



## Objectives

- Familiarize students with the origin of El 12 de Octubre and the differing ways people celebrate the holiday.
- Trace the route of Columbus's first voyage.

## Presentation Strategies 20-minute lesson

- Ask students to locate Spain, the Canary Islands, Cuba, and Hispaniola on a map.
- Have students read the pages about El 12 de Octubre.
- Discuss the Comparación cultural questions as a class.

## 50-minute lesson

- Complete 20-minute lesson plan.
- Have students note the different names for October 12 celebrations. Discuss why different cultures might view the holiday differently.
- Introduce the Vocabulario para celebrar and pronounce the English and Spanish terms.
- Have students work in groups to develop a map showing Columbus' route, labeling the indigenous groups who lived in each location he visited.



## STANDARDS

- 2.1 Practices and perspectives
- 4.2 Compare cultures

## Connections

### Social Studies

**Columbian Exchange** Encourage students to research information about the exchange of goods, people, and ideas that resulted from Columbus' arrival in the Americas and Spanish colonization.

- Provide examples of foods found in the Americas that were previously unknown in the rest of the world: chocolate, sweet potatoes, white potatoes, corn, peanuts, hot peppers, and tomatoes.
- Identify examples of plants and animals introduced in the Americas as part of the Columbian Exchange: wheat, rice, cattle, horses, and bees. Talk about how horses changed the lives of some Native Americans on the Plains.

# El 12 de Octubre

*El 12 de Octubre* has many different meanings in the Spanish-speaking world. For some people it is *el Día de Colón*, the day Christopher Columbus arrived in the Americas. For some, it is *el Día de la Hispanidad*, a day to celebrate one's connection with all other Spanish-speaking people, regardless of their country. And for others, it is *el Día de la Raza*, a day when indigenous people come together as a community and celebrate their heritage. Other Spanish speakers celebrate their mixed heritage of indigenous, African, and European cultures. How you celebrate depends very much on you and your family's origin and on the community where you live. For all Spanish-speaking groups, *el 12 de octubre* marks a key turning point in the lives and cultures of the people in Spain and those living in the Americas.

### Vocabulario para celebrar

<i>Cristóbal Colón</i>	Christopher Columbus
<i>el Día Nacional</i>	National Day
<i>la hispanidad</i>	the cultural community of Spanish speakers
<i>la raza</i>	race



## México

**Día de la Raza** Indigenous groups gather in Mexico City dressed in their community's traditional outfits, some wearing pre-Columbian clothing and headdresses.

C6 Celebraciones



## Bridging Cultures

### Heritage Language Learners

**Regional Variations** Encourage students to consider reasons for the different views of October 12. For many indigenous people, it signaled the end of their traditional way of life. For others, it meant the pursuit of riches and opportunity. Have students identify and list the different names of the holiday in different places. Encourage them to give the English and Spanish translation of the holiday names.

### English Learners

**Provide Comprehensible Input** English terms such as *indigenous* in the lesson may be unfamiliar to many students. Have students skim the lesson for words that are unfamiliar to them. They can make a chart giving the word, a dictionary pronunciation, and a definition. Have students refer to the chart as they read.



Culture

About the Photos

Have students note the names of the celebrations in each place. All celebrate the same day but focus on different meanings to the communities.

**México** Ask students which photograph shows someone in pre-Columbian costume.

**Nueva York** Ask students to identify the nations represented by the flags carried by the students.

**Chile** Ask why different indigenous groups might meet to celebrate their own identities.



Nueva York

**Día de la Hispanidad** High school students carry flags representing all the American countries as they march in a parade down Fifth Avenue.



Chile

**Día de la Raza** A woman from the Pehuenche indigenous community gathers with other indigenous groups in downtown Santiago.



España

**Día Nacional de España** The Spanish government celebrates with a parade in Madrid.

Comparación cultural

1. How do you celebrate October 12 in your community or school? Is it similar to or different from the celebrations in Spanish-speaking countries? How so?
2. What does October 12 mean to you? Which of the Spanish names for the holiday has the most meaning for you? How would you rename the holiday to celebrate your heritage?

Celebraciones C7

Comparación cultural

Possible Answers

1. Celebrations may depend on students' heritage and cultural identity. Some communities may host parades and festivals; others may not plan any special activities.
2. Students should provide reasons for their preferences, which may be based on their heritage or personal identity. Their renaming of the holiday should reflect their opinion about the Columbian Exchange.

Enrichment

Language Arts

**Columbus Day Poetry** Have students locate and read poems about Christopher Columbus and 1492. One classic poem is *In 1492*. Another is Emma Lazarus's poem *1492*. Help students read and summarize the poems. Have them compare and contrast the viewpoints of the poems.

Timeline and Maps

**Columbian Voyages** Columbus returned to the Americas three times after the first voyage. Ask students to draw a timeline and a map showing events related to Columbus' explorations.