

2R.1: LESSON PLAN

Title

Language “profiles”: a language timeline

Subject

Reading

Grade

6-12

Time

60 minutes

Purpose

After locating and identifying examples of written text in the fresco, students will learn what languages are represented and will create a language timeline.

Key Questions

1. What languages are represented in the fresco? What moment of Hispanic/Latinx history do they represent?
2. What cultures or communities do they belong to?
3. Which texts do these words relate to?
4. What do the words or phrases mean?
5. Why is it important to include these languages in the fresco?

Values

Communication, Identity, Diversity, Representation

Materials & Resources

[Virtual tour of the fresco](#); [fresco image guide](#); examples of words and phrases; butcher paper or large paper pad; colored pencils.

Activities

1. Lead students through a virtual tour of the fresco.
 2. Looking at the virtual fresco, ask students to notice and identify any written text. Can anyone name any of the languages represented?
 3. Using the image guide and the examples of words and phrases, create and present a slideshow of images from the fresco that include written language. In groups of 4, ask students to select one language to explore.
-

-
-
4. Once students have selected a language from the fresco images, give them one piece of butcher paper or paper from the large paper pad to create a language “profile.” Using the descriptions in the fresco image guide, ask students to illustrate the written text as their title and to write or draw their responses to the key questions above.
 5. Students create a language timeline by placing the “profiles” in chronological order. In order to complete this task, students must read each group's profiles and collaborate as a whole group.
 6. After the timeline is complete, divide students into new groups of 4. Ask students to discuss the timeline. Do they agree with the placement and order of each language? What might they change about the order in the timeline and why? After the small group discussions, ask students to share their responses with the large group. Remind them of the culture of listening, conversation, and friendly disagreement.
 7. Lastly, ask students to write down their responses to these questions that will function as an exit slip: What are three things you learned about language in the fresco? Why do you think it is important to include these languages in the fresco?

Evaluation/Assessment

[Feedback: Take this survey to share your feedback on this lesson plan](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

Examples of Words and Phrases in the Fresco



IMAGE 2: BENITO JUÁREZ (PN4)



IMAGE 1: PLUS ULTRA (NW4)



IMAGE 3: PHOENICIANS (NW12)



IMAGE 4: ARABIC WORDS AND PHRASES (NE22)



IMAGE 6: BANNER: LANGUAGE FROM NEW MEXICAN PUEBLOS (SE13)



IMAGE 5: BANNER: HUNAB KU (SW6)



IMAGE 7: POPUL VUH (SW14)



IMAGE 8: MAYAN GLYPHS (NCI)