Lesson Title: Carretas de Costa Rica
Cultural Trunk: Costa Rica

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Occupation: Saint John Catholic School Spanish Teacher, Lawrence, Kansas
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Class and Grade level(s):
- Spanish class, Exploratory/Novice level, 3rd to 5th
- Adaptable for lower or higher grades and levels

Goals and Objectives
The student will be able to:
- Create an original piece of art inspired by a traditional Costa Rican art form
- Write an artist statement and present it to the class
- Make connections to art, social studies and math

Curriculum standards addressed:
- Source: Source: Kansas Department of Education
- Standard 1.3 Communication- Presentational
- Standard 2.2 Cultures- Products
- Standard 3.1.3 Connections – Math
- Standard 3.1.4 Connections- Social Studies
- Standard 3.1.7 Connections- Art

Time required/class periods needed: Total of approximately 5 hours depending on length of class, frequency, and number of students.

Primary source bibliography: The Costa Rica cultural trunk and website of the Center for Latin American Studies, University of Kansas:
http://latamst.ku.edu/resources/lending-library/trunks/costarica.shtml

Other resources used:
http://www.youtube.com/watch?v=hb1VivJPAKo
A photo gallery of Sarchí, Costa Rica on costaricaphotos.com website:
http://www.costaricaphotos.com/Cities_Towns/sarchi/
A photo gallery of Costa Rican carretas on costaricaphotos.com website.
http://www.costaricaphotos.com/Arts_Crafts/OxCarts/
Background information for the teacher on carretas on the Unesco website:
http://www.unesco.org/culture/intangible-heritage/12lac_uk.htm
**Required materials/supplies:**
- Costa Rica cultural trunk
- Computers and computer connection
- Tools such as compasses, rulers, scissors
- Art supplies such as paper, paints, brushes
- Photocopies of circle template, fraction worksheet, artist statement worksheet as needed

**Vocabulary:**
- Geography vocabulary such as *Centroamérica*, Costa Rica and Sarchí.
- Specific vocabulary, such as *carreta*, *chorreador*, *café*, *tico*.
- Colors, shapes, fractions.
Procedure:

Day One:
- Teacher and students find Sarchí, Costa Rica, on a map.
- Teacher presents the miniature *carreta* from Costa Rica cultural trunk and coffee products, such as the personal brewer and the bag of coffee.
- Students view video about *carreta* artists in Sarchí, Costa Rica (see link above). The Spanish interview with one of the *carreta* artist starts at minute 1:18 and lasts until 2:57.
- Students view photo gallery of Sarchí. Students look for modes of transportation, modern and traditional, comparing life in modern day Costa Rica and the nineteenth century when *carretas* were used for transporting coffee and other goods. Discussion question: How has transportation changed over the years in Costa Rica? In your community?

Day Two:
- Teacher presents vocabulary about colors, shapes and fractions.
- Students fill out worksheet about fractions.
- Teacher demonstrates how to divide a circle into equal fractions, starting with fourths, then eights, then sixteenths.
- Depending on materials and tools available, students can start with compass and heavy red or colored paper, or teacher can print the circle template on cardstock.

Day Three:
- Teacher shows the photo gallery of *carretas* (see link above). Teacher may also show again the Spanish-language portion of the YouTube video.
- Students draw designs (diamonds, swirls, flowers) with pencil on the circle sections.
- Students paint their *carreta* wheels repeating patterns on the sections of the circle to create design.

Day Four:
- Teacher reviews vocabulary about colors, shapes and fractions.
- Students write an artist statement describing themselves and their art using the attached form or a writing their own paragraph, depending on age and language level.

Day Five:
- Students and teacher set up gallery with student art and artist statements around the walls of the classroom.
- Students take turns sharing their *carreta* wheel and artist statements with the class.
- If time: Students and teachers explore other objects from the Costa Rica cultural trunk.

Assessment/evaluation:
- Teacher evaluates class participation, fractions worksheet, art work, artist statement and presentation.
Attachments:

- Circle template “Círculo”
- Fractions worksheet “Fracciones”
- Artist statement worksheet “Artista tico”
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Artista tico

Me llamo______________________________.

Soy de _______________________________.

Mi artista favorito es ________________________.

Mis colores favoritos son _________________________
_______________________________________________.

Lo que más me gusta de las carretas de Costa Rica es
______________________________________________
_______________________________________________.

Cuando grande quiero ser _________________________
y vivir en ______________________________________.

Sobre mi rueda de carreta (colores, diseños, fracciones, etc.)
______________________________________________
_______________________________________________.
______________________________________________