

Albuquerque Bernalillo County Water Utility Authority
RIO (River Is Ours) Field Trip – Classroom Unit
5E Unit Plan

Grade Level: 4 th	Subject: Science, Reading, Writing, Social Studies
Lesson Title: Write Verses for the corrido <i>El Rio</i>	Lesson Length: 2 hours +

The Teaching Process

Lesson Overview:

Students will listen to and read the lyrics for one or more corridos. They will look for messages in the song, and determine how the lyricist was able to effectively capture the listeners' attention. Drawing upon their experiences during the RIO Field Trip, students will write new narrative verses for the corrido, *El Rio*, written specifically for fourth graders on the RIO field trip.

Lesson Objectives:

- Students will learn about the structure of corridos by reading about them.
- Students will listen to and read one or more corridos and find the theme of each one, and summarize it.
- Students will analyze details and concrete experiences in the corrido lyrics that enrich the story.
- Students will write new narrative verses for *El Rio*, using details from their experience in the RIO Field Trip. The corrido should conclude with a reflection about the Rio Grande and the bosque.

Standards addressed (numbers in parenthesis refer to units 1 – 10 for APS CCCS schedule, R = recurring, F = focus, S = support)

Common core:

CCCS RL 4.1 Refer to details and examples to explain what text says explicitly or what is inferred. (1F, 3F, 4F, 5F, 6F, 7S, 8S, 9S, 10S)

CCCS RL 4.2 Determine theme of a poem [corrido]; summarize. (3F, 5S, 8S, 9F)

CCCS RL 4.10 By end of year read texts in grades 4-5 band proficiently. (1 – 10 F)

CCCS RI 4.4 Determine meaning of general academic and domain-specific words or phrases (2F, 4S, 5F, 7F)

CCCS RF 4 Read with sufficient accuracy to support comprehension.

4.4b Read poetry orally with accuracy, appropriate rate, and expression on successive readings. (1 – 10 S)

CCCS W 3 Write narrative to develop ... real experience using effective technique, descriptive details and clear event sequences.

3. a Orient the reader. (1F, 5F, 9F)

3.b Use ... description to develop experiences and events. (5F, 9F)

3.d Use concrete words and phrases and sensory details. (5F, 9F)

3.e Provide a conclusion that follows from the narrated experiences (1F, 5F, 9F)

NexGen Standards: 4 – ESS2.E Biogeology – Living things affect the physical characteristics of their regions.

NM Social Studies: Geography II-C 4.2 Describe how environments, both natural and man-made, have influenced people and events over time, and describe how places change.

Economics IV-A 4.3 Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users.

List of Materials

Lyrics Worksheet provided at the end of this lesson plan

Corrido Worksheet provided in this lesson plan

Paper and pencil

Access to a computer to hear the *El Rio* computer and others as provided in the lesson plans

Instructional Sequence

Phase One: Engage the Learner

Ask students to answer this question:

Why is music important to you and the world in general?

The teacher writes the questions on the board and sets up a structure for the students response. Ideas might be:

- Brainstorm (web or writing)
- Think/ Pair / Share (students think, then discuss their ideas with another person, then expand the discussion to the whole class)

Teacher leads a whole group discussion. Make a list on the board of ways students feel music is important.

The students use paper and pencil to jot down ideas. They share their ideas with their classmates.

Phase Two: Explore the Concept

Today they will learn about corridos and write verses to a corrido.

Listen to the song(s) and read along with the words.

Listen to one of the following corridos. Make sure students can read the lyrics as the song plays.

- <http://www.fronterasdesk.org/news/2012/apr/13/corrido-colorado-river/> (see Corrido Lyrics – *Corrido de Nuestro Rio*)
- <http://poetry.arizona.edu/k12/corrido/teaching-resources> (see Corrido Lyrics - *El Rancho de los Pinos*)

Fill in this table:

	Your favorite song (you don't have to disclose the song or singer)	This corrido
Is there a story being told?		
What does the song teach you about?		
What feeling do you get from the song?		
Is there a lesson for you in the song?		

Teacher reads each question so that students answer quickly and move on.

Teacher asks students for answers and tracks numbers of students with similar answers.

Students fill in table.

They look for trends in the answers from classmates to help them compare and contrast this corrido to their favorite song.

Phase Three: Explain the concept and define terms

Ask students to read the paragraph and answer the questions about the structure of a corrido. They should be analyzing the corrido that they listened to and the lyrics they read.

They will also analyze the verse and chorus of the corrido *El Rio*. This is the corrido they will complete by writing new verses.

Teacher asks students to work in groups or individually.
Teacher hands out worksheet or puts it on Promethium board.
Teacher goes over new vocabulary.

Students ask questions as they arise. They read and fill out the sheet to learn about the history and structure of corridos, using examples from the ones they are given.

Phase Four: Elaborate the Concept

Students work in groups or individually to write new verses for the *El Rio* corrido. Each person or group can write just one new verse, or they can write the rest of the song by themselves.

Remind students that they should draw on details of what they saw, smelled, hear, and felt during the field trip. Make the listener feel like they were there with you.

This will be easier if they are given some choices for ideas to write about. Here are possibilities. Here are the directions from the worksheet.

Now it is time to finish writing the corrido *El Rio*. Use details about your RIO Field Trip.

You can write about an animal or plant that lives in the bosque. Write in the voice of that animal or plant. Tell us how it needs the river and how we should conserve water.

You could describe things you saw on the RIO Field Trip at the river. Use *El Rancho de los Pinos* as a model. The song and words are on page 3 of this web site: <http://poetry.arizona.edu/k12/corrido/teaching-resources>

You might want to tell a made-up story about plants and animals in the bosque or the river. Here are some ideas.

- A coyote and a porcupine meet near the river.
- A beaver sings a love song to a cottonwood tree.
- A cicada discovers a new world when it digs up through the dirt. How did it feel to shed its skin? What was life like underground? What does it see in the light? How will it get away from the crows and other birds looking for a tasty cicada to eat? What song is the cicada singing?

Finish your story by telling the listener how the river brought all this good to us.

Teacher goes over the ideas for their corrido and asks for other ideas from students.

Teacher goes over ways they could include details in their corrido.

Teacher divides students into groups or sets them to work individually.

Teacher reminds them to skip the rhyming part if they're writing in English. Rhyming tends to make tortured sentences.

Students listen to given ideas and brainstorms other ideas for their corrido.

Students outline the verse and how they can include details.

Students write the verse(s) for their corridor.

Phase Five: Evaluate Students' Understanding of Concept

Students choose one or more verse they've written to share with the class singing or speaking it. If they prefer, they could talk about their corrido and the message it conveys.

Assign points as follows:

	2 pts
Worksheet completed	
Verse(s) tell story about the bosque	
Verse(s) includes details from field trip	
Verse(s) impart a message	
Student shared some part of the verse(s)	
Total	/10

Teacher gives each student an opportunity to share their corrido by singing it, speaking it, or describing it.

Student shares the corrido by singing, speaking or describing.

Corrido Lyrics

Corrido de Nuestro Rio

(Spanish)

Voy a cantarles paisanos un corrido
Y por favor póngale mucha atención.
Es nuestro rio de la naturaleza
Como una madre que da vida y amor.
Su agua pura que nace en rocallosas
Y apenas llega a Sonora México.
Su cristalina agua se va acabando
Por eso canto con pena y emoción.
Que nos diría mi amigo Cesar Chávez
Que a las orillas de este rio nació.

Y como Cesar Chávez dijo,
"¡Si Se Puede!"
Salvar a nuestro rio "
"¡Si se Puede!"
Luchar con fuerza y juicio
Como Cesar Chaves lo hizo.

Es nuestro rio la sangre de mi abuelo
Que de la mano por su orilla me llevo.
Esta es tu herencia me dijo y tú historia
Ahora te toca cuidarla igual que yo.
No dejes nunca que se acabe esta dulzura
Esta agua pura que Dios nos regaló.
Año tras año nos dio el rio alimentos
Mucho trabajo y sana diversión
Y por todo eso nos pide solamente
Que practiquemos todos más conservación.

Y como Cesar Chávez dijo
"¡Si Se Puede! "
Salvar a nuestro rio
"¡Si se Puede!"
Luchar con fuerza y juicio
"¡Si se Puede!"
Como Cesar Chaves lo hizo.

Corrido de Nuestro Rio

(English)

I'm going to sing to you compatriots a corrido
And please give it much attention
It's about saving our Colorado River
Like a mother giving life and love.
It's pure water starts in the Rockies
But barely makes it to Sonora, Mexico
It's crystal clear water is diminishing
That's why I sing with pain and emotion
What would my friend Cesar Chavez say
Since he was born on the banks of our river.

And as Cesar Chavez said,
"Yes, we CAN!"
Save our river.
"Yes, we CAN!"
Fight with force and common sense
"Yes, we CAN!"
Just as Cesar Chavez did.

It's our river, the blood of my grandfather
Who held my hand as we walked along banks
This is your heritage, he said, and your history
And now it's your turn to take care of it as I did.
Never let this sweetness end.
This pure water that God gave us
Year after year the river gave us nourishment
Much work and healthy recreation
And for all this it only asks us
We all practice more conservation.

And as Cesar Chavez said,
"Yes, we CAN!"
Save our river
"Yes, we CAN!"
Fight with force and common sense
Yes, we CAN!
Just as Cesar Chavez did.

El Rancho de Los Pinos

Author: Julianna Echerivel Prieto

Year: 2003

Place Winner: 1st Place

En el Rancho de Los Pinos
Vamos siempre a divertirnos
Los domingos visitamos
Mis abuelos y padrinos.

Platicamos y reímos
Con las cosas que decimos
Y jugamos libremente
Con el balón en la fuente.

En el Rancho de Los Pinos
Cocinamos los domingos
Carne asada y chiltepines
Donde todos nos servimos.

Los patitos y los gansos
Juegan cerca de la presa
Y los chivos y borregos
Beben siempre el agua fresca.

Las gallinas son muy finas
Siempre poniendo en las tinajas
Huevos frescos cada día
Para mí y para mis tías.

Los perritos encantados
Siempre comen demasiado
Y los lindos periquitos
Me tiran lindos besitos.

Por la tarde del domingo
Llega la hora de partir
Con abrazos y besitos
Dando gracias por venir.

Ya con esto me despido
De mi familia y mis primos
Vivan siempre los domingos
En el Rancho de Los Pinos.

El Rancho de Los Pinos

(English)

The Rancho de Los Pinos
Is where I love to be,
It's where we go on Sundays
To visit family.

We talk and laugh and tease
With the silly things we say
While the kids play in the fountain
To escape the heat of the day.

At the Rancho de Los Pinos
When it's time for us to eat
Carne asada and chiltepines
Are our favorite Sunday treat.

The ducks and geese and goslings
All paddle in a pool
And the goats and sheep soon join them
To drink the water cool.

The pretty little hens
Lay fresh eggs each day
And my aunts and I bring baskets
To take them all away.

The happy little puppies
Eat till they stuff their tummies
While the chirping parakeets
Blow me kisses soft and sweet.

Late on Sunday evening
When it's time for us to part
We hug and kiss each other
Saying thanks with all our heart.

Goodbye, grandparents and cousins,
I'll be back to see you soon
At the Rancho de Los Pinos
On a Sunday afternoon.

Listen to this and many others: <http://poetry.arizona.edu/k12/corrido/teaching-resources>

Corrido Worksheet

Name _____

Corridos are songs that tell a story. These songs have been popular in New Mexico for 200 years. Some corridos are sung in Spanish. Others are a mixture of Spanish and English. A few are in English.

Corridos use plain words. The song is most often about a person. Some corridos are about an animal or a place. The story might be about the past. It might be about the present. Some corridos tell a story that is made up.

The verses tell the story. The chorus repeats after each verse. Each verse and the chorus are usually 4 or 6 lines long. Corridos that are sung in Spanish often have a rhyming pattern. Beginners should not attempt to rhyme their lines. The whole song is usually 36 lines long. Each line has 7 – 10 syllables. These rules are made to be broken.

Corridos might follow this form:

- The first verse describes the setting for the song. We hear about where, when and who the song is about.
- The story follows. The song might be about a chase, a challenge, a war, or something funny that happened. It might be about a miracle. The song might just describe a place and what makes it special.
- The corrido ends with a moral. It might give advice. Then the song is over with a goodbye.

Now listen to a corrido and read along with the lyrics. Afterwards, answer these questions.

Name of the Corrido?	
Where is this setting for the song?	
What story is the song telling?	
What is the reflection or advice given?	
What are three details that made this "sing" for you?	1. 2. 3.

Now listen to the first verse and the chorus of *El Rio* as you read along:

(Chorus) El Rio is like a grandparent A quien se debe de cuidar Un regalo son sus aguas Que fluyen hasta el mar A scared gift are your waters That flow hasta el mar.	(Verse one) Desde este al oeste From the north hasta el sur Listen here to our corridor So that it may be understood Why this Rio Grande Is a bringer of so much good.
Where is this setting for the song?	
What story is the song telling?	
What is the reflection or advice given?	

