Día de los Muertos: Project Options
Due: Thursday, November 2nd 2006 (Quiz Grade)

TOPICS

1. **Blending of Traditions**
   Día de los Muertos is a good entry point to discussing how México is a product of many influences. How is the Day of the Dead a blend of Spanish traditions and traditions of the indigenous peoples (Native Americans) of México? Where do you see influences of Catholicism and where do you see other ideas? **Describe some of the traditions of Día de los Muertos and how they represent this blend.** (Think of the tastes, smells, sights and sounds.)

2. **Making Fun of Death?**
   To the uninitiated, Day of the Dead may seem disrespectful. Some people may not recognize sugar skulls and toy skeletons as part of a heartfelt process of honoring the dead. Describe some of the traditions of Día de los Muertos. (Think of the tastes, smells, sights and sounds.) **Explain the philosophy of Día de los Muertos and how those traditions serve to honor lost loved ones.**

3. **The Family & Day of the Dead**
   The role of the family is especially strong in many Hispanic communities. Describe the traditions of Día de los Muertos and how these traditions serve two purposes: 1) **to honor lost loved ones in the family**, and 2) **to involve all members of the family**, including children, in the memorial.

PRODUCTS

Choose one of the following as a project to address one of the topics above.

- Write an essay, in Spanish or English, that addresses key ideas from one of the topics.
- Write a letter from a Mexican student to a student in the US. Describe Día de los Muertos from a kid’s perspective. Use this letter to address one of the above topics.
- Create a PowerPoint presentation or website (can be on disk but hand in a hardcopy printout as well) that illustrates and describes one of the above topics.
- Create a "Planning Calendar" for your Día de los Muertos celebration. Include a grocery list, a list of things that you need to do to prepare, and a schedule of events. Your calendar would include a description that explains how it illustrates one of the above topics.
- Create a diagram to compare Día de los Muertos with another holiday. Use pictures and words (Spanish and/or English) to illustrate the similarities and differences. Your diagram would include a description that explains how it illustrates one of the above topics. (You may not use Halloween/Memorial Day, but you could choose one of those and compare it to another holiday.)
- Have a different idea? Let’s hear it!

⚠️ **NOTE: ALL PROJECTS MUST INCLUDE A RESOURCE LIST.** This does not have to be a formal bibliography, but must include any URLs or sources where you collected any information (including pictures). [www.google.com](http://www.google.com) or any other search engine is not an acceptable reference. You must include the full URL so that I can retrace your steps if I choose to.

⚠️ **PROJECTS WITHOUT AN ACCEPTABLE RESOURCE LIST WILL NOT BE ACCEPTED.**
Grading Rubric: Day of the Dead Project

<table>
<thead>
<tr>
<th>SUPER CALAVERA</th>
<th>CALAVERA</th>
<th>CALAVERITA</th>
<th>EQUIVALENTS</th>
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<tbody>
<tr>
<td>3 POINTS</td>
<td>2 POINTS</td>
<td>1 POINT</td>
<td>9 – 100%</td>
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<tr>
<td><strong>TRADITIONS</strong></td>
<td></td>
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<td>8 – 95%</td>
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<tr>
<td>Traditions are represented (described and/or illustrated) in depth. Multiple traditions are discussed (8 or more). Traditions may include information that we didn’t discuss in class.</td>
<td>Traditions are represented (described and/or illustrated) in reasonable depth. Multiple traditions are discussed (6 or more).</td>
<td>Traditions are represented (described and/or illustrated) adequately. Multiple traditions are discussed (4 or more).</td>
<td>7 – 90%</td>
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<td>6 – 85%</td>
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<tr>
<td><strong>CONNECTIONS</strong></td>
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<tr>
<td>1. Blending of Traditions</td>
<td>Traditions are represented as they relate to one of the key topics. The topic is very thoroughly addressed. Connections are clearly made. Discussion may include information that we didn’t discuss in class in addition to your own observations.</td>
<td>Traditions are represented as they relate to one of the key topics. The topic is thoroughly addressed. Connections are clearly made. Discussion may include your own observations.</td>
<td>5 – 80%</td>
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<tr>
<td>2. Making Fun of Death?</td>
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<td>4 – 75%</td>
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<td>3. The Family &amp; Day of the Dead</td>
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<td>3 – 70%</td>
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<td><strong>QUALITY</strong></td>
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<td>Final product is thorough, polished and communicates clearly. It could be used to teach other students about Day of the Dead. All information is accurate and documented. (Resource list)</td>
<td>Final product is relatively thorough, polished and communicates clearly. You could use it to teach other students about Day of the Dead but you would need to give extra background information. All information is accurate and documented. (Resource list)</td>
<td>Final product is relatively thorough. You could use it to teach other students about Day of the Dead but you would need to give lots of background information. All information is accurate and documented. (Resource list)</td>
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