Pan Dulce Do You Want/ Monstruito, ¿qué pan dulce quieres?*, the narrator, or the voice telling the story, is trying to figure out what kind of sweet bread, or pan dulce, that the children want to eat. Does anyone here like to eat Mexican sweet bread, or pan dulce? What is your favorite kind?

Open to the final page, read the descriptions of a few kinds and ask students to tell a shoulder partner which one they would like to eat and why and/or vote on which is the best or ask volunteers to share by naming the kind of sweet bread and their reason. While sweet bread terms may not be academic vocabulary, Spanish-speaking students may feel like experts if they are familiar with this vocabulary and help teach others. It is important not to assume that all Spanish speakers are familiar with these terms or call on them to represent or explain Mexican culture.

B. During Reading

1. As you listen, look for clues in the illustrations or pictures about who the narrator is. Who is telling the story and how do we know?
2. *You can pause on page # to check predictions and have students share them with a partner. Volunteers can share with the class.*

C. After Reading

1. We found the narrator! Why do you think the author of this book chose a skeleton for the narrator? *Students can discuss in partners and/or volunteer answers.* For discussion: It might seem like the book is mostly about Halloween since we only see children in costumes, but we are given a hint that it's also about Day of the Dead with the skeleton hand that holds each kind of pan dulce and asks the children which kind they would like to eat. Skeletons and skulls are important to Day of the Dead celebrations, not to be scary, but to remind us that death is a natural part of life. It's also something that we have in common. Has anyone ever had a family member or a pet die? It can be sad, and it's also important to remember them and how important they are in our lives. Pan de muerto is a special kind of pan dulce that is prepared for the Day of the Dead and placed on altars to welcome spirits back home (more details on pg. 6).
2. Have students create **lotería game** boards and lead a few rounds of the game to review vocabulary from the story. See Appendix C on pg. 9 for instructions and printouts.
3. If time allows, have students complete the **altar activity** in Appendix C to honor someone deceased from their own life or someone famous. Students can draw objects that the person enjoyed in their own life along with objects representing the four natural elements, representing indigenous perspectives (earth: bread of the dead, marigold flowers, wind: papel picado, fire: candles, water: a glass of water for the soul to drink upon arrival to the altar).

APPENDIX A: Introducing Day of the Dead

1. 5-minute video from the Nelson-Atkins Museum explaining the altar elements:
https://www.youtube.com/watch?v=W_wqhNY52U0&t=296s

2. Explanation of altar elements: Day of the Dead takes place between October 31 and November 2nd. Families decorate their loved one's graves in cemeteries and build altars with things that deceased family members liked when they were alive to welcome their spirits back home.



Marigolds / Flor de Muertos, Cempasúchil: The flower of the dead, Cempasuchil, represents the element of earth. Its name comes from the Nahuatl language and means flower of twenty petals. It is usually bright orange but can have different colors such as yellow or red. It has a strong smell which is believed to guide the souls of the dead back to their graves or the altars in honor of them. They will celebrate with their loved ones and enjoy a feast.



Papel Picado / Cut Tissue Paper Banners: Papel Picado is tissue paper that has elaborately designed cuts. It is used to represent the wind and show that the dead are among the living. It lets loved ones know when the spirits have arrived. During the Day of the Dead, some of the common designs that can be seen on papel picado can be food, skulls, scenarios with skeletons,

beverages, and religious symbols. This Mexican folk art is used during other celebrations as well.



Salt/ Sal: While the souls make their journey from the world of the dead to the living, they need salt to protect their bodies and purify them.



Copal or Incense / Incienso: Copal is the incense that is most commonly used in altars. It is said that copal helps purify the air around the altar. It is also used to get rid of any bad or negative spirits or energy. Copal is similar to the sage that is also used to clean and purify the space or person of any negative energy.



Water / Agua: A cup of water is placed on the altar because the dead may be parched when making their travels and it allows them to quench their thirst. It also represents the element of water in the altar. **Photos / Fotos:** The portraits that are present on the altars are of the deceased.

They are placed there to show who the altar is for and for family members to be able to see their faces and feel their presence.



Candles / Velas: Candles welcome the spirits back to their altars. It is a guide for the spirits to also find their families and visit with them. The candles also represent the element of fire.



Skulls/ Calaveras: The comedic skeleton figures seen during the Day of the Dead represent that death is embraced and not feared. Some skulls are made of sugar and are edible. Those often have the names of the dead and the living on top of their heads. They are used to represent both the dead and the living.



Dog Figures / Figuritas de perros: Sometimes dog figures are included on an altar to help the spirits cross over to the underworld. They serve as guides and are believed to see the dead. Their eyes are different from ours and therefore can see beyond us.



Food / Comida: Food welcomes the spirits to enjoy a meal together with the living. It includes the deceased's favorite dishes or snacks. One traditional food is Pan de Muerto, a bread that bakeries and families make for the Day of the Dead. It is made of flour, eggs, butter, yeast, and sugar. It has the flavor of orange blossom or orange zest in honor of the deceased. Each part of the bread represents this tradition. The top of the bread represents the skull, the bones represent the shed tears, and the circular bottom represents the cycle of life and death.



Toys / Juguetes: Altars or offerings may be for children or adults. Favorite toys are often included for the spirits that died when they were children. Toys signify innocence as well as letting them have fun with them when they come and visit.

APPENDIX B: Categorization Activity



Monster Costumes

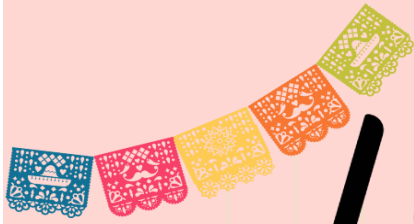


Pan dulce

APPENDIX C: Day of the Dead Lotería Game

Lotería began in Italy in the 1400s. It arrived in Mexico in the 1700s. In the beginning it was a hobby just for the rich but later become popular at Mexican fairs. Don Clemente Jacques began printing copies of the game in 1887 and the images from that version remain popular today. While the traditional pictures are well known, there are also other educational and pop culture versions of lotería, for example, to teach the parts of the body, or celebrate Star Wars. The caller (*cantor*, Spanish for "singer") shuffles the deck of cards with pictograms and announces each card to the players by its name. Some players call a verse or clue before reading the name. Some of these are commonly known while others may be personal family jokes.

1. Direct students to color only 12 of the 16 pictures and terms on pg. 11 and recycle the remaining images. They may refer to the last page of the book if interested in knowing the colors of each type of pan dulce. You may also tell students that *cepsúchil* is the indigenous term for marigolds, which are bright orange flowers (more info on pg. 3) Then, students will cut the 12 colored images out and paste them in random order to pg. 10, the lotería game board. While students work, cut out the cards from pgs. 12-16, or use the PowerPoint version.
2. Tell students that, like bingo, they will mark the images as they hear and see them. They should call out "¡Lotería!" when they can mark 4 images in a row (vertically, horizontally, or diagonally). You can call out the name of each of the cards and hold them up for students to see, giving them a moment to mark their boards when they have the corresponding image. Spanish is phonetic so if you review the vowel sounds, which are consistent, you will be able to sound them out (**a** = ah, **e** = eh, **i** = ee(k), **o** = oh, **u** = oo (la-la)). The game traditionally uses beans as markers, but you may also use other appropriately sized objects such as paper clips, pennies, etc.




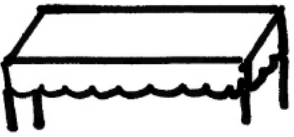


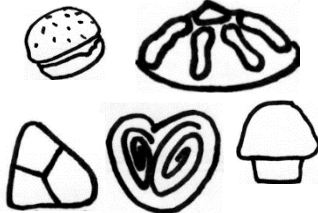




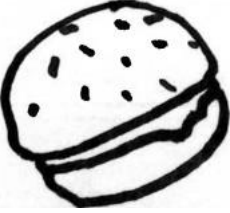







LOTERÍA



Día de los Muertos Edition
Sioux City Public Museum, 2023
Call out "lotería" when you have 4 in a row

1. Color only 16 of the 20 pictures, colorea sólo 16 de los 20 dibujos
2. Cut out those 16 squares, corta los 16 cuadrados
3. Mix up the squares, mezcla los cuadrados
4. Paste onto board in random order, pégalos en la tabla al azar

Cards for calling out lotería images

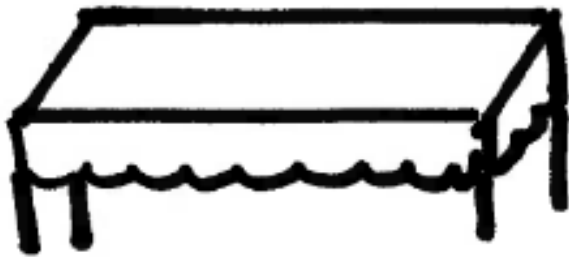
 <p>El esqueleto</p>	 <p>El altar</p>	 <p>La mesa</p>	 <p>La foto</p>
 <p>El cempasúchil</p>	 <p>El pan dulce</p>	 <p>La canasta</p>	 <p>La calavera</p>
 <p>El papel picado</p>	 <p>El pan de muerto</p>	 <p>La oreja</p>	 <p>El beso</p>
 <p>La vela</p>	 <p>La mantecada</p>	 <p>El chochito</p>	 <p>La concha</p>
 <p>El agua</p>	 <p>La leche</p>	 <p>El polvorón tricolor</p>	 <p>El puerquécito</p>



El esqueleto



El altar



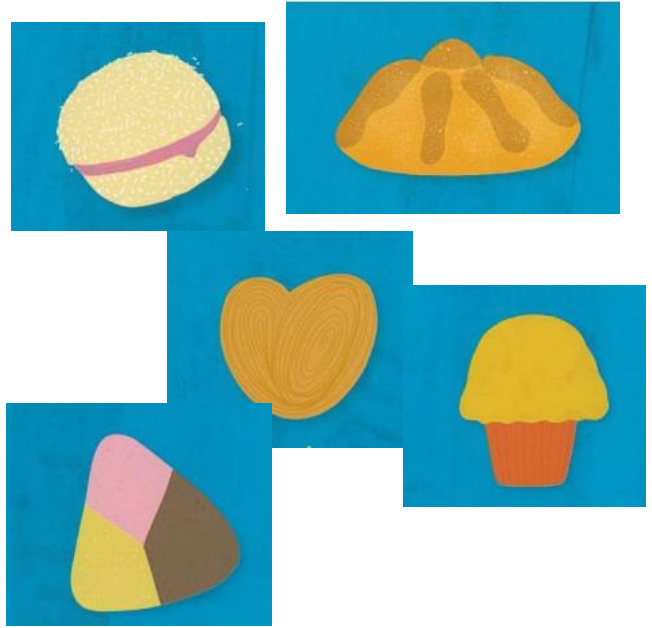
La mesa



La foto



**El
cempasúchil**



El pan dulce



La canasta



La calavera



**El papel
picado**



**El pan de
muerto**



La oreja



El beso



La vela



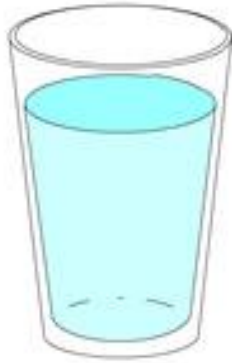
**La
mantecada**



El chochito



La concha



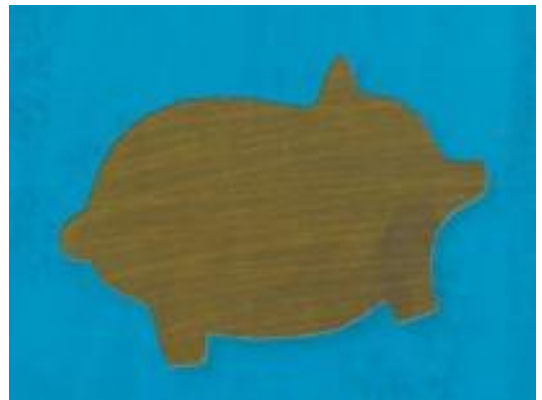
El agua



La leche



**El polvorón
tricolor**



**El
puerquecito**