

## Spanish 5H ¿Qué sabemos sobre la revolución Mexicana?

**WebQuest Description:** Students will use this WebQuest to prepare for the reading of chapter one of "La Catrina". Review culture and history of Querétaro, a small town in Mexico.

Learn how to prepare for a summer student exchange program. Learn about family roots.

**Grade Level:** 9-12

**Curriculum:** Foreign Language

**Keywords:** Mexican revolution, International airport Benito Juárez, raíces, Querétaro, Padre Miguel Hidalgo, Ignacio Allende, Santana, Demetrio Alcocer, La Catrina.

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### Introduction

Querétaro City is the capital and largest city of the state of Querétaro, located in central Mexico. It is part of the macroregion of Bajío. It is located 213 kilometers (132 mi) northwest of Mexico City, 63 kilometers (39 mi) southeast of San Miguel de Allende and 200 kilometers (120 mi) south of San Luis Potosí. Jamie Gonzalez travels to Querétaro to find the secrets of her mysterious great-grandmother, "La Catrina." Gonzalez's great-grandmother, "La Catrina," is a famous figure in Mexican culture. She is depicted as a woman in a black dress and a wide-brimmed hat, holding a bouquet of flowers. She is believed to be the spirit of a woman who died during the Mexican Revolution. Her image has become a symbol of Mexican identity and is often used in art and literature.

### Tasks

Diego Rivera, Diego María de la Concepción Juan Nepomuceno Estanislao de la Rivera y Barrientos Acosta y Rodríguez, known as Diego Rivera, was a prominent Mexican painter. His large frescoes helped establish the Mexican mural movement in Mexican art. Between 1922 and 1953, Rivera painted murals among others in Mexico City, Chapingo, Cuernavaca, San Francisco, Detroit, and New York City. In 1931, a retrospective exhibition of his works was held at the Museum of Modern Art in New York. Rivera had a volatile marriage with fellow Mexican artist Frida Kahlo. Name of the mural: Sueño de una tarde Dominical en la Alameda Central. There are several activities to begin this journey. 1. With a classmate write a list (in Spanish) of words of things that you see in this mural. Read and take notes on the content on the following links. 2. Website #1 Padre Miguel Hidalgo y Costilla. 3. Website #2 Ignacio Allende. 4. Website #3 Querétaro City. 5. Website #4 San Miguel de Allende city in Mexico.

### Process

1. After reading the websites, write 2 facts about El Padre Miguel Hidalgo and Ignacio Allende. Why they made a big difference in the Mexican Revolution? 2. What interested you the most in Diego Rivera's mural? Explain. 3. If you have to travel to Querétaro in a student exchange program, what would you put in your suitcase beside your clothes? 4. What are some of the most touristic places in Querétaro City? 5. Why is San Miguel de Allende important in the revolution?

### Evaluation

This is how your work will be evaluated

Category and Score	4	3	2	1	Score
Description	exhibits a strong command of descriptive writing	exhibits a reasonable command of descriptive writing	exhibits a weak command of descriptive writing	exhibits a lack of command of descriptive writing	16
Describing	has an effective sequencing of description	is focused and has reasonable sequencing of description	is generally focused but may wander	description is limited	16
Details	has a sense of completeness	needs additional details	has many bare details	provides very few details; too vague	16
Organization	uses elaborate details	is generally organized	organization in poor	has little sense of organization	16

Category and Score	4	3	2	1	Score
				Total Score	64

## Conclusion

At the end of this WebQuest practice, students will increase their knowledge about the Mexican revolution. Students will learn about Querétaro, a small city in Mexico. Students can participate in discussions during class activities. Students will be prepared to read chapter one of La Catrina.

## Teacher Page

This WebQuest was created to review culture and history of Queretero small town in Mexico. students will be prepared to read chapter one of La Catrina. Students will complete this activity in 3 days.

### Standards

New York Standards for Languages other than English  
**COMMUNICATION:** Communicate in Languages Other Than English  
 Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions  
 Standard 1.2: Students understand and interpret written and spoken language on a variety of topics  
 Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  
**CULTURES:** Gain Knowledge and Understanding of Other Cultures  
 Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied  
 Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

### Credits

### Other