

LEVEL: MIDDLE GRADES

Source: Gibbs, Virginia G. *Latin America: Curriculum Materials for the Middle Grades*. Center for Latin America, University of Wisconsin-Milwaukee. 1985/1989.

S-13
B/I/C

CATEGORY: WRAP-UP

CONCEPTS: ALL

ACTIVITY: PREPARING A LATIN AMERICAN DAY. Throughout this collection there are many activities that can be used to plan out a complete Latin American day for your class, grade level, or whole school. Here we only wish to suggest ways to combine these activities for enjoyment and a lasting impression.

OBJECTIVES: To end the Latin American unit with a series of enjoyable and memorable activities.

PROCEDURE: Here are a list of activities which provide active time, playtime, quiet time and special enrichment:

1. Invite guests from Latin America to talk about their countries, answer questions, and participate in the festivities.
2. Have a parade of nations or a samba parade.
3. Put on a minidrama for other classes.
4. Have a story-telling session.
5. Put on a music show with song and dance.
6. Display murals or art work in the gym or halls.
7. Give a banquet.
8. Play some games or sports from this collection.
9. Set aside an hour for an art project.
10. Show slides, film strips or videotapes borrowed from a Latin American Center or similar organization.
11. Hold a mini-OAS session.
12. Have students dress to portray a favorite country or an historical character.
13. Set aside an hour for students to tell what they think is the most important thing they have learned about Latin America.
14. Ask a Spanish teacher or a Portuguese teacher to teach the students a few common phrases to be used during the day: Hola, adiós, gracias.

15. Award prizes for an essay contest (announced and judged in advance) on a topic such as "Why I like to learn about other countries," or "Peace as a goal for the Americas." Poetry and art work can also be included. This is typical of the "juegos florales" (festivals) of many schools in Latin America.
16. Ask students to adopt a name and "persona" of their own choosing to impersonate throughout the day ie. Felix, a Bolivian miner; Ana, a textile worker in Chile; Fernando, a Brazilian senator. Have them prepare name tags with their new "identity."



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