

## OFRENDAS

## STANDARDS AND BENCHMARKS

National Standards for Arts Education, Visual Arts Content Standards 1 -6

### MATERIALS

Small poster board or other heavy paper for each student

Shoe Boxes

Glue

Crayons, markers, colored pencils

Paint

Scissors

Glitter

Sequins

Tissue paper

Ribbon

Photographs

Magazines or other pictures for collages

Butcher paper

Table cloth

Use NHCC video found at: <http://diadelosmuertos.nationalhispaniccenter.org/dia-de-los-muertos/fun-and-learning.html>

### EXTENSIONS

Students research how other cultures deal with the topic of death. How do they commemorate, honor or celebrate those who have passed away? How do different cultures express their attitudes about death and dying? Students chose a country, culture or town and report their findings to the class.

### GOAL

Discuss the materials used to create an *ofrenda* and understand their significance. Make an *ofrenda*, experimenting with different types of visual representations.

### STUDENT LEARNING

Students understand the cultural significance of the *ofrenda* for *Día de los Muertos* by creating an *ofrenda*.

### VOCABULARY

*Ofrenda*

Altar

*Papel picado*

*Copal*

Sugar skulls

*Pan de Muerto*

*Calaveras*

Death

*Cempasúchil (marigolds)*

## PROCEDURE:

1. Discuss with students what they know or have experienced about death. Provide open-ended questions such as: Have you ever had a family member, a neighbor, or a pet pass away? How were they honored? What do you do to remember them?
2. Explain that they are going to create an *ofrenda* to honor or remember a person, a group of people, an event, or a particular issue that is important to them.
3. Students can use poster-board or shoe boxes as a base for their *ofrenda*. Once they've decided on the theme and planned a design they can begin. If using a shoe box, students can paint the exterior and interior. Using the shoebox or poster board students create the central image that represents their theme. They can use photographs, pictures from magazines or other objects. Students can decorate with sequins, glitter, ribbon, tissue paper, handwritten messages, etc.
4. Prepare a large table or area to display the students' *ofrendas*. Cover the area with butcher paper or a table cloth. *Papel picado*, sugar skulls, marigolds, candles, *pan de muerto*, water, salt, and a *copal* is often found on *ofrendas* and can be arranged along with the students' work. Students may also want to bring in small objects that represent the person, event, or issue that their design honors to add to the *ofrenda* as well.

## SUGGESTED FORMS OF ASSESSMENT

Have students write a reflective piece on who or what their *ofrenda* was made for, why they chose that person or theme, and what the individual parts of their design represent. These reflections can be displayed with the *ofrenda*.