

Ecuadorian Extravaganza



Ecuador...

A diverse and multicultural country

Table of Contents

1. An Invitation
2. *A Glance at Ecuador*
3. Regions of Ecuador Lesson Plan
4. Crafts of Ecuador Lesson Plan
5. Music of Ecuador Lesson Plan
6. Quitumbe and the Indigenous Peoples of Ecuador lesson plan
7. Additional Resources
8. Standards

NOTE: This unit was prepared by Brandon Snodgrass under the direction of Dr. Magdalena Herdoíza-Estévez, Indiana University Southeast, 2009.

You're Invited!

In the fall of 2009, schools in the Kentuckiana area will be privileged to have a visit from the Quitumbe Andean Ballet and the Symphonic Band from Ecuador's Quitumbe Municipal School. Students will be treated to dances native to this country and music from Ecuador, Latin America and the world.

Free performances will take place from September 8th to the 12th, at 10:00 a.m. and 12:00 noon at Indiana University Southeast. Reservations are needed and can be made by contacting the Ogle Center's Box Office at 812.941.2525.

The purpose of this booklet is to provide educators an opportunity to prepare their students' participation in this educational experience by exposing them to the rich culture of Ecuador. Through the proposed lessons and activities, students will become aware of the regions, people, customs, and history of a fascinating nation.

Dance and music are important components of the culture of Ecuador. The performance will introduce the audience to the diversity of the peoples of Ecuador. Festivals and celebrations in Ecuador are filled with music and dance. This program is intended to give a small glimpse of these traditions. Through their music, dance movements, and costumes, the young artists will help the audience discover the rich cultures of Ecuador.

This is also a perfect occasion to expose students to the expected behaviors at a performance theatre. The audience would be expected to clap at the end of the show and perhaps at special times throughout the performance. Most importantly, the children should enjoy, imagine, learn, and grow while being respectful of the speakers and dancers.

IN PREPARATION...

All or some of the lessons included in this packet may be used by teachers to prepare their students for a meaningful learning experience. They may be adapted as needed.

The following additional resources could be used as an introduction to the activity packet as well as a spring board to the performance.

http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright05/Williams_Regions.ppt

<http://www.timeforkids.com/TFK/teachers/aw/ns/article/0,28138,1032728,00.html>

Quito, Anhalzer, J.J., 1997

Andes, Anhalzer, J.J., 1997

Galapagos, Anhalzer, J.J., 1995

Chigualeros, Live in Scandinavia (CD available per request)

Banda Sinfónica Infanto Juvenil (CD available per request)

Marimba solo éxitos (CD available per request)

A Glimpse of Ecuador

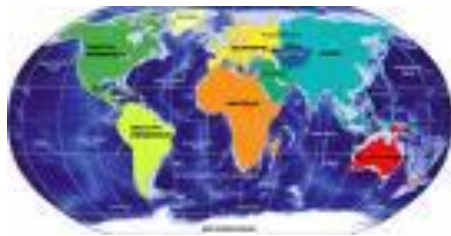
Following are two power points that introduce children to the country of Ecuador. After using a map and/or globe to show students the location, one or both of these slide shows could be used to help them visualize the areas they will be studying. At this point a discussion of the Equator would be appropriate as well. Included is a site offering students additional background information.

Key Ideas:

- Ecuador is located in South America.
- Ecuador borders the Pacific Ocean.
- The Equator spreads across the country.
- Ecuador has four major regions: Coast, Highlands, Amazon Rainforest and Galapagos Islands.

<http://www.galapagosonline.com/eng.html>

<http://www.unforkids.com/pdf/ecuador.ppt>



REGIONS OF ECUADOR

Introduction:

Ecuador is located in northwestern South America. It is made up of four geographical regions: the Coast, the Andes highlands, the Amazon rain forest and the Galapagos Islands.

Visit the following site

http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright05/Williams_Regions.ppt to view a slide show offering background information on each of the four regions. The images and text will help students to make a connection to the area they will be studying.



Objectives:

- Students will become familiar with maps and their functions.
- Students will locate major cities and countries.
- Students will describe the geography, environment, and human cultures of Ecuador's four regions.

Resources:

- Access to computer lab and internet
- Geography of South America (available on line through United Streaming Videos)
<http://streaming.discoveryeducation.com/index.cfm>
- Maps/globes

Procedure:

1. Put students in groups of 3 - 4 and schedule use of the computer lab for 3 consecutive class sessions.
2. Groups will each be assigned one of the four regions of Ecuador. They should work together to create a travel brochure encouraging tourists to visit their region.
3. Students will research their region online and use Microsoft Word, Word Art, and Google Images to develop a tri-fold pamphlet.
4. The pamphlet should include sections on geographical location, history, major cities, population, climate and tourist attractions, and activities. Color headings and images in each section will be expected.

Note: teachers may alternatively direct their students to create a Power Point presentation or a poster.

Assessment:

	TARGET	EMERGING	UNACCEPTABLE
Content	is accurate and thorough	denotes few inaccuracies and omissions	inaccurate incomplete
Teamwork	worked well together	participated at times	did not collaborate
Grammar/ Mechanics	no mistakes present	few mistakes made	many mistakes
Presentation/ Creativity	attention to detail	uneven final product	careless final product

CRAFTS IN ECUADOR

Introduction:

As all world peoples, Ecuadorian craftsmen express their feelings with their hands. Markets show printings, pottery, weavings, jewelry, and clothes. *Masapán* crafts are unique to Ecuador. *Masapán*, means bread dough; it is used in a unique sculpting craft technique and is associated with the town of Calderón, located close to Quito, the capital of Ecuador. This craft form is used to create beautiful and detailed figurines that are sculpted from a bread dough mixture. Some say that the exact recipe for this dough varies from family to family and is often passed on to new generations as a secret family recipe.

When family members celebrate the "Day of the Dead" each November 2nd, *Masapán* sculptures representing the deceased are prepared along with a unique blueberry drink called "Colada Morada". Those present "break bread" together to help the soul of the deceased move on.

Objectives:

- Students will understand the meaning of the *Masapán* tradition.
- Students will learn to make a simplified version of *Masapán* sculptures.
- Students will be exposed to the craft of Ecuadorian artisans.

Materials:

- 3 slices of white bread per child
- 2 - 3 tablespoons of school glue per child
- Posterboard paints and brushes

Procedure:

1. Begin by showing the students images of Ecuadorian *Masapán* artisans and their sculptures.

<http://images.google.co.uk/images?hl=en&q=masapan+sculptures&gbv=2>

2. Students should peel the crust off of 3 slices of bread and break the bread into smaller pieces.
3. Use 2 - 3 T. of glue to mix with bread pieces until the mixture becomes doughy and pliable enough to be molded.
4. Primary aged children may use cookie cutters and intermediate and older children should use the mixture and their hands to create a sculpture.
5. Let figurines dry.
6. Once the sculpture dries, students can paint the final product.

Assessment:

	TARGET	EMERGING	UNACCEPTABLE
Participation/ Discussion	asked questions during lesson	some interest	no interest
Understanding	explains <i>Masapán</i> accurately	explanation is tentative	explanation is inaccurate
Following Directions	effective application	tentative application	no attention to directions
Finished Product	careful and completed final product	uneven complete final product	careless unfinished final product

MUSIC OF ECUADOR

Introduction:

Ecuadorian music is varied. By expressing distinct traditions and cultures that are present in the country, this music takes colloquial subjects and portrays them in different styles. Share the CD's listed on the resource page to expose children to the sound, style, pattern, and rhythm of this unique musical experience. Discuss the differences and similarities between the styles on the CD. Discuss the differences and similarities between the music they listened to today and the music they listen to in their free time.

Objectives:

- Students will identify various musical styles from Ecuador.
- Students will make connections between patterns in music with patterns in dance.
- Students will become familiar with instruments unique to Ecuador.

Materials:

- CD's (selection attached per request)
- Audio system
- Computer/internet access

Procedure:

1. Students will enjoy listening to each of the three music styles in the Cd's enclosed in this packet (if requested).
2. While listening to the different styles of music, the students will journal what they are feeling, thinking, and hearing about each of the different styles.
3. They will attempt connecting the music they are listening to with a slide of a region of Ecuador (attached).
Alternatively, students may describe (or draw/paint) the images inspired by the music.
4. Students will access the following web site and identify the instruments pictured.

www.khanauru.com

NAME _____

Esmeraldas



Northern Highlands



Chota Valley



Write the name of each instrument next to its picture.









Assessment:

The students' understanding of Ecuadorian music styles and instruments can be qualitatively evaluated by observing them during the journal writing/listening portion of the activity and reading their journals.

Quantitative assessments can check the students' responses to the instrument names:

	TARGET	EMERGING	UNACCEPTABLE
Instrument identification	accurate	misses few	inaccurate

"QUITUMBE"

AND THE INDIGENOUS PEOPLE

Introduction:

Hundreds of years ago, many indigenous peoples and civilizations lived in South America. In the Amazon, most lived along rivers, where canoes made transportation easy. For most of that time, they hunted, fished, and grew a variety of crops in small gardens. Their lifestyle was called subsistence, because they hunted and grew only what they needed to survive. Many of these indigenous peoples died from diseases brought to South America by European explorers and colonists. Others died after being enslaved by the European conquerors. Today there are fewer indigenous people in the Amazon than there were 500 years ago. But, there are millions of other indigenous peoples in Ecuador, mainly in the Andean Region, and some also in the Coast. Who are they?

As the students begin to prepare for this activity, ask that they think about a time long ago in Ecuador. Share with them the Legend of Quitumbe.

Quitumbe is a mythical character in Ecuadorian history. According to the legend, he was part of the Quitus nation that lived in what is now known as Quito, the capital of Ecuador. Quitumbe is supposed to be one of the first men to arrive at Sumba (in the coast of Ecuador) after the great flood. His father was Tumbes, the brave, ambitious, and talented chief of

the Quitus. He conquered many lands that were added to his kingdom. The legend also tells that a white feather sent by Quitumbe landed on the site where the beautiful city of Quito would be established. In this location, one nation would be born and would develop: the Quitus, who are the essence of the Ecuadorian nationality through which they have transcended. Quitumbe symbolizes the gift of creation, freedom, and the endless struggle in search of the lost paradise. He has shaped the Quiteño identity with the pride of its indigenous ancestry made of talented people who loved peace and the mother earth. Guayanay is a descendant of Quitumbe. His name means Swallow who carries the spring, peace, fecundity, and good livelihood. His brother Manco Capac would become the first Inca of Peru. He would start the Inca dynasty that ended with Atahualpa, the Inca from Quito. Atahualpa, son of the Inca Huaina-Capac and the Shiry princess Pacha, was assassinated by the Spaniards in the late XV century.

Objectives:

- Students will learn about the history of the indigenous peoples who first lived in Ecuador and will describe them.
- Students will discover how history and traditions are preserved over time.

Materials:

- Computer/internet access for each student to use while gathering information during class time (computer lab)
- Smart board or television for viewing PowerPoint

Procedure:

1. Students will be assigned partners and instructed to create a PowerPoint on the indigenous peoples of Ecuador.
2. By using the following web site the students will become more familiar with the location, variety, and ways of life of these peoples.
<http://abyayala.nativeweb.org/ecuador/pueblos.php>
3. The show should include an introductory slide with the name of the indigenous group presented, as well as slides on location, history, and customs.
4. Each slide should include a heading, text, and an image.
5. Slide shows should include transition and animation and may include sound, as appropriate, according to the grade level.
6. Final projects will be presented to classmates, and a question session will take place at the conclusion of each show.

Assessment:

	TARGET	EMERGING	UNACCEPTABLE
Understanding	accurate and thorough description	description is tentative and incomplete	description is inaccurate and incomplete
Teamwork	worked well together	participated at times	did not collaborate
Grammar/ Mechanics	no mistakes present	few mistakes made	many mistakes
Presentation/ Creativity	attention to detail	uneven final product	careless final product

Resources

CULTURAL KITS

Indiana University Southeast Library

Center for Cultural Resources Culture Kits:

Schools can check out cultural kits for hands on learning. These kits feature items collected from countries all over the world. They include lesson plans and are catalogued according to twelve themes: people/places, life experiences, needs, natural worlds, aesthetics, past/present/future cultures, language, rules/leaders, producers/consumers, recreation/celebrations, values/service and connections/interdependence.

Jefferson County Public Schools

JCPS Gheens Academy:

JCPS has many reference materials on world cultures including magazines, books, reference materials, maps, globes and atlases. They are arranged by subjects under multicultural education and social studies.

BOOKS

Children Just Like Me, Copsey, Susan

Children Just Like Me: Celebrations!, Kindersley, Anabel

Following the Equator: A Journey Around the World, Twain, Mark

Children of the Ecuadorian Highlands, Beirne, Barbara

The Waorani: People of the Ecuadorian Rainforest, Siy, Alexandria

VIDEOS

The Climate in Crisis, Sharper, William, United Streaming Videos
Working with Maps, United Streaming Videos

South America Today: Ecuador, United Learning Videos
Ecuador, United Streaming Video Collection

INTERACTIVE WEB SITES

Amazon Interactive (Eduweb) - explores the geography of the Ecuadorian Amazon through online games and activities.

Different Ethnic Groups in Ecuador, Panama and Argentina: Their Assimilation and Their contributions (RetaNet) - familiarizes students with various ethnic groups and the ways in which they have contributed to a specific country.

People and Places: Conservation in Ecuador and the Galapagos (Outreach World) - introduces students to the complex issues and decision - making processes that surround our environmental choices.

<http://boleadora.com/> - music samples from the Andes and other regions.

STANDARDS

Indiana Core Standards

Standard 3 — Geography

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

The World in Spatial Terms

6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.

6.3.3 Describe and compare major physical characteristics* of regions in Europe and the Americas.

6.3.4 Describe and compare major cultural characteristics* of regions in Europe and the Western Hemisphere.

6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.

6.3.8 Identify major biomes* of Europe and the Americas and explain how these are influenced by climate.

6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography.

6.3.10 Explain that cultures change in three ways: cultural diffusion*, invention* and innovation*. (Individuals, Society and Culture)

6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.

6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.

Standard 4 — Economics

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas

Give examples of how trade related to key developments in the history of Europe and the Americas.

Kentucky Core Standards

- **Academic Expectation 2.26:** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
- **Program of Studies (Intermediate grades):** Use appropriate terminology to describe music of diverse cultures, periods, and styles.
- **Core Content for Assessment:**

IDENTIFY AND DEFINE ELEMENTS OF MUSIC: AH-M-1.38: Describe the use of elements in musical examples (2.22, 2.23, 2.24, 2.25, 2.26)

Intermediate: AH-E-1.31-1.34, 1.36, 1.37, 1.39

Middle School: AH-M-1.32-1.34, 1.36-1.38, 1.310

High School: AH-H-1.32

Standard 1: Students know and understand the chronological organization of history and are able to group people and events into major eras to identify and explain historical relationships.

Standard 3: Students understand the nature of societies; that societies are diverse and have changed over time.

Standard 2: Students know how to use various processes and resources of historical inquiry.

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.