Lesson Title: Instrumentos Andinos  
Cultural Trunk: Andean Region  

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Class and Grade level(s):  
- Spanish class, Exploratory/Novice level, 3rd to 5th  
- Adaptable for higher grades and levels, such as middle school  

Goals and Objectives  
The student will be able to:  
- Observe authentic Andean instruments and music  
- Research the instruments on the Center for Latin American Studies website  
- Write complete sentences about their instruments  
- Present their sentences and art to other students through a photo story  

Curriculum standards addressed:  
- Source: Kansas Department of Education  
- Standard 1.3 Communication- Presentational  
- Standard 2.2 Cultures- Products and Perspectives  
- Standard 3.1.1. Connections- Reading  
- Standard 3.1.2 Connections- Writing  
- Standard 3.1.6 Connections- Music  
- Standard 3.1.7 Connections- Art  
- Standard 3.1.9 Connections- Technology  

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

Primary source bibliography:  
Center for Latin American Studies, University of Kansas  
[http://latamst.ku.edu/resources/lending-library/trunks/andean.shtml](http://latamst.ku.edu/resources/lending-library/trunks/andean.shtml)  

Other resources used:  
A video recording that uses several of the instruments in the trunk:  
[http://www.youtube.com/watch?v=NxVMNQo4HAM](http://www.youtube.com/watch?v=NxVMNQo4HAM)  

Required materials/supplies:  
- Andean cultural trunk  
- computers and internet connection  
- paper and coloring pencils
**Vocabulary:**
- Andean instruments
- colors
- shapes
- Verbs tocar, llamar, ser and tener in present tense, particularly es, son, tiene, tienen.

**Procedure:**
**Day One:**
Students identify Andean region on a map.
Teacher shows Andean musical group video.
Depending on age and class size, each student or small group is assigned an instrument from the cultural trunk.
Students announce to the class which instrument they will study.
Students research their cultural trunk item on the Center for Latin American Studies website.

**Day Two:**
Teacher asks students to pay attention to the shape, color, materials and decorations in their instrument.
Students make a drawing of their instrument.
Teacher reviews relevant vocabulary and points out difference between tocar and jugar.
Students write one or more rough draft sentences about the instrument.

**Day Three:**
Teacher hands back corrections or comments on sentences. They can be written on a post-it note or separate piece of paper. Not all mistakes are corrected, but only ones that the teacher feels are appropriate to the language level.
Students make corrections and finish drawings.
Students take photos of their instrument and drawing.

**Day Four:**
Teacher reviews Spanish vowels and some consonants according to reading level.
Students make voice recordings of their instrument description.
Depending on time, ability, and technology resources, either teacher or students compile a photo story with the photographs and voice recordings.

**Day Five:**
Students share photo stories.
Teacher and students share treats from the region.
Students discuss what they learned about Andean region and music.

**Assessment/evaluation:**
- Teacher evaluates rough drafts, corrections on sentences, and voice recordings.

**Attachments:**
- Andean instrument worksheet
Responde en frases completas:

¿Cómo se llama el instrumento?

¿De qué país es?

¿Cómo es el instrumento?