

# SUGAR SKULL!

A DÍA DE MUERTOS  
MUSICAL ADVENTURE!



School Matinee Performances





## TEACHER RESOURCE GUIDE

# Sugar Skull! A Día De Muertos Musical Adventure!

### TABLE OF CONTENTS

About Playhouse Square	3
Coming to the Theater	4
About the Show	6
Key Terms & Events	9
Pre-Show Activities	10
Post-Show Activities	21
Resources	25
Curriculum Standards Index	26
English/Language Arts	26
Fine Arts	29
Physical Education	33
Social & Emotional Learning	33
Social Studies	34
World Languages and Cultures	35

## EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2024), Physical Education (2015), Social & Emotional Learning (2019), Social Studies (2018) and World Languages and Cultures (2020).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted Jeanine Tesch in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.



# ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.





# COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE, 5.1RE, 6.1RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.



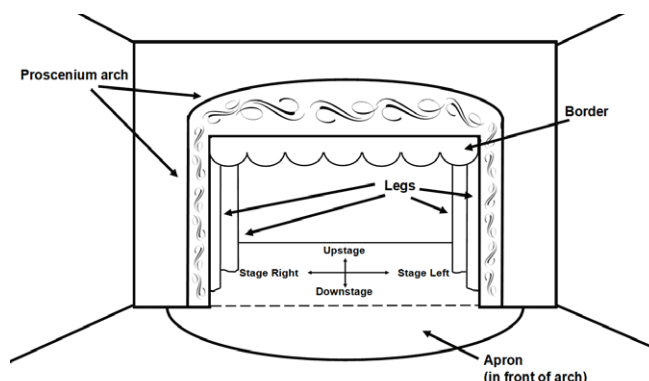


## Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theaters, including thrust stages, amphitheaters, black boxes and proscenium theaters. The Mimi Ohio Theatre is an example of a proscenium theater, or a theater that features a proscenium, or “picture frame” arch. The diagram below shows an example of this and other elements that are visible during a theater performance. Review the glossary below prior to the show and ask students how many terms they can recognize and point out during their visit. These terms may reappear in other pre- and post-show activities provided in this guide.

An exact paper model of the Mimi Ohio Theatre is linked on our Resources page and can be printed out. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



## Glossary

**Apron** – the section of the stage floor which projects towards or into the auditorium (in proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit)

**Blackout** – an absence of stage lighting, often cued to distinguish the start or end of a show or scene.

**Borders and Legs** – curtains or panels framing the stage (legs are flown vertically to hide the wings or offstage areas and borders are flown across the top of the stage)

**Cast** – a group of actors in a play

**Character** – a person in a novel, play or movie portrayed by an actor

**Choreography** – rehearsed movement or dance

**Chorus** – a group of singers and dancers in a play or musical

**Costumes** – the clothing worn by the actors onstage

**Cyclorama** – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

**Main Rag, or Main Curtain** – Large, heavy curtain (often red) that separates the stage from the audience

**Playwright** – someone whose job is to write plays, creating the story, characters, dialogue and stage directions

**Props** – objects used by characters on stage, usually small enough to be carried easily

**Proscenium** – an arch framing the opening between the stage and the auditorium in some theaters

**Scene** – a division of an act or play (usually scenes change when characters or set pieces change to indicate a new place or time)

**Set** – the environment of the play; scenery and furniture used on the stage

**Stage directions** – movements or placements of actors on stage:

- **Onstage** means standing where an audience is able to see you. **Offstage** usually means outside of view but still on the actual stage.
- If you are standing in the center of the stage, you are **center stage**. If you are standing center stage, you are facing **downstage** and the area behind you is **upstage**.
- If you are standing center stage, facing the audience, **stage right** is to your right and **stage left** is to your left.



# ABOUT THE SHOW

Vita thinks her family has gone loco planning a celebration for deceased loved ones. Why throw a party for the dead? But when a spirited candy skeleton suddenly springs to life, Vita finds herself on a magical, musical journey to unravel the true meaning of Día de Muertos.

Alongside Sugar Skull, a charismatic skeleton with a secret or two, Vita dances with ancient ancestors, sings

with a sorrowful sorceress and even meets the famous Catrina Calavera. But can this clever youth gather the missing pieces needed for her family ofrenda before it's too late?

This bilingual/bicultural musical for young audiences uses traditional regional music and dance from Mexico to tell the story of twelve-year-old Vita Flores.



## About Rhythm of the Arts

Founded in 2005, Rhythm of the Arts connects schools and communities with vibrant, culturally rich performances. Under Leah Keith's leadership, the agency has curated a select roster of artists who foster learning through storytelling, music and cross-cultural experiences. The company helps presenters deliver

powerful live performances that engage, educate and inspire audiences.



Rhythm of the Arts



# MUSIC IN MOTION

**Fine Arts:** Dance: 2.2CO, 3.2CO, 4.2CO, 5.2CO, 6.2CO; Music: 2.1RE, 2.5RE, 3.1RE, 3.5RE, 4.1RE, 4.3RE, 5.1RE, 5.2RE, 6.1RE, 6.2RE

Mexican folk dance, or baile folklórico, is a traditional style of dancing that tells the stories of Mexico's people, culture and history. These dances are performed during holidays, festivals and celebrations such as **Día de Muertos (November 1-2)**, **Cinco de Mayo (May 5)** and **Independence Day (September 16)**.

## Music & Instruments

The music used in folklórico combines Indigenous, Spanish and African influences. Traditional instruments include:

Guitar



Drums



Violin



Marimba (wooden xylophone)



Trumpet



Vihuela

(small, guitar-like mariachi instrument)



## Costumes & Clothing

Costumes are vibrant and vary by region, reflecting local traditions:

### Jalisco, Mexico

Women wear big, colorful skirts with ribbons and flowers in their hair. Men wear charro suits with wide sombreros.



### Veracruz, Mexico

Women wear white lace dresses and red sashes. Men wear white outfits with red bandanas and straw hats.



### Oaxaca, Mexico

Costumes include hand-embroidered blouses, ribbons and colorful sashes. Dancers may carry baskets or flowers.





## Music in Motion (continued)

### Dance Elements

Folklórico includes diverse steps and styles. Common elements include:

#### Zapateado

Loud, rhythmic foot stomping that matches the music.



#### Skirt work

Women swirl their skirts as part of the dance.



#### Partner work

Dancers often perform in pairs, telling stories through their movements.



#### Props

Dancers may use fans, scarves, or hats.



### Regional Dances

Each region of Mexico has signature dances that reflect local traditions, music and storytelling styles:

#### Jarabe Tapatío (Mexican Hat Dance)

A joyful dance from Jalisco and a national symbol of Mexico.



#### La Bamba (Veracruz)

A fast and fun dance where dancers tie a ribbon bow with their feet.



#### Danza de los Viejitos (Michoacán)

A funny and respectful dance honoring older people, performed with masks.



#### El Son de la Negra

A dramatic and exciting dance often performed with mariachi music.



### IMPORTANCE

Mexican folk music and dancing preserves traditions, celebrates community and connects generations of families. Taught in schools and community programs, folklórico keeps history alive through joyful movement and shared heritage. (See examples noted in Resources on pg 24.)



# KEY TERMS & EVENTS

**altar** – special table where people place pictures, candles, flowers and food to remember loved ones

**ancestors** – family members from long ago

**celebrate** – to do something fun or special to show joy or remember something important

**dance** – to move your body to music to show joy, energy or feelings

**family** – the people who love and care for you

**flower** – a pretty, colorful part of a plant

**happy** – feeling good

**indigenous** – the first people to live in a place, with their own culture, stories and language

**jubilee** – a big, joyful celebration or party for something very special

**music** – sounds made by singing or playing instruments

**remember** – to think about someone or something from before

**spirit** – the soul of a person after they are gone

**stories** – tales people tell to share memories, lessons or fun adventures

**traditions** – things families or communities do to celebrate their culture

**transform** – change into something new or different

**trespassing** – going into a place where you are not allowed to go

## Spanish Words and Phrases from the Show

**abuelita** – grandma

**alfeñique** – sugar paste used to make sugar skulls

**calavera** – skull

**cempazúchitl** – marigold

**Día de Muertos** – Day of the Dead, a holiday to remember and honor loved ones who have passed away

**el coco** – boogeyman

**la bruja** – witch

**la muerte** – death

**ofrenda** – offering, like an altar

**pan de muerto** – bread of the dead



## ■ PRE-SHOW ACTIVITIES

# Classroom Connections Video Workshop (Grades: 2-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**Fine Arts:** Visual Arts: 2.2CO, 3.1CO, 4.3RE, 5.1CO, 6.4RE

**Physical Education:** 1A.2.4, 2A.2.1, 3A.2.1, 3B.3.1, 1A.3.4, 3B.3.4, 3B.4.4, 3B.6.4

**Social & Emotional Learning:** B1.3.a, C3.2.a, B1.3.b, C3.2.b, C4.2.b, C3.2.c, C4.2.c

**Social Studies:** GEO.5.10

**World Languages and Cultures:** INT-C.NL.1, INT-C.NL.3, INT-C.NM.1



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly and AJ as they lead a physical warm-up, discuss Día de Muertos (Day of the Dead) with a special guest artist and share insights about Ofrendas (altars)!

**Guest star:** Héctor Castellanos Lara, Artistic Director, Día de Muertos Ohio & Lead Artist, Parade the Circle

Parade the Circle is a vibrant annual event hosted by the Cleveland Museum of Art at Wade Oval, featuring an imaginative display of puppets, costumes, floats, masks and more that is free for the community.

**Run time:** 20:28

Día de Muertos is a Mexican tradition honoring loved ones who have passed, also celebrated in Guatemala, Ecuador, El Salvador, the Philippines and Haiti. One of the largest U.S. celebrations takes place in San Antonio, Texas. In Cleveland, local celebrations include Gordon Square's annual Día de Muertos event. Similar but distinct festivals around the world include:

**Hungry Ghosts Festival (China & Southeast Asia):** Held on the 15th day of the 7th lunar month since 1786, this festival features opera and puppet shows with empty seats reserved for spirits, honoring ancestors, especially those without family.

**Obon (Japan):** Dating back to 592–628, Obon also falls on the 15th day of the 7th lunar month. Lanterns guide spirits home and back, while families perform joyful dances, visit graves and offer food at home altars.

**Samhain (Ireland & Scotland):** Originating around 1200 BCE, Samhain marks summer's end with costumes, bonfires, and offerings for spirits. It evolved into Halloween and is celebrated globally, including in the Philippines, Brazil and the U.S.



# Fill in the Blank (Grades: 2-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:  
**English/Language Arts:** L.2.4, L.2.6, L.3.4, L.3.6, L.4.4, L.4.6

Name: \_\_\_\_\_

**Directions:** After reviewing the Key Terms on pg. 9, fill in the blanks below to reveal a story.

## Word Bank

flower traditions remember altar spirit stories  
music happy ancestors dance celebrate family

Every year, my (1.) \_\_\_\_\_ and I get ready to  
(2.) \_\_\_\_\_ Día de Muertos. It's one of our favorite  
(3.) \_\_\_\_\_ because we get to (4.) \_\_\_\_\_ the people  
we love who have passed away. We build an (5.) \_\_\_\_\_  
in our home. On it, we place pictures of our (6.) \_\_\_\_\_  
from long ago, candles, food and a pretty (7.) \_\_\_\_\_ for  
each person we miss. My grandma shares old (8.) \_\_\_\_\_  
about her childhood and the lessons she learned. We play  
traditional (9.) \_\_\_\_\_ throughout the house. It makes me  
feel so (10.) \_\_\_\_\_ that I just need to move and  
(11.) \_\_\_\_\_! The house is full of laughter and joy.  
Some say the (12.) \_\_\_\_\_ of our loved ones visit during  
this time and I believe that's true!

# Vocabulary Scoot (Grades: 3-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**English/Language Arts:** L.3.4, L.3.6, SL.3.1, SL.3.3, L.4.4, SL.4.1, SL.4.5, L.4.6, L.5.4, SL.5.1, L.6.4, L.6.6, SL.6.1, SL.6.3, SL.6.5

**Fine Arts:** Drama: 2.1PE, 2.2PE, 3.1PE, 3.2PE, 4.1PE, 4.3PE, 5.1CR, 5.2CR, 6.1PE, 6.2PE

In this activity, students will use clues to guess the Key Terms (see pg. 9) related to the show. Set up stations around the classroom by posting one clue at each spot. The list of clue prompts can be found on the next page.

Next, students will rotate, or “scoot,” from station to station, spending a few minutes at each one to read the clue and write down their best guess on the provided worksheet (on pg. 14). They should continue rotating until they have visited all the stations.

As an extension of this activity, play a charade-style game to review the words. Students should take turns choosing a clue, acting out the definition without speaking, while their classmates try to guess the vocabulary word. After each round, reveal the correct answer.





## Vocabulary Scoot - Clue Set #1

*I'm a special table filled  
with candles, photos and  
flowers used to honor and  
remember loved ones.*

*You move your body to  
music when you do this,  
sometimes in a group,  
sometimes alone.*

*I'm the family who came  
long before you:  
great-grandparents,  
great-greats and beyond.*

*You live with me, grow  
with me and love me. I  
might be big or small and  
I'm always close to your  
heart.*

*You do this when you're  
feeling joyful...  
maybe with cake,  
music or fireworks!*

*I grow in gardens, come in  
many colors and you might  
place me on an altar or give  
me as a gift.*

*You feel this way when  
something good happens.  
It shows in your smile  
and in your heart.*

*People tell me to share  
memories. Your grandparents  
might share me  
about their childhood.*

## Vocabulary Scoot - Clue Set #2

*You hear me at parties, in  
your car or while dancing.  
My rhythm gets  
your toes tapping.*

*These are special things  
your family or culture does  
again and again, often  
during holidays.*

*You think about someone or  
something from the past  
when you do this.  
It keeps memories alive.*

*I used to be one thing, but  
I changed completely into  
something new – like a  
caterpillar to a butterfly!*

*I can't be seen, but I  
can sometimes be felt. I  
represent someone's energy  
or their memory.*

*You do this when you go  
somewhere you're not  
allowed or do not have  
permission.*





## Vocabulary Scoot - Guessing Worksheet

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.

# Don't Forget Your Why (Grades: 2-6)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**English/Language Arts:** W.2.5, W.2.6, W.3.5, W.3.6, W.4.5, W.4.6, W.5.5, W.5.6, W.6.5, W.6.6

**World Languages and Cultures:** INT-C.NL.2, INT-C.NL.3

Before attending *Sugar Skull: A Día de Muertos Musical Adventure!*, introduce students to the significance of Día de Muertos (Day of the Dead). This Mexican holiday honors loved ones who have passed away through joyful celebrations filled with music, dancing and storytelling. Families create colorful altars (ofrendas) with photos, candles, marigolds and favorite foods to remember those they miss. Sugar skulls (calaveras) and bright marigolds are important symbols of this tradition. Show images or short video clips of Día de Muertos celebrations (see examples in Resources on pg. 25).

Read this poem aloud to the students:

## "Don't Forget Your Why"

We light the flames, we share the bread,  
We speak aloud the names of the dead.  
With marigolds and songs we weave,  
The love that never truly leaves.

The altar glows with care and grace,  
Each photo holds a time, a face.  
We dance, we cook, we laugh, we cry –  
But always know the reason why.

It's not just candles in the night,  
But stories passed from dark to light.  
We honor souls, we carry flame,  
We keep their hearts within our name.

So when the drums begin to play,  
And beautiful flower sways—  
Remember this beneath the sky:  
Don't forget your sacred why.

*Written by Jeanine Tesch*



After reading the poem, guide students in a discussion about the key symbols of Día de Muertos. Ask:

- Why do you think people use flowers, candles and photos when they remember someone?
- Do you have any special things you do with your family to think about someone who isn't here? Is there a certain day or holiday that you celebrate them?
- Can you think of someone who is important to you that you want to thank or remember?
- What did you see in your mind or feel in your heart when you listened to the poem?
- Did the poem make you feel happy, sad or something else when you think about people you love?
- What do you think it means to remember why we do something special for someone we love?

Then, have students write a heartfelt letter to someone meaningful such as a family member, a friend or someone in the school community. The letter should include a message of gratitude or remembrance, a positive memory shared with that person and a focus on appreciation or connection.

A letter writing template can be found on the next page. This activity promotes personal reflection, strengthens writing skills and fosters empathy and cultural appreciation.



Be sure to review the 5 parts of a letter with the students!





DATE \_\_\_\_\_

GREETING \_\_\_\_\_

BODY

CLOSING \_\_\_\_\_

SIGNATURE \_\_\_\_\_

# Sugar Skulls (Grades: 2-6)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**English/Language Arts:** SL.2.1, SL.2.3, SL.3.1, SL.3.3, SL.4.1, SL.4.3, SL.5.1, SL.5.3, SL.6.1, SL.6.3

**Fine Arts:** Visual Arts: 2.1CO, 2.3CO, 3.1CO, 3.3CO, 4.2CO, 4.3CO, 5.1CO, 5.3CO, 6.1CO, 6.3CO

**World Languages and Culture:** INP-C.NL.1, INT-C.NL.2



Using student-appropriate search tools such as kiddle.co, instruct students to research images of sugar skulls. Introduce students to this tradition using other visuals or short videos. Lead a reflective discussion using these prompts:

- What colors and shapes do you see on the sugar skulls?
- Why do you think sugar skulls are made to look cheerful and colorful?
- Can you think of something your family does to remember someone special?
- How can art help people express emotions? How does art celebrate someone's legacy?

Next, students will create a personalized sugar skull design that reflects someone they want to honor or remember.

## Materials Needed:

- Printed sugar skull templates (see pg. 19-20)
- Coloring materials like markers, crayons or colored pencils
- Other decorations like tissue paper, glue, glitter, etc.

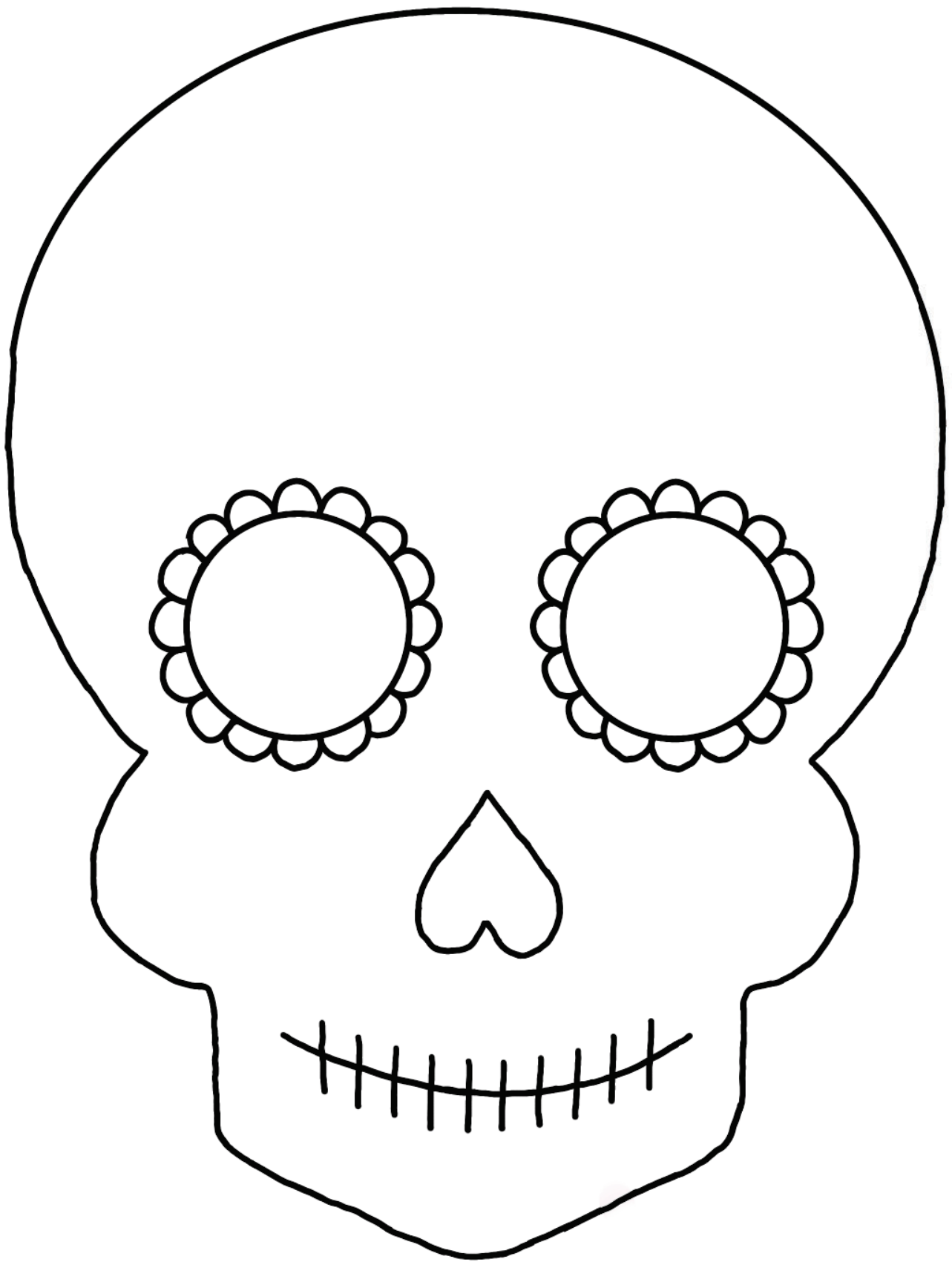
## Instructions:

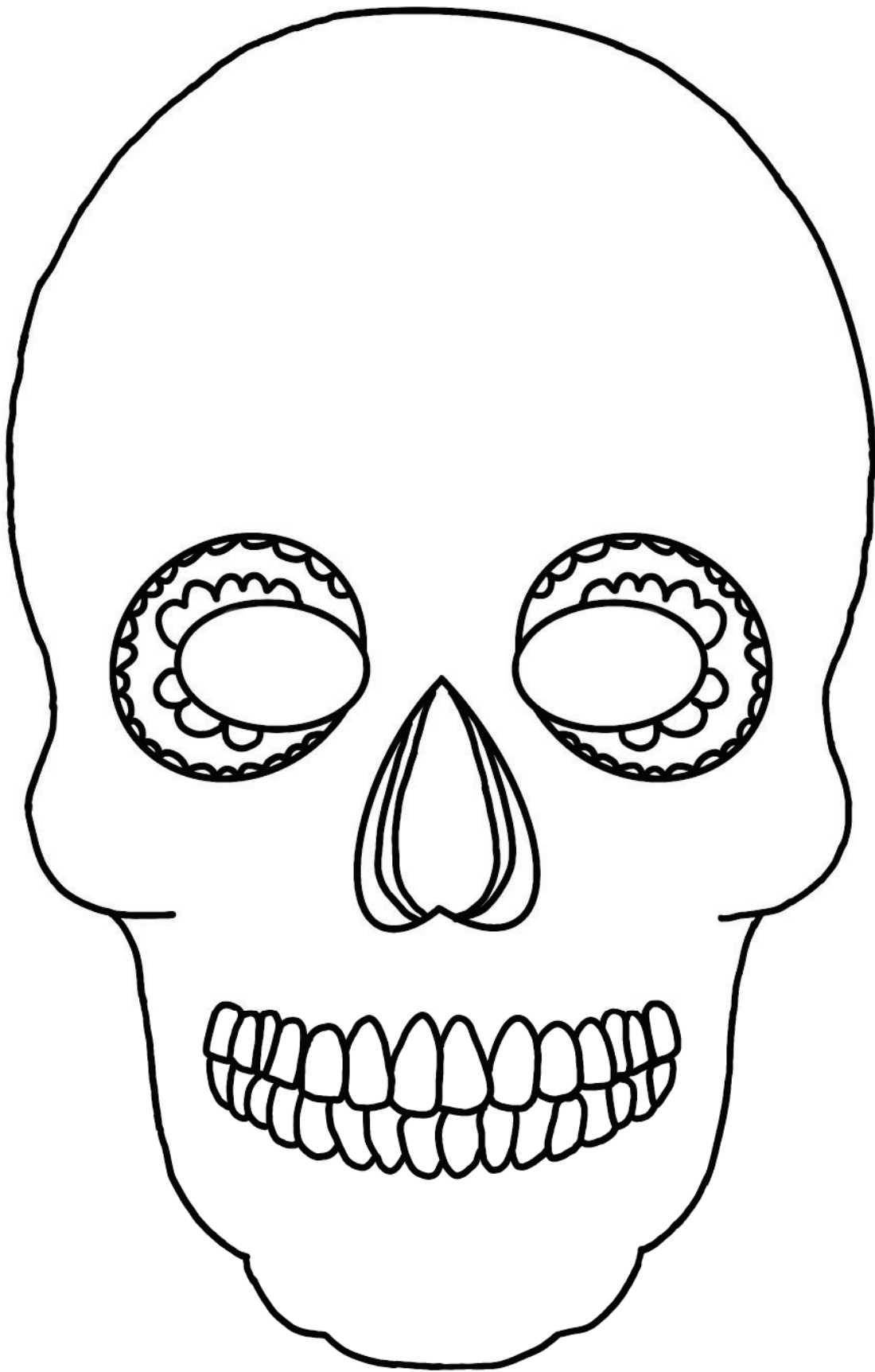
1. Have each student select a sugar skull outline as a template.
2. Students should decorate their skulls using bright colors, flowers, hearts and other symbols that reflect the personality or memory of the person they chose.
3. On the back of the skull or on a separate sheet, students should write a few sentences about who they are honoring and why they chose their decorations.
4. Invite students to share their sugar skulls in small groups or with the class. Encourage them to explain the meaning behind their designs. Reinforce the idea that Día de Muertos is a celebration of life, love and memory.

Ask students to think of someone they want to remember like a family member, a pet or someone they admire. What colors, patterns or symbols remind them of that person?









## ■ POST-SHOW ACTIVITIES

# Classroom Connections Video Workshop (Grades: 2-6)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**English/Language Arts:** SL.2.1, SL.3.1, SL.4.1, SL.5.1, SL.6.1

**Fine Arts:** Visual Arts: 2.1CR, 2.2CO, 3.1CO, 4.3RE, 5.1CO, 5.3CR, 5.3PE, 6.4RE

**Social & Emotional Learning:** B1.3.a, C3.2.a, B1.3.b, C3.2.b, C4.2.b, C3.2.c, C4.2.c

**World Languages and Cultures:** INT-C.NL.1, INT-C.NL.3, INT-C.NM.1



Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. In this video, artist Héctor Castellanos Lara shares how to create a Calavera (skull) craft and prepare an Ofrenda (altar) for Día de Muertos.

**Guest star:** Héctor Castellanos Lara, Artistic Director, Día de Muertos Ohio & Lead Artist, Parade the Circle

**Run time:** 13:22

A full lesson on making a classroom ofrenda can be found on pg. 22.

### Tips for Calavera Mask Craft

- Find the printable template linked in Resources on pg. 25.
- Print on cardstock for sturdiness.
- Before folding:
  - Color and decorate.
  - Cut out eyes and nose (fold slightly or use an X-Acto knife with adult help).
- While Assembling:
  - Follow arrows to cut and fold.
  - Fold black triangles backward to hide.
  - Reinforce holes with tape.
  - Help students tie elastic for best fit.



# Classroom Ofrenda (Grades: 2-6)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**English/Language Arts:** SL.2.4, SL.2.6, SL.3.4, SL.3.6, SL.4.4, SL.4.6, SL.5.4, SL.5.6, SL.6.4, SL.6.6

**Social & Emotional Learning:** C3.1.a, C3.2.a, C3.3.a, C3.1.b, C3.2.b, C3.3.b, C3.1.c, C3.2.c, C3.3.c

**World Languages and Cultures:** INP-C.NL.3, INT-C.NL.2, INT-C.NL.3

Throughout the performance, students were introduced to the concept of an ofrenda, a traditional altar created during Día de Muertos (Day of the Dead) to honor and remember loved ones who have passed away. Students will now collaboratively create a classroom ofrenda using symbolic decorations and personal artwork to honor someone or something meaningful to them.

Begin by reviewing what an ofrenda is and its purpose in Día de Muertos traditions. A video of a traditional ofrenda being built is noted in Resources on pg 24. Emphasize that it is a joyful and respectful way to remember loved ones. Designate a table, shelf or bulletin board as the class ofrenda. Decorate it with papel picado (decorative paper), marigolds and candles to set the tone. Invite students to contribute in one of the following ways:

- Bring in a photo or small item from home (with family permission)
- Create a drawing or write a short note about someone or something they want to remember (a family member, pet or someone they admire)

Allow time for students to share their contributions with the class or in small groups. Encourage them to explain who or what they are honoring and why it is meaningful to them. Help them get started with prompts like:

- “I chose to honor \_\_\_ because...”
- “This item represents \_\_\_ to me.”
- “A memory I cherish is...”

Be sensitive to the varying experiences and emotions that may arise. Participation should be optional and inclusive. Offer alternative prompts for students who may not want to focus on loss, such as “Someone who inspires me is \_\_\_” or “\_\_\_ is a pet I love.” This activity is a great way to foster a more connected classroom community.

Keep the classroom ofrenda on display for a few days. For a short period of time each day, play soft mariachi music or acoustic Mexican folk songs to create a respectful atmosphere. Consider dimming the lights or reading a related story (see Resources) to encourage reflection during this time.



# Cultural Explorations (Grades: 2-6)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**Social & Emotional Learning:** C3.1.a, C3.2.a, C3.3.a, C3.1.b, C3.2.b, C3.3.b, C3.1.c, C3.2.c, C3.3.c

**Social Studies:** 2.GEO.9, 2.HIS.2, 3.GEO.8, 3.HIS.2, 4.GEO.13, 4.HIS.2, 5.GOV.11, 5.HIS.2, 6.GOV.9, 6.HIS.2

**World Languages and Cultures:** INP-C.NL.1, INP-C.NL.2, INP-C.NL.3, INT-C.NL.1, INT-C.NL.2, INT-C.NL.3

Students will explore how different cultures honor loved ones, compare these traditions to Día de Muertos and think about why it is important to remember those who have passed away.

Divide the class into small groups. Assign each group one tradition from the list below. Provide each group with a short reading or description of their assigned tradition. Each group will read the description and complete a Venn diagram (worksheet provided on the next page). The comparison should focus on symbols, customs, emotions and purpose.

Remind students that a Venn diagram shows similarities and differences. One circle represents Día de Muertos, and the other represents the assigned tradition. Demonstrate that the overlapping section shows what both traditions share.

After completing the diagrams, each group will present what they learned to the class. Students should take turns reading from the worksheet and explaining their comparisons.

Facilitate a brief discussion using the following guiding questions:

- What do these traditions have in common?
- Why do so many cultures have ways to honor loved ones?
- What is one way people show love and respect for their ancestors?

Emphasize that although traditions may differ in appearance, the desire to remember and honor loved ones is a shared value across cultures worldwide.

## LIST OF TRADITIONS TO ASSIGN

**Obon (Japan)** – Families light lanterns and dance to remember their ancestors. They clean graves and leave food for the spirits who are believed to visit during this time.

**Chuseok (Korea)** – A fall holiday where families come together to thank their ancestors. They share food, visit graves and remember loved ones.

**Memorial Day (United States)** – A special day to remember soldiers who died while serving the country. People visit cemeteries, have parades and spend time with family.

**Qingming Festival / Tomb-Sweeping Day (China)** – Families visit the graves of their ancestors. They clean the graves, bring food and burn paper gifts to show respect.

**Pchum Ben (Cambodia)** – A 15-day festival where people bring food to temples for the spirits of their ancestors. Families gather and take part in special ceremonies.

**All Saints' Day / All Souls' Day (Christian traditions, especially in Spain, Portugal and parts of Europe and Latin America)** – Families visit cemeteries, decorate graves and go to church to remember people who have passed away.

**Samhain (Celtic tradition)** – An old festival that marks the time when the world of the living and the dead are close. People light fires and remember spirits. It is where Halloween comes from.

**Ghost Festival (China, Taiwan, Singapore & other East Asian countries)** – A time when people believe spirits visit the living. Families give food and gifts to help the spirits feel welcome.

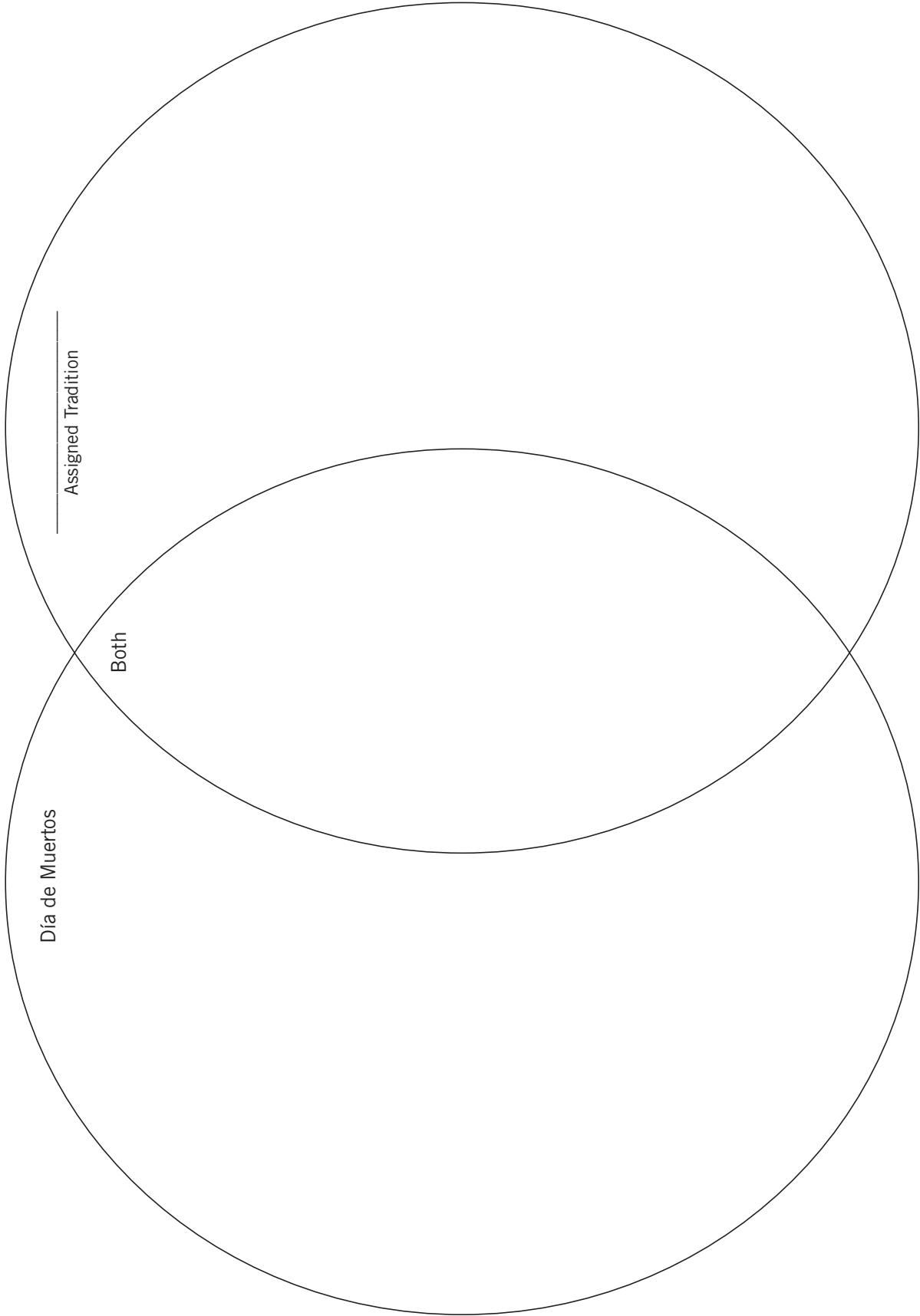
**Allhallowtide / All Hallows' Eve (Western Christian tradition)** – The night before All Saints' Day. People light candles, wear costumes and remember saints and loved ones who have died.

**Pitru Paksha (India, Hindu tradition)** – A special time when families pray for their ancestors and offer food to honor them.

**Famadihana (Madagascar)** – Families take part in a joyful celebration where they bring out the bones of their ancestors, wrap them in fresh cloth, and dance with them to show love and respect.

Cultural Explorations Worksheet

Group Member Names: \_\_\_\_\_





# RESOURCES

## WEB



### ***Sugar Skull! A Día De Muertos Musical Adventure!*** **Classroom Connections Workshop Videos**

Pre-Show Workshop Video. Password: 1ofr3nda  
<https://vimeo.com/1115899447>

Post-Show Workshop Video. Password: 1ofr3nda  
<https://vimeo.com/1115943691>

Craft Template from Post-Show Video: <https://www.playhousesquare.org/assets/doc/CCW-skull-craft-landscape-1-a61fc9af5b.pdf>

“Day of the Dead for Kids,” YouTube, uploaded by Twinkl Teaching Resources, <https://youtu.be/OMzSsTrs4Gs?si=EsuKZp9TicvFWRKW>

“Día de Los Muertos Symbols and Traditions,” *The Grace Museum*, <https://thegracemuseum.org/learn/2020-11-4-dia-de-los-muertos-symbols-and-traditions/>

“Día de Los Muertos,” *The Mexican Museum*, <https://mexicanmuseum.org/dia-de-los-muertos>

### **“Music in Motion” Activity**

“Día de Los Muertos (Day of the Dead) Folkloric Dance in Jax,” YouTube, uploaded by What Don Juan Sees, <https://youtu.be/oXZxyFwYl2w?si=Q2qMfNtUErQCOFv8>

### **“Ohio Theatre Letterbox” Activity**

<https://playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf>

“Traditional Mexican Dance: La Bruja, Veracruz and Los Viejos, Michoacán,” YouTube, uploaded by Utah Cultural Celebration Center, [https://youtu.be/p7qF2Cerkvw?si=p7Qou\\_RekNqJ5x-p](https://youtu.be/p7qF2Cerkvw?si=p7Qou_RekNqJ5x-p)

### **Visiting Playhouse Square Social Stories**

For Schools and Groups.  
<https://vimeo.com/228684472>

For Families and Homeschools. h  
<https://vimeo.com/228683843>



### **Recommended reads curated by Cleveland Public Library**

- *A Puppy for Miguel*, by Melissa Lagonegro
- *Days of the Dead*, by Kersten Hamilton
- *Ghosts*, by Raina Telgemeier
- *Love Sugar Magic: A Dash of Trouble*, by Anna Meriano
- *Miguel's Music*, by Liz Rivera
- *Remembering*, by Xelena González
- *The Ofrenda That We Built*, by Jolene Gutiérrez
- *¡Vamos!: Let's Celebrate Halloween and Día de Los Muertos*, by Raúl the Third



**CLEVELAND  
PUBLIC  
LIBRARY**

For more information,  
visit CPL Youth Services  
or go to [cpl.org](http://cpl.org).

# CURRICULUM STANDARDS INDEX

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Fill in the Blank Vocabulary Scoot	11 12
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	2	Fill in the Blank Vocabulary Scoot	11 12
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Vocabulary Scoot Sugar Skulls Post-Show Video Workshop	12 18 21
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2	Vocabulary Scoot Sugar Skulls	11 12
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Classroom Ofrenda	22
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2	Vocabulary Scoot	12
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2	Classroom Ofrenda	22
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2	Don't Forget Your Why	16
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2	Don't Forget Your Why	16
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Fill in the Blank Vocabulary Scoot	11 12

L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	3	Fill in the Blank Vocabulary Scoot	11 12
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Vocabulary Scoot Sugar Skulls Post-Show Video Workshop	12 18 21
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3	Vocabulary Scoot Sugar Skulls	12 18
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3	Classroom Ofrenda	22
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3	Classroom Ofrenda	22
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3	Don't Forget Your Why	16
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.	3	Don't Forget Your Why	16
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Fill in the Blank Vocabulary Scoot	11 12
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	4	Fill in the Blank Vocabulary Scoot	11 12
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Vocabulary Scoot Sugar Skulls Post-Show Video Workshop	12 18 22
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	4	Sugar Skulls	18



SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	Classroom Ofrenda	22
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4	Vocabulary Scoot	12
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.	4	Classroom Ofrenda	22
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4	Don't Forget Your Why	16
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	4	Don't Forget Your Why	16
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Vocabulary Scoot	12
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Vocabulary Scoot Sugar Skulls Post-Show Video Workshop	12 18 21
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5	Sugar Skulls	18
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5	Classroom Ofrenda	22
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5	Classroom Ofrenda	22
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5	Don't Forget Your Why	16

W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	5	Don't Forget Your Why	16
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	6	Vocabulary Scoot	12
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6	Vocabulary Scoot	12
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6	Vocabulary Scoot Sugar Skulls Post-Show Video Workshop	12 18 21
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6	Vocabulary Scoot Sugar Skulls	12 18
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6	Classroom Ofrenda	22
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6	Vocabulary Scoot	12
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6	Classroom Ofrenda	22
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6	Don't Forget Your Why	16
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	6	Don't Forget Your Why	16

## Fine Arts – Dance

Standard	Description	Grade	Activity	Page
2.2CO	Observe, learn, and explore dance forms from various cultures.	2	Music in Motion	7

3.2CO	Recognize and describe the role of dance in life and community.	3	Music in Motion	7
4.2CO	Recognize and describe features of dance and how cultural values are represented.	4	Music in Motion	7
5.2CO	Recognize and describe features of dance forms and how they represent historical and cultural contexts.	5	Music in Motion	7
6.2CO	Identify ways past and current events impact dance and dance development.	6	Music in Motion	7

## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Vocabulary Scoot	12
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.2PE	Explore and demonstrate various design components of a scene (create live sound effects and identify clothing items appropriate to the character).	2	Vocabulary Scoot	12
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.	3	Vocabulary Scoot	12
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.2PE	Use various design components to create an environment for a scene or story.	3	Vocabulary Scoot	12
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
4.1PE	Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.	4	Vocabulary Scoot	12
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater	4



4.3PE	Direct peers in performing a dramatic task or action.	4	Vocabulary Scoot	12
5.1CR	Write a scripted scene that includes stage direction prompts, exposition, and dialogue.	5	Vocabulary Scoot	12
5.1RE	Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works.	5	Coming to the Theater	4
5.2CR	Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, both scripted and improvised.	5	Vocabulary Scoot	12
6.1PE	Create and perform improvisations and scripted scenes based on personal experience and imagination.	6	Vocabulary Scoot	12
6.1RE	Express and compare personal reactions to various theatrical elements using appropriate theatrical vocabulary and terminology.	6	Coming to the Theater	4
6.2PE	Adapt a drama or theatre work and present it informally for an audience.	6	Vocabulary Scoot	12

## Fine Arts – Music

Standard	Description	Grade	Activity	Page
2.1RE	Listen to and explore the music of various styles, composers, periods, and cultures.	2	Music in Motion	7
2.5RE	Discuss musical selections of various styles, composers, periods, and cultures.	2	Music in Motion	7
3.1RE	Listen to, discuss, and explore the music of various styles, composers, periods, and cultures.	3	Music in Motion	7
3.5RE	Explain personal preferences for musical selections using selected music vocabulary.	3	Music in Motion	7
4.1RE	Discuss the lives and times of composers from various historical periods and cultures.	4	Music in Motion	7
4.3RE	Compare and contrast elements of music using developmentally appropriate vocabulary.	4	Music in Motion	7
5.1RE	Compare and contrast music of various styles, composers, periods, and cultures.	5	Music in Motion	7
5.2RE	Explore and identify modern musical instruments and groupings in various cultures.	5	Music in Motion	7
6.1RE	Identify the major periods, genres, and composers in the development of music of various cultures.	6	Music in Motion	7
6.2RE	Explain instrument groupings for different styles of music in various cultures.	6	Music in Motion	7

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
2.1CO	Recognize and discuss the different ways in which art communicates ideas and serves many purposes.	2	Sugar Skulls	18
2.1CR	Generate artmaking ideas from multiple sources.	2	Post-Show Video Workshop	21
2.2CO	Analyze how art, exhibited inside and outside of schools, contributes to communities.	2	Pre-Show Video Workshop Post-Show Video Workshop	10 21
2.3CO	Respect and support peer ideas and creativity.	2	Sugar Skulls	18
3.1CO	Understand that the context impacts the creation, interpretation and perception of an artwork.	3	Pre-Show Video Workshop Sugar Skulls Post-Show Video Workshop	10 18 21
3.3CO	Consider the opinions of others when working toward a common goal in art.	3	Sugar Skulls	18
4.2CO	Explore universal themes expressed across arts disciplines.	4	Sugar Skulls	18
4.3CO	Demonstrate empathetic reactions in response to works of art.	4	Sugar Skulls	18
4.3RE	Analyze art forms, techniques, and artistic styles from a variety of cultures and historical periods.	4	Pre-Show Video Workshop Post-Show Video Workshop	10 21
5.1CO	Investigate works of art and the social and cultural contexts that shaped their creation.	5	Pre-Show Video Workshop Sugar Skulls Post-Show Video Workshop	10 18 21
5.3CO	Evoke emotional responses for a desired outcome through works of art.	5	Sugar Skulls Post-Show Video Workshop	18 21
5.3CR	Select and use the elements of art and principles of design to investigate interdisciplinary concepts.	5	Post-Show Video Workshop	21
5.3PE	Communicate an interdisciplinary concept using the elements of art and principles of design.	5	Post-Show Video Workshop	21
6.1CO	Identify how art reflects changing cultures over time.	6	Sugar Skulls	18
6.3CO	Link observations, life experiences, and imagination for personal and creative expression.	6	Sugar Skulls	18
6.4RE	Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.	6	Pre-Show Video Workshop Post-Show Video Workshop	10 21

## Physical Education

Standard	Description	Grade	Activity	Page
1A.2.4	Demonstrate static and balance skills as part of a movement pattern.	2	Pre-Show Video Workshop	10
2A.2.1	Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.	2	Pre-Show Video Workshop	10
3A.2.1	Identify opportunities for physical activity at school, home and in the community.	2	Pre-Show Video Workshop	10
3B.3.1	Identify specific activities that could improve each health-related fitness component.	3	Pre-Show Video Workshop	10
1A.3.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	3	Pre-Show Video Workshop	10
3B.3.4	Recognize the importance of warm-up and cool-down activities.	3	Pre-Show Video Workshop	10
3B.4.4	Identify warm-up and cool-down activities.	4	Pre-Show Video Workshop	10
3B.6.4	Identify activities to improve upper body flexibility.	6	Pre-Show Video Workshop	10

## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors	K-2	Pre-Show Video Workshop Post-Show Video Workshop	10 21
C3.1.a	Discuss how people can be the same or different.	K-2	Classroom Ofrenda Cultural Explorations	22 23
C3.2.a	Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups.	K-2	Pre-Show Video Workshop Post-Show Video Workshop Classroom Ofrenda Cultural Explorations	10 21 22 23
C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated.	K-2	Classroom Ofrenda Cultural Explorations	22 23
B1.3.b	Apply strategies to regulate emotions and manage behaviors	3-5	Pre-Show Video Workshop Post-Show Video Workshop	10 21
C3.1.b	Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true.	3-5	Classroom Ofrenda Cultural Explorations	22 23



## Social Studies

Standard	Description	Grade	Activity	Page
2.GEO.8	Cultures develop in unique ways, in part through the influence of the physical environment.	2	Cultural Explorations	23
2.GEO.9	Interactions among cultures lead to sharing ways of life.	2	Cultural Explorations	23
2.HIS.2	Change over time can be shown with artifacts, maps, and photographs.	2	Cultural Explorations	23
3.GEO.8	Communities may include diverse cultural groups.	3	Cultural Explorations	23
3.HIS.2	Primary and secondary sources can be used to show change over time.	3	Cultural Explorations	23
4.GEO.13	The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States	4	Cultural Explorations	23
4.HIS.2	Primary and secondary sources can be used to create historical narratives.	4	Cultural Explorations	23
5.GOV.11	Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	5	Cultural Explorations	23
5.HIS.2	Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.	5	Cultural Explorations	23
6.GOV.9	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.	6	Cultural Explorations	23
6.HIS.2	Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	6	Cultural Explorations	23

## World Languages and Cultures

Standard	Description	Grade	Activity	Page
INP-C.NL.1	Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react, and show interest.	2-6	Sugar Skulls Cultural Explorations	18 23
INP-C.NL.2	Use a few very simple verbal or nonverbal interjections, rejoinders, or requests for clarification.	2-6	Cultural Explorations	23
INP-C.NL.3	Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, or awareness of pronunciation.	2-6	Classroom Ofrenda Cultural Explorations	22 23
INT-C.NL.1	Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.	2-6	Pre-Show Video Workshop Post-Show Video Workshop Cultural Explorations	10 21  23
INT-C.NL.2	Recognize a few very simple behaviors in other cultures.	2-6	Don't Forget Your Why Classroom Ofrenda Sugar Skulls Cultural Explorations	16 22 18 23
INT-C.NL.3	Understand a few familiar words or phrases in: a. Authentic informational texts. b. Authentic fictional texts. c. Overheard or observed conversations.	2-6	Pre-Show Video Workshop Don't Forget Your Why Post-Show Video Workshop Classroom Ofrenda Cultural Explorations	10 16 21  22 23
INT-C.NM.1	Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	2-6	Pre-Show Video Workshop Post-Show Video Workshop	10 21