



# *¡Avancemos!*

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SPANISH HOLIDAY CALENDAR | FALL 2019

## BIENVENIDOS

This **DOWNLOADABLE** calendar will help you create lessons around important days across the Spanish-speaking world. At HMH® we believe that an interest in culture is an essential building block for learning another language.

# SEPTEMBER • 2019

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08

## La fiesta de Nuestra Señora de la Caridad del Cobre, the patron saint of Cuba

The *Señora de la Caridad* is Cuba's most revered figure and her story dates back to the early 17<sup>th</sup> century. On September the 8<sup>th</sup>, Cubans wear yellow and place special items such as sunflowers, honey, and pumpkins on altars in her honor. The statue of the virgin is in a shrine in *La Basílica Santuario Nacional de Nuestra Señora de la Caridad del Cobre* in the province of Santiago de Cuba. When Ernest Hemingway won the Nobel Peace Prize for literature he donated his medal to the shrine.

## LESSON IDEAS

- Have students research the history of *Nuestra Señora de la Caridad* on the internet as it also gives an interesting view into Colonial times in the Caribbean.
- Teach beginner students the question *¿Dónde está...?* while they look at a map of Cuba and have them identify where Santiago de Cuba is.
- Ask intermediate students: *¿Te gustan los libros de Ernest Hemingway? ¿Te gustaría ir a Cuba? ¿Por qué?*
- Ask advanced students to write 2-3 sentences on their opinion about the state of the United States' relationship with Cuba.

 **HMHfyi Español**

Click [HERE](#) to use the section on *El Caribe* in the **HMHfyi Español** site to search for authentic media from Cuba.

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## La Independencia de Centroamérica, or Central American Independence Day

On this day, El Salvador, Costa Rica, Guatemala, Honduras, and Nicaragua celebrate their independence from Spain. It is also the start of Hispanic Heritage month, which goes until October the 15<sup>th</sup>.

16

## El Día de la Independencia de México, or Mexican Independence Day

On this day Miguel Hidalgo delivered *El Grito de Dolores*, and announced the Mexican revolt against Spanish rule.

## LESSON IDEAS

- Have students look up *Grito de Dolores* online and identify *La Virgen de Guadalupe*, *Fernando VII*, and *los gachupines*. Then have them write their own *Grito* using the structure of the original, identifying heroes they admire, as well as areas in their lives where they'd like more independence.
- Have beginner students look at a map of Central America and learn the phrases *Está al norte de...* *Está al este de...* etc. while they identify where the different countries are located in relation to each other.
- The story of Central American independence includes a document entitled *Los Nublados del Día* which asserted that the countries should wait for the storm clouds of the day to clear before jumping into independence. The famous line is "*hasta tanto que se aclaren los nublados del día*". Discuss this idea with advanced students and then have them come up with 3-5 sentences pertaining to their own lives using the phrase *hasta tanto que...*

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23

## Grito de Lares, Puerto Rico

On this day in 1868 nearly one thousand rebels entered the city of Lares, and took over shops and businesses owned by Spanish-born men, or *peninsulares*, as well as the city hall. Among the rebels were slaves from Africa who had escaped from plantations in the Caribbean. Most of the other rebels were middle- and upper-class 'creoles'. The Spanish army defeated the rebellion, but in its aftermath Spain granted more freedom to Puerto Rico and freed all slaves who took part in the uprising.

## LESSON IDEAS

- The aftermath of Hurricane Maria has renewed public debate about whether Puerto Rico should declare independence from the United States or become the 51<sup>st</sup> state. Have students research recent challenges to Puerto Rico's commonwealth status and discuss their opinions in class.
- Have beginner students list some celebrities of Puerto Rican heritage and say where they are from. For instance, *Lin-Manuel Miranda es de Nueva York pero sus padres son puertorriqueños*.
- Have intermediate and advanced students compare Puerto Rico's modern day independence movement with the one that happened in 1868.

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Click [HERE](#) to use the section on Puerto Rico in the **HMHfyi Español** site to search for authentic media.

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# OCTUBRE

OCTOBER • 2019

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## Grito de Yara, Cuba

Cuba also sought independence from Spain in 1868, a mere two-and-a-half weeks after Puerto Rico's *Grito*. On October the 10<sup>th</sup>, a lawyer and slave owner named Carlos Manuel de Céspedes led a revolt against the Spanish crown. The rebels who followed him, known as the *Mambises*, found themselves in what would become **The Ten Years' War**. Spain eventually won, but slaves who had fought on both sides were freed.

### LESSON IDEAS

- Carlos Manuel de Céspedes co-wrote the original version of the song *La Bayamesa*. A different version eventually became the Cuban national anthem. Search the internet for different versions to play in class. This could also be an opportunity for students to determine the meaning of *acordarse* and *recordar* since they are used in the first lines of the first two verses.
- Have intermediate and advanced students research **The Ten Years' War**, specifically looking for things that happened repeatedly. Then have them state the beginning and ending dates of the war and discuss those things that occurred continuously over the course of ten years.

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Click [HERE](#) to use the section on *El Caribe* in the **HMHfyi Español** site to search for authentic media from Cuba.

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## El Día de la Raza (Latin America), Columbus Day (United States), and El Día de la Hispanidad (Spain)

This holiday commemorates different things depending on where one lives. In the United States, it celebrates the arrival of Christopher Columbus to the New World. Throughout Latin America it is known as *El Día de la Raza*, a day in which Latin America's cultural diversity and indigenous roots are celebrated. And in Spain, *El Día de la Hispanidad* is a day to celebrate the country's history and contribution to the exploration of the Americas.

### LESSON IDEAS

- Use [this article from ¡Avancemos!](#) to discuss diversity within the Spanish-speaking world. Ask students how one's country of origin affects perception of history and customs. Have beginners use words for color and weather to describe the images they see on the page. They can also practice describing nationality using the captions for each photo.
- There is much historical documentation about Columbus' treatment of the indigenous people of the Americas. Have intermediate and advanced students research him online and write 5 things they discovered he did, or describe some of his supposed personality traits. Have advanced students say how they might feel about *el 12 de Octubre* if they had indigenous roots.

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## El Señor de los Milagros or Our Lord of Miracles, Peru

This holiday celebrates a mural of Jesus painted in 1650 by a slave from Angola. It became known as the Lord of Miracles when it survived earthquakes in Lima in 1655, 1687, and a massive one in 1746, which razed all buildings in the vicinity. On October the 18<sup>th</sup>, 19<sup>th</sup>, and 28<sup>th</sup> there are processions through the streets of Lima from the *Iglesia de las Nazarenas* to the *Iglesia de la Merced* in which all the participants wear purple. An annual bullfight is held to commemorate the holiday and the month of October is known as *Mes Morado* (Purple Month) in honor of the *Señor de los Milagros*.

### LESSON IDEAS

- Beginner and even intermediate students often have trouble remembering how to say years in Spanish. Have them research this holiday, make a timeline of important events in the history of *El Señor de los Milagros*, and practice saying the different years on the timeline aloud.
- Ask intermediate and advanced students to think of a strange, inexplicable event in their lives, write a few sentences about it in Spanish, and share with the rest of the class.

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Click [HERE](#) to use the section on *Los Países Andinos* in the **HMHfyi Español** site to search for authentic media from Peru.

# NOVIEMBRE

NOVEMBER • 2019

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01

## El Día de los Muertos, or Day of the Dead, Mexico

The Day of the Dead is one of Mexico's most important holidays. It honors the dead with specific traditions. These include decorating the graves of loved ones with sweets and flowers; setting up an altar (or *ofrenda*) in the home decorated with marigolds, sugar skulls (or *calaveras*), candles, and pictures of the dead; and eating the traditional *pan de muerto*, or special sweet bread, while drinking hot chocolate.

LESSON IDEAS

- Visit the [¡Avancemos! Día de los Muertos](#) page to read more about the holiday, for specific ideas for beginner and intermediate lessons, and to get a printable *calavera* you can pass out to students.
- Ask your advanced students to think about what the Day of the Dead might reveal about Mexicans' view of death. Have them do internet research on attitudes towards death in Mexico as well as in the United States, then lead a class discussion in which students express their opinions and support them with their findings.

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## La fiesta de Nuestra Señora de la Divina Providencia or Feast of Our Lady of Divine Providence, Puerto Rico's patron virgin

In 1853 the statue of *Nuestra Señora de la Divina Providencia* was installed in the cathedral of San Juan by Gil Esteve y Tomás, bishop of San Juan. In 1970, Pope Paul VI proclaimed her patron of the island and moved her local feast to November 19<sup>th</sup> to coincide with Puerto Rican Discovery Day, which commemorates the day in 1493 when Columbus first made landfall on Puerto Rico.

LESSON IDEAS

- During this feast traditional Puerto Rican dishes, such as *arroz con gandules* (rice with pigeon peas) and *guineitos en escabeche* (green bananas cooked with onions, peppers, and olives) are often eaten. Have students do research on other traditional Puerto Rican foods and compare them with the traditional American foods that are served for Thanksgiving. Then have them write a list, in Spanish, of which Thanksgiving foods they like and do not like, and which Puerto Rican foods they would like to try.

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# DICIEMBRE

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06

## El Día de la Constitución, or Day of the Constitution, Spain

This public holiday commemorates December the 6<sup>th</sup>, 1978, the day the modern Spanish Constitution was approved and Spain became a democracy.

LESSON IDEAS

- The official Constitution of Spain can be found [HERE](#), and in many parts the language of it is simple enough for advanced and even intermediate students to understand. Prepare specific questions based on the document, then project the web page for the class and have students answer. A sample intermediate question might be *¿Cuál es la capital del Estado?* or *¿De qué elementos está formada la bandera de España?* A sample advanced question could be *¿Podrá ser un español de origen privado de su nacionalidad?*
- Like the United Kingdom, Spain is both a democracy and a constitutional monarchy. Explain this to your beginner students and then ask them how much they know about Spain's royal family. Go over vocabulary words for royalty such as *el rey*, *la reina*, *la princesa*, and *la infanta*. Ask the students to do research on the family, and then have them identify at least 5 members, for example: *Letizia Ortiz Rocasolano es la reina de España*.

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## El Día de la Virgen de Guadalupe or the Feast Day of our Lady of Guadalupe, patron saint of Mexico

In 1531 the Virgin Mary is said to have appeared to Juan Diego in Mexico City and told him to ask the bishop to build her a church on Tepeyac Hill. She reportedly spoke to him in his native tongue of Nahuatl. The bishop, however, refused to build the church without proof of the apparition. On December 12, the account states that the Virgin Mary reappeared to Juan Diego and instructed him to gather roses in his cloak. When he opened his cloak to show the roses to the bishop, they fell to the floor and revealed an image of the *Virgen de Guadalupe* imprinted on the cloak. The bishop then agreed to build the church on Tepeyac Hill. In honor of the holiday, hundreds of thousands of people gather at the basilica on December the 12<sup>th</sup> with offerings for the Lady of Guadalupe. They also sing the traditional Mexican song "*Las Mañanitas*."

LESSON IDEAS

- Nahuatl is one of the indigenous languages of Mexico and there are several modern English words that have roots in Nahuatl. Challenge students to use the internet to find as many of them as they can (Possible answers: avocado, chocolate, coyote, tomato, chili, ocelot, chipotle).
- Have beginner students look at a picture of *La Villa de Guadalupe* in Mexico City where the basilicas are located, and have them use phrases such as *a la derecha de* or *a la izquierda de* to explain what is located where in the photo.
- In Mexico, as well as some other Latin American countries, *Las Mañanitas* is commonly sung to people on their birthday. Ask students to find the lyrics and performances of *Las Mañanitas* on the internet, then have them learn the song and sing it in class.

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## Las Navidades

LESSON IDEAS

- Use [this article from ¡Avancemos!](#)—which includes pictures of dancers dressed as empanadas in an Argentine celebration and elaborate parades for Three King's Day in Spain— to plan a lesson on how the holidays are celebrated in different Spanish-speaking countries.
- Beginner and intermediate students can use comparisons of equality, for example *tan/tanto + como* and *más/menos + que* to compare these holiday traditions to ones they have in their own homes.
- Advanced students can also use the subjunctive mood by writing a list of things they would like to see happen in their lives in the new year. For example, *Quiero que mis notas en la clase de español sean mejores*.

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## SPANISH HOLIDAY CALENDAR | FALL 2019

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