

ARTS

FOR **YOUTH**

Education Through the Arts

A Teacher's Guide to
AROUND THE AMERICAS with 123 ANDRÉS
Grades K-6
February 13, 2025, 9:15 AM and 11:00 AM



Arts for Youth program

Lancaster Performing Arts Center offers many ways to integrate the arts into your lesson plan through our Arts for Youth program. Our school shows, workshops and study guides are aligned with the [California Department of Education's Common Core Standards](#), as well as the [California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve](#) (which includes [Dance, Media Arts, Music, Theatre, and Visual Arts](#)). We emphasize Education through the Arts by utilizing music, theatre and dance as a tool for students to learn such core subjects as math, science, history and literature. Students will receive a high quality, curriculum-based learning experience in an enjoyable setting.

Lancaster Performing Arts Center Foundation



About Us

33 Years of Support

Since its inception in 1989, the Lancaster Performing Arts Center Foundation has, through the generous contributions of their supporters, continued to fulfill their mission by providing for enhancements and quality upgrades for the Lancaster Performing Arts Center facility and programming. In doing so, the Lancaster Performing Arts Center has become the premier entertainment venue in the Antelope Valley.

Additionally, the LPAC Foundation, in partnership with the community and the Lancaster Performing Arts Center, has made it possible for thousands of students to experience, many for the first time, educational and inspirational dance, musical and theatrical performances at the Performing Arts Center and in-school outreaches, through the Arts for Youth program. Community Performing Arts Grants are also awarded annually by the Foundation to deserving organizations for their involvement in the performing arts. In 2016 the Foundation developed the Performing Arts Scholarship program, committing to annually award a deserving local high school graduate a \$5,000 performing arts scholarship. The scholarship program is an expression of our commitment to advance the dreams of our talented young people by offering life-changing opportunities toward the pursuit of higher education.

LPAC Foundation donors are valued partners in our ongoing effort to support the arts in our community. Even with the support of our ticket buying audience, the Performing Arts Center relies on generous charitable contributions from our community. This financial support is critical to sustain the artistic excellence of the performances, and to help serve the broadest possible audience with innovative education and community programs.

From sponsoring events to purchasing student tickets and stage equipment, our fundraising efforts address a broad spectrum of needs while affording flexibility to donors.

Lancaster Performing Arts Center Foundation is a 501(c)3 nonprofit organization, Federal Tax ID# 95-4221909.

Mission

The Lancaster Performing Arts Center Foundation is dedicated to promoting and maintaining the Lancaster Performing Arts Center as the Antelope Valley's epicenter for the arts, by supporting both direct arts engagement and arts education and where the lives of students and the diverse culture of the community are enriched.

Vision

Enriching, Inspiring and Uniting the diverse community of the Antelope Valley through the common language and experience of the arts.

Commitment to Racial Equity

The Lancaster Performing Arts Center Foundation (LPACF) is dedicated to enriching, inspiring and uniting the diverse community of the Antelope Valley through the common language and experience of the performing arts and arts education.

Our support of the Lancaster Performing Arts Center and its programming generates opportunities to enhance and improve the quality of life of those in our community, including those historically marginalized based on race, ethnicity, class, age, ability, sexual orientation, gender, gender identity, socio-economic status, national origin, geography, citizenship status, indigenous status, and religion.

The application of LPACF's mission, to support both direct arts engagement and arts education where the lives of all students and the diverse culture of the community are enriched, is evaluated annually by the board of directors, and accomplished through our dedication to the just and equitable distribution of programmatic, financial, and informational resources. LPACF is committed to the intentional implementation of cultural equity and inclusion within all policies, operations, and programs to reduce barriers and increase outcomes for all.



Introduction

Dear Educator,

As you make plans for your students to attend an upcoming presentation of the Arts for Youth program at the Lancaster Performing Arts Center, we invite you to prepare your students by using this guide to assure that from beginning to end; the experience is both memorable and educationally enriching.

The material in this guide is for you, the teacher, and will assist you in preparing your students before the day of the event and extending the educational value to beyond the walls of the theatre. We provide activity and/or discussion ideas, and other resources that will help to prepare your students to better understand and enjoy what they are about to see, and to help them connect what they see on stage to their studies. We also encourage you to discuss with your students the important aspects of the artistic experience, including audience etiquette.

We hope your students find that their imagination comes alive as lights shine, curtains open, and applause rings through Lancaster Performing Arts Center. As importantly, we hope that this curriculum-based Guide helps you to bring the arts alive in your classroom!

Thank you for helping us make a difference in the lives of our youth.

Arts for Youth Program

Lancaster Performing Arts Center, City of Lancaster

California State Standards

cde.ca.gov/re/cc

Easily apply these content standards in your classroom:

- SL.1.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Trip to the Theater

Theatre Etiquette Guide & Rules

Thank you for coming to Lancaster Performing Arts Center! We are glad you are visiting. Please...

Arrive on time: *Plan for possible delays in travel and parking. Arrive 30 minutes prior to show time.*

Students: Leave recording devices of any kind at home or in your backpack at school

Video or audio recording and photography are often prohibited by law and may disrupt the performance. They are not permitted and are considered rude to others around you. Backpacks are not allowed.

Teachers: Turn off or silence all personal electronics

Beeps, clicks, tones and buzzes and light pollution emanated by personal electronics such as watches, Bluetooth devices, cell phones, etc. interrupt the performance and spoil the theatre experience.

Observe the instructions of ushers

The ushers are volunteers who are present to help ensure rules are observed and to provide guidance in case of an emergency evacuation. Please show them kindness and consideration. You will be asked to exit to the right of the theatre at the end of the performance.

Be respectful

While entering and exiting the theatre: please fold your arms or put your hands in your pockets or behind your back. Talk very quietly. Once seated: unless invited by the cast to do so, please do not talk. Keep your feet on the ground. Put your hands in your lap or fold your arms unless it is an appropriate time to clap and/or participate in the show (if prompted by the cast).

Abstain from eating or drinking inside the theatre

*Crackling wrappers and containers and food messes in the auditorium are unwelcome. Food, candy, gum, and drinks should not be brought inside the theatre. **This includes water bottles.***

Avoid talking, waving, and shouting during the performance

Laughing and applauding and expressing “ooh” and “ahh” sounds are encouraged at appropriate times. Shouting to actors/friends is disrespectful to others. Save personal conversation for after the show. If you must talk, please whisper very quietly.

Do not exit the auditorium during the performance except in the case of an emergency

If you must leave, wait for an appropriate break in the performance. Teachers- arrive early enough to escort students to the restroom prior to the start of the show.

Do not get onto the stage or place items on the edge of the stage

To ensure the safety and security of performers and audiences, this behavior is strictly prohibited unless expressly permitted by a performer or staff member.

Dispose of garbage in proper receptacles

Help preserve a pleasant environment by depositing all debris in appropriate receptacles.

Extend common courtesy and respect to your fellow audience members *Civility*

creates a comfortable and welcoming theatre experience for all.

Bring very small children only to age-appropriate performances (strollers and car seats are not allowed)

Small children easily become restless at programs intended for older children and may cause distractions.

Be a Live Theatre Critic

During the performance, watch for:

- Facial expressions and actions
- Costumes, Sets and Props
- Use of the Stage
- Body angles/positioning and movement
- Volume and projection of performers voices
- Music, lighting and sound effects
- Vivid stories and word pictures



About 123 Andrés

Andrés and Christina are the Latin Grammy-winning music duo 123 Andrés, and their award-winning music and lively concerts get the whole audience participating in Spanish and English. 123 Andrés tours nationally with concerts for kids of all ages and their families. They are known for bringing joyful sounds, passion for bilingualism and a high-energy love of music that encourages kids dancing and singing in Spanish and English.

Andrés grew up in Bogotá, Colombia, singing with his mother and learning how to play the guitar from his father at an early age. He had his first studio experience at age 8, and from there he went on to earn a Doctorate in Music and won the National Composition Contest in Colombia for one of his early songs.

Christina grew up in the Midwest in a Spanish-speaking immigrant family from Colombia. Her love for the stage started when her mom signed her up for theater and dance as a child. After college she worked in the classroom as a public-school teacher and received a Master's in Education. When she joined 123 Andrés, she found her calling teaching through music.

Andrés and Christina believe in using music as a tool to encourage empathy towards others and pride in one's own culture. While teaching Spanish words and showcasing different Latin sounds, 123 Andrés also aims for children to emerge more accepting, tolerant and curious about people who are different from them.



About 123 Andrés, cont'd

The Band

Andrés Salguero, from Colombia - guitar, saxophone, vocals

Christina Sanabria, from the US – vocals, percussion

Jesús Agreda, from Venezuela - drumset

Pablo Sanhueza, from Chile - congas, percussion

Giovanni Rodríguez, from Dominican Republic - bass



Interview with 123 André's

In creating this performance, what ideas did you want to explore?

Andrés:

More than anything, we want children to exercise and maintain their empathy. They are naturally welcoming and open, and they are curious about people who are different rather than afraid of them. As adults then we often lose those qualities. We need to learn from children. The premise of the show offers a good opportunity to encourage empathy in context. At one point in the show, I am sad because I miss my friend, Juana. The children feel for me and want to help. At the end when we finally find Juana, she is a little bit nervous. She's been lost, and she needs us to be extra kind to her. The children connect with Juana and respond so beautifully with well-wishes and empathy.

The other thing we'd like to encourage is a curiosity about geography. In the busy school day, students might not get a chance to look at a map for a while and take the time to wonder about other countries. That urge to explore is important, and it leads to map literacy and learning that there are so many places in the world that are not part of the United States, with people living different ways and speaking different languages.

We want students of Hispanic origins, Latinx students, to see themselves represented. It is so incredible when you see the kids getting excited and throwing their hands in the air when we are looking at the map and naming the different countries. When you get to the one they or their parents came from, they feel super special and want to talk about it. It's also great for the other students because they learn about their neighbors and classmates, who come from different places.

Christina:

I think about newcomers to our school and the situations in which someone might feel unwelcome or different. How we can focus on our similarities with others and build bridges? Certainly, I'm thinking of those coming from a different country and speaking another language, but also there are plenty of children who feel different due to other factors. How we can go out of our way to be welcoming?



How do you feel that music feeds into all these purposes?

Christina:

Music itself also embraces new and different influences. When we're performing for older students we get into this more explicitly, but two of the songs we sometimes do, "The Mambo" and "La Bamba" are products of lots of cultural influences. They both have folk origins: for "The Mambo" in Cuba, and for "La Bamba" in Veracruz, Mexico. Both of these songs crossed over and were blended with elements of US music. That altered version is the one we recognize most often when we hear them now, on the radio or TV. It's super interesting because elements of music combine and transform, and we can hear the folk influences but also hear the rock and roll and jazz elements added later.

Andrés:

Yes, lots of times what we hear as Latin music is a result of musicians from Latin American cultures getting together in the US and creating something new. It happened that way with Salsa music.



Musicians from Cuba and from all over the Caribbean immigrated to the United States, bringing the Mambo with them. They all ended up meeting in New York City mid-twentieth century and started playing together and with American musicians. They added new elements to the original music, and the style called Salsa evolved. New York is where the term Salsa was coined, and now Salsa is known throughout the world. It became a collaboration generated by the music, but its result is bigger than the music. For example, in the late 50's at the Palladium in Manhattan, they held some of the first desegregated dances in New York with Salsa music. There were all kinds of people dancing with each other - very open and very new.

What is the benefit of singing together?

Andrés:

Singing as a group gets people together doing one thing. It makes us happy and relaxes us. Singing lowers your heartbeat and can even synchronize the heartbeat of people singing together. Plus, it's a great way to promote teamwork. I was reading a study that suggested that students who play or sing music together perform better at problem-solving and math and tests because they felt more at ease and in tune with each other as a group.

Not only that, but because music borrows from different places, it can unite us. It's beautiful how we can trace the clave rhythm all the way from West Africa. Then we find it in Cuba; we find it in

Brazil; we can trace the DNA of the clave through all its transformations. It becomes a common musical ancestor.

Singing helps you learn. The starting lesson is geography and the Americas for every single kid that comes out. If they are asked, "where are the Americas?", they'll be able to sing the song and tell you where the Americas are because we singing that song all together like six times. They do it with their hands! They're gonna remember and understand that people speak Spanish, not only in Mexico, but in all these other places. The music will help with that.

The other big lesson they'll come away with is the importance of empathy and being nice to each other. For me, the music and singing accompany this story and give life to it. The audience gets connected to it. We don't hammer the lesson in, but the kids naturally want to help poor Juana.



How did you get started in music?

Andrés:

I was very, very privileged and lucky in that there was music all around me in my home. My mom was always singing, and my dad played the guitar. My mom taught me my first songs, and my dad taught me how to play my first instrument.

Is it hard to move back and forth between English and Spanish?

Christina:

Sometimes it can be hard to move back and forth between English and Spanish when you are thinking and moving quickly. It gets easier the more you do it, but that's one of the awesome things about being bilingual. We encourage students to be curious about learning Spanish or sign-language or any other language so they can learn how to communicate in lots of ways to lots of people.

Andrés:

You know, even when we are babies, we make different sounds tuned to our language. Researchers figured out that babies differentiate one kind of speech from another when they are addressed regularly with different languages. They babble different sounds for each language, and eventually, they recognize that one adult is speaking one language and the other is speaking another. It's incredible! As kids, we can learn two languages at the same time.

What does having a doctorate in music mean you can do?

Andrés: (teasing) You can prescribe music when people are sick!



Lesson Uno - Music Connects Us

Learning Goals:

Learners effectively connect and communicate in various ways, including through body language and music.

Skills:

Empathy, Problem Solving, Communicating, Comparing/Contrasting, Connecting

Essential Questions:

How can you connect to someone who does not speak the same language as you?

How is body language an effective mode of communication?

How does music communicate a feeling?

Enduring Understandings:

We may use different words, but we can still understand the same emotional message.

We can transmit our feelings to others with body language. We may have different ways of saying it, but we have the same things to say. Music is a universal language. We can feel it.

Materials:

Technology to play the suggested songs playlist

Speakers

Intro (10 min):

Teacher plays several musical selections of contrasting types of music. In an open space, students are encouraged to dance, move, and interpret the song. This should be done with everyone at the same time and students should move individually, avoiding physical contact with other students. They are “individually dancing in a group”. After 30-45 seconds of each selection, teacher pauses the music, freezes students with a signal, and asks a few questions such as,

- Does the music make you feel any particular way?
- How did you want to move, listening to this music?
- Did everybody in your class dance the same way for each song?

This should be a quick whole class analysis with answers such as “Happy! I moved fast!” After listening and moving to each song, have students formulate conclusions as to whether and how music helped them connect to each other. Students discuss with shoulder partner to think of scenarios in which music can help people who don’t know each other connect and communicate.

Lesson Uno - Music Connects Us, cont'd

Suggested Songs:

This list offers examples of musical styles and genres that represent many areas of Latino América that will encourage varied types of movement.

1. "Vivir Mi Vida"- Marc Antony: youtu.be/alUhI7WUnh4?si=jEd7TicZs59j98-h
2. "Stand By Me"- Stand By Me: youtu.be/UqWexqEIn68?si=6Turh8FP2Wuz9Bh5
3. "Mi Gente"- J. Balvin, Willy William- youtu.be/wnJ6LuUFpMo?si=HqAjkTRWOKHnzs-k
4. "Oye Mi Amor- Maná": youtu.be/DcnNeGQHwDc?si=RKa1qcV0JSfaKoUd
5. "La Pollera Colorá"- Wilson Choperena y Juan Madera
youtube.com/watch?v=289Gie5B4rg
6. "Drume Negrita"- Mercedes Sosa: youtube.com/watch?v=-ne0zL4LSFM

Lesson (15 min):

In groups of three, ask students to devise different short playlists, using music to communicate in three different ways.

Suggestion:

Make sure students know that they do not have to create these lists with actual devices in class. Also, they do not have to have the full song title or artist's name. A bit of lyric or description is fine, especially if they can sing a bit of it, or tell you about where they heard it, for example: "'sunshine in my pocket' from the Trolls movie" (Can't Stop the Feeling!" by Justin Timberlake) or "that firework song" ("Firework" by Katie Perry).

1. Playlist #1: choose songs that are expressive, that will show a class visitor something about the spirit of the class.
2. Playlist #2: choose songs that capture a mood, one the students would like a visitor to feel.
3. Playlist #3: choose songs that are representative and include a favorite song of each of the members of the group. Depending on time, each group can work on all the playlists or just one.
4. Ask a few groups to share their list representing the spirit of the class.
5. Post the lists in the classroom.

Reflection (10 minutes):

Discuss with students that just like there are different kinds of people, there are different kinds of music. Sometimes being open to music from different cultures and different time periods can be another way to make connections with people that students don't know. What different types of music have students encountered? Do students know more music from other countries?

Extensions:

1. Teachers share with students a short playlist of their own, with less contemporary music or musical styles unfamiliar to the students, that captures how the teacher sees the spirit of the class. This music can perhaps be played during a class transition.
2. Challenge students to find out a few musical favorites of a parent or other older relative. Ask them to also find out the story of where the adult first heard it, and why they liked it.



Lesson Dos - *Language: Barrier to Bridge*

Learning Goals:

Exploring what it feels like to speak a language no one understands

Materials:

Copies of Finger Spelling Handout (below); Finger Spelling Poster (optional)

Essential Questions:

How does sign language help others communicate? Are there messages that everyone in the world communicates the same way?

Warm-up (5 min):

Music is a language accessible to almost everyone. Sign language helps communicate without using sounds. Demonstrate a few words, phrases, or expressions in sign language.

Lesson (30 min): Imagine traveling to a world with no sound. Explain that the class will be staying in this world for a little while and really want to make friends there.

Suggestion:

Facilitator: narrate and dramatize this 'world' during the instructions as much as possible, stressing that this is a silent world. After giving initial instructions, really work to conduct the activity completely using non-verbal communication, but if verbal instructions are needed, make them concise. *Examples:* Smile, wave Hello, cry, laugh, point, frown, use our hands to motion or animate, act it out, etc. This activity will work best as a quiet activity. Students will have many giggles and bodily function noises to get out at the beginning. Work to ignore and let time normalize the silence. There will be moments of frustration but strive to push through for the bigger lightbulb moments at the end.



Lesson Dos - Language: Barrier to Bridge, cont'd

1. Teacher: give last verbal instructions: "As you arrive in this new world, it is your goal to communicate with everyone in the room that you are happy to be their friend. To do that, you will need to meet, greet, and communicate friendliness to each person in the room." On signal, students begin activity.
2. Give signal for students to circle. Non-verbally congratulate all students on their friendliness.
3. Non-verbally communicate to students that the next step is to find out each new friend's name in the new world. Distribute the handout* of the sign language alphabet. Consider having a poster size sign language alphabet for students in addition to the personal handouts. Model the process of finger spelling one's name. Consider using a student to model. Give signal for students to begin to amble around the room asking for 2 or 3 of their new friends to sign their names.
4. Give signal for students to circle. Non-verbally ask for 2 or 3 student volunteers to sign their names. Non-verbally congratulate them. Perhaps using finger spelling.





















Reflection (10 min):

Move students from the silent world to the hearing world, using a physical change of space if possible, or a sounding signal to break the silence before speaking. Thank students non-verbally and verbally for journeying with you to the world with no sound. Consider having students transition to a guided journal writing reflection, in keeping with the quiet theme. *Discussion:* Did you feel frustrated? Why? What can the silent world help us learn about other people? What did we learn about ourselves? What did we learn about communicating? Do we need a specific language to communicate with others? Can we only make friends with people that speak like us?



*Handout is an American Sign Language resource from Education.com.

American Sign Language Finger Spelling Chart

 A	 B	 C	 D
 E	 F	 G	 H
 I	 J	 K	 L
 M	 N	 O	 P
 Q	 R	 S	 T
 U	 V	 W	 X
 Y	 Z		

Lesson Tres – Storytelling

Learning Goals:

Learners narrate a creative and organized story successfully implementing elements of story and storytelling.

Skills:

Listening, Speaking, Creativity, Collaboration

Essential Questions:

What characteristics do stories share?

What makes a story “good”?

What makes a storyteller “good”?

Can music play a part in storytelling?

Enduring Understandings:

Stories have a beginning, middle, and ending that involves characters, a setting, and a problem the characters face. Good storytellers know how to speak clearly, use inflection in their voices, and use non-verbal communication as well to engage their audience.

Materials:

Picture Prompts for a main character, a setting, and something to include in the story. **

Large map of The Americas (as a reference)

**Before this lesson, prep picture prompts to use in a teacher demonstration. You will also need a problem for the characters to solve and possibly a way to include a song in the solution. Consider coming up with possible storylines ahead of time in order to make that much more of an engaging story during the lesson.

Intro (5 min):

Ask students to recall what they know about the characteristics of a story and characteristics of a storyteller.

Hook (10 min): Have 3 different students choose one picture prompt from the various categories. Show the students each picture prompt (character, setting, and object) and let them know that you are going to invent a story right now using the 3 prompts. Tell a very short but engaging story using your best storytelling tricks. Include snippets of a song in the solution if you feel comfortable. Use inflection in your voice, facial expressions, hand motions, and even refer to the picture prompts as visual aids when necessary.

Reflection (5 min): Ask students to take turns retelling the story to their shoulder partner. Give signal for students to direct their attention to you again and ask, “What did you remember

Lesson Tres – Storytelling, cont'd

most about the story? Why? What characteristics did the story have? What characteristics did the storyteller demonstrate?

Lesson (30 min):

Today we are going to practice our story making and storytelling skills. We are going to use the picture prompts to first guide us in creating the story map. Our story will have a main character; we will describe the setting; and our character will encounter a problem. The story will have a beginning, middle, and end.

Suggestion:

Have a signal that allows for smooth and clear transitions between steps of lesson.

1. Have students pair up and together choose one of each picture prompts, 3 total. At this time students will brainstorm story ideas, character names, and possible problem solutions, etc. with each other.
2. Students should now share their brainstorm ideas with the student pair group beside them.
3. Students revise their ideas and continue to cement their story. Students practice telling the story.
4. Guide student pair groups in a checklist of their story. Ask if their story has a main character, setting, problem, solution, clear ending, etc. Have students use hand signals to communicate with you yes, no, not sure.

Whole Group Reflection (10 min):

Connect students with another pair to share their stories. What are the characteristics of a good story and storyteller?

Partner Reflection (10 min): Have students answer the following questions in written form or in the form of shoulder partner guided discussion, about both their own stories and the stories they heard from another pair of students.

- What elements of story did you and your partner's story have?
- What elements of storytelling did you and your partner demonstrate?
- What was exciting about the story you heard from a different pair?
- How did you come up with a problem?
- How did you solve it?
- Were you able to include a song in the solution?

Characters

LA LLAMA.



EL GECO



EL PAJARITO



Places

CENTROAMÉRICA



EL CARIBE



SURAMÉRICA



Objects

LA CASA



DINERO



Lesson Cuatro- WHERE IN LAS AMÉRICAS?

Learning Goals:

Students will develop map literacy and practice deductive reasoning using previous knowledge.

Skills: Critical Thinking, Map Literacy, Collaboration

Essential Questions:

What are the Americas? How can a map help us to answer questions about the Americas?

Enduring Understandings:

Sometimes we call The United States of America just 'America', but the Americas include all of North, Central, and South America. Maps have several tools to help use make educated guesses about climate, transportation, topography, and even culture.

Materials:

Class Map of Western Hemisphere (digital, pull-down map, globe, poster, etc)

Compass

Copies of the Explore Las Américas worksheet and the map of the Americas handout

Classroom technology to investigate countries (optional)

Intro (10 min):

Ask students to define 'America'. Now, define 'The Americas'. Now, look at the class map of the Western Hemisphere and hone definition of 'The Americas'. Facilitate the understanding of North America, Central America, the Caribbean, and South America. Ask students to compare and contrast both meanings of America.

Hook (5 min): Have a show and tell moment with a compass. Allow students to experience the compass. Facilitate a conversation about previous knowledge regarding the 4 cardinal directions. Direct the inquiry towards understanding of cold weather closer to the north and south poles, warmer climate near center, sun rising in the east, setting in the west, etc.

Lesson (30 min): Guide students through identifying their previous knowledge. (Where is the United States, Tennessee, North and South Pole, etc. We can travel from TN to Mexico by land but not by sea. We cannot travel to the Caribbean by land, etc.)

Suggestion:

Have several class sets of maps, globes, and even Google maps available for students to use as a reference.

1. In pairs, students choose or are assigned a country either in Centroamérica, El Caribe, or Suramérica. They can color their country on the map of Americas outline handout. Encourage them to use the class map to make as many educated guesses about that country as possible. Students are brainstorming mode of transportation, climate, clothing preferences, local food, etc.

2. Walk through an example of map inquiry and observation with the students, modeling your critical thinking and hypothesizing out loud. Consider showing this process with Mexico even though it is not in Central America, South America, or the Caribbean. Students are more likely to have background knowledge about Mexico and would feel more confident about hypothesizing about Mexico's climate, modes of transportation, etc. Modeling will also establish the vocabulary desired for this activity. Consider taking the time to invest in the scientific method vocabulary, especially facilitating an understanding of hypothesis and the value of making educated guesses.
3. Have students fill out the worksheet with their predictions.
4. Pair/Share (5 min): Students share with the pair next to them. Use a signal to indicate when first group begins and ends, in order for second group to begin.
5. Students individually, where possible, use classroom technology to research their country. Consider modeling the query process on classroom projector. Also, where classroom technology is not available, consider reserving computer lab, or checking out books about Latin American countries from the Limitless Libraries.
6. Each pair discusses their findings with partner.

Reflection (10 min):

How many hypotheses did you and your partner need to revise? How much were you able to figure out about your country with just a map and some previous knowledge? What did you learn about your country? Did anything take you by surprise?

EXPLORE LAS AMÉRICAS

1. Circle which area of the Americas you and your partner will explore.

Centroamérica El Caribe Suramérica

2. Circle the name of the country you and your partner will explore.

Argentina Bolivia Brasil Chile Colombia

Costa Rica Cuba Ecuador El Salvador Guatemala

Haití Honduras Nicaragua Paraguay Panamá






Perú Puerto Rico República Dominicana Uruguay Venezuela



Post-Performance-Travel Brochures

Even with so much of our content on-line now, there is still a need for a printed to brochure to entice travelers to visit another country with beautiful images and interesting information.

Ask students to choose a country from Central America, South America, or the Caribbean They will research the idea and create a brochure, focusing on three main reasons to visit.

3. Fill out the chart below.			
	Characteristic of the Country	Your Hypothesis (Educated Guess)	Your Investigation/ Findings
	THE CLIMATE (El Clima) What is the weather like in this country?		
	CLOTHING (La Ropa) What kind of clothing is worn in this country?		
	TRANSPORTATION (La Transportación) How can people in this country get from one place to another?		
	THE LAND (La Tierra) What type of land will you find in this country? Mountains? Deserts? Rainforests?		
	LOCAL FOOD (La Comida Típica) What do the local recipes consist of in this country?		

Post-Performance-Travel Brochures, cont'd

Objective –

- Students will create a tourist brochure for “Juana Tours,” a traveling company that does trips around Latin America.
- Students will include use grade-appropriate research skills to find key information about the destination countries that would make Juana’s customers feel prepared and eager to travel with her.

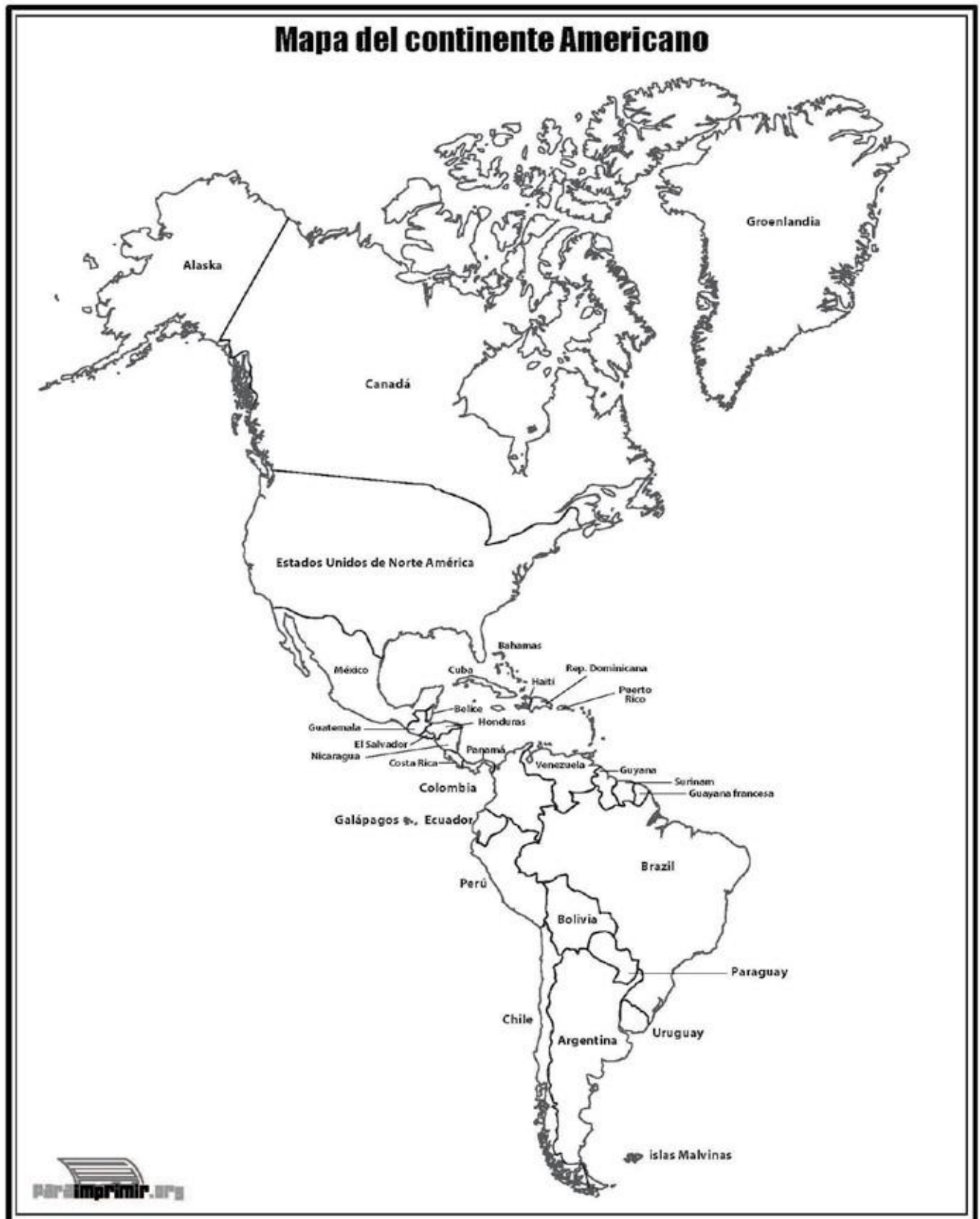
During the show, we learn about Juana, Andrés’ friend who likes to travel and dance. Juana is starting a travel company. She needs help promoting her business, so we are going to help design a brochure for her.

Teachers: explain to students what brochures are, and have several travel brochures on hand for students to flip through to get ideas for what their brochure should contain.

The requirements teachers set for what the brochures should contain will vary according to the students’ grade level. Here are some ideas for what the brochures could contain:

- A large map of Latin America, with the travel destinations labeled and colored.
- Images, such as the flag of the country.
- Key facts about the country such as the capital city and other important cities; language(s) spoken; information about the landscape (are there plains, jungles, beaches, mountains?); Information about the climate
- A short description of the national dance and music.
- A basic dictionary for travelers with basic words like, hello, friend, the words for body parts, the words for colors. This can include words learned during the assembly, and teachers can also challenge students to find new words they think would be useful to travelers.
- Contact information (such as a made-up website or phone number) for Juana’s company.
- For younger students, this activity can be as simple as writing a few sentences, coloring drawings and cutting, pasting and labeling images. Older students can do more research about a country of their choice, or even use technology to produce an “infomercial” that Juana could use to promote travel to that Latin American country.
- Grade-appropriate reference websites, such as National Geographic’s “Countries” section: kids.nationalgeographic.com/kids/places/find

Map of the Americas





Social Media and Videos

Instagram: <https://www.instagram.com/123conandres/>

Facebook: <https://www.facebook.com/123conandres>

Twitter: <https://twitter.com/123conandres>

Tiktok: <https://www.tiktok.com/@123conandres>

Youtube: www.youtube.com/123andres

Music Streaming Listening Links

[Spotify](#)

[Apple Music](#)

[Amazon Music](#)

Studio Albums

- **¡Uno, Dos, Tres, Andrés! en Español y en Inglés**, (2015) – Latin GRAMMY nominee
- **Arriba Abajo** (2016) – Latin GRAMMY winner; Parents' Choice Gold Award
- **La luna** (2018) – Nighttime songs for dreaming
- **Canta las Letras** (2019) – Latin GRAMMY nominee; Parents' Choice Silver Award
- **Actívate** (2021) – GRAMMY nominee
- **We Grow Together Preschool Songs** (2023) – GRAMMY nominee (Crecemos Juntos Canciones de Preescolar)

Bilingual Books

- [Hola Amigo / Hello Friend](#) 2020
- [Diez Pajaritos / Ten Little Birds](#) 2021
- [Mi Comunidad / My Community](#) 2022

