

Story – Lucha Libre

Description **This lesson is designed for:**

- 40 – 50 minutes
 - 25-30 students
 - Spanish, Social Studies or Reading class
 - Grade 3 - 5
 - Country of Origin: Mexico
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Objectives **As a result of this lesson, students will be able to:**

- Orally demonstrate comprehension of the story, *Lucha Libre: The Man in the Silver Mask, A Bilingual Cuento* by Xavier Garza.
 - Practice new Spanish vocabulary related to lucha libre.
 - Explain lucha libre in Mexico and what it represents.
 - List superheroes common in the United States.
 - Describe the ways that superheroes reflect cultural values.
 - Draw a superhero reflecting the values of a culture other than their own.
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Vocabulary

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| • La Lucha Libre | Free Wrestling |
| • El/los Luchador(es) | Wrestlers |
| • Las Máscaras | Masks |
| • Los Rudos | Bad guys of lucha libre, literally, rude ones |
| • El Cucuy | Bad guy, no literal translation |
| • El Cavernicola | Bad guy, Evil Caveman |
| • El Vampiro | Bad guy, Vampire |
| • Los Técnicos | Good guys of lucha libre, literally, technicians |
| • El Santo | Good guy, Saint |
| • El Hombre de la Máscara Plateada | Man in the Silver Mask (Santo) |
| • El Toro Grande | Good guy, Large Bull |
| • El Gallo Enmascarado | Good guy, Masked Rooster |
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Materials **Related Files Provided with this Lesson**

- Story Map Worksheet
- Mask and directions for coloring it

Teachers Need to Provide

- One or more copies of the book *Lucha Libre: The Man in the Silver Mask: A Bilingual Cuento*
 - White or blackboard or chart paper
 - Computer with Internet access
 - Markers, colored pencils, or crayons for student use
 - Drawing paper
 - (Optional) Film “Luchadores Enmascarados 2 El Castillo de las Momias de Guanajuato” or YouTube video clips
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Activities

1 min. **Introduction**

- Locate Mexico and Mexico City on the map.

15 min. ***Lucha Libre* by Xavier Garza**

- In Spanish or English, read *Lucha Libre: The Man in the Silver Mask, A Bilingual Cuento* by Xavier Garza in small groups or together as a class.
- Complete the story map worksheet as a class as students retell the plot. (A transparency can be made from the worksheet or individual copies can be made for each student.)

25 min. **Superheroes**

- Explain elements of the sport, lucha libre, in the Mexican society using the explanation of the sport in the back of the book. Concepts to emphasize include the fact that “los rudos vs. los técnicos” represents the idea of evil vs. good (or villain vs. superhero) and that the luchadores are similar to superheroes of many cultures.
- Show a brief part of the video or YouTube clips so that students can see the luchadores in action. (optional)
- List superheroes students know.
- As a whole class, or in small groups, compile a list of common traits of superheroes.
- Discuss the values on which these traits are based. For example, ask what a superhero (such as Superman) might do if an elderly woman was about to have her purse snatched by a villain. When he catches the villain and returns the purse making sure the lady is all right, it demonstrates that the society believes that stealing is wrong. It also shows the ideas that people own objects and that elderly people need to be helped if they are being treated unfairly.

- List values evident in the book *Lucha Libre* (e.g., good triumphs over evil, people support those who do good deeds).
- As a class, students brainstorm values they might emphasize as they create a superhero. Then, list possible traits, abilities, and scenarios that demonstrate those values.
- In pairs, students create a superhero drawing (including a mask) based on the brainstorming.
- Write a brief explanation of the superhero's powers, logos, and special abilities.
- Share the drawings with the class.

2 min. **Wrap Up**

- Ask students to summarize the importance of Lucha Libre in Mexico.
- Allow for any final questions students have.

Possible Related Lessons

- Write a slogan for the superheroes. (For example, Superman fights for "Truth, Justice and the American Way" or Buzz Lightyear says, "To infinity and beyond...")
- Write a story in which the superhero fights some enemy.
- Students create a skit in which the superhero has to fight a villain. One student in the group can be the superhero, one the villain, and, if there are more students in the group, they can decide if they are going to be townspeople, side kicks, narrators, more villains, etc. After developing the scene, the skits are presented to the class. After the role play activity, the class can discuss what values of the culture were represented by the superhero's actions.
- Research and compare Lucha Libre and Professional Wrestling in the United States.
- Create a skit of Lucha Libre and an explanation of the sport in Mexico that can be presented to other classes.

**Developed for Classroom Presentations
by Teachers at a Center for Latin American Studies Workshop
University of Pittsburgh, Pittsburgh, PA**

References

- “Luchadores Enmascarados 2 El Castillo de las Momias de Guanajuato.” (2005). Brentwood Home vides. ASIN: B0006N2E50.
- Garza, Xavier. (2005). *Lucha Libre: The Man in the Silver Mask, A Bilingual Cuento*. El Paso: Cinco Puntos Press.

Websites

- El Santo. (2006). <http://youtube.com/watch?v=eolJ043HOy0>. Film Trailer with music, no words. (visited 4/15/2007).
- Films of El Santo. <http://www.wam.umd.edu/~dwilt/santo.html>. Site is in English. (visited 4/15/2007).
- Mummies Of Guanajuato Trailer Santo Blue Demon Mil Mascaras. (2006). <http://www.youtube.com/watch?v=hTUjYBC9vrU>. Film Trailer with music, no words. (visited 4/15/2007).
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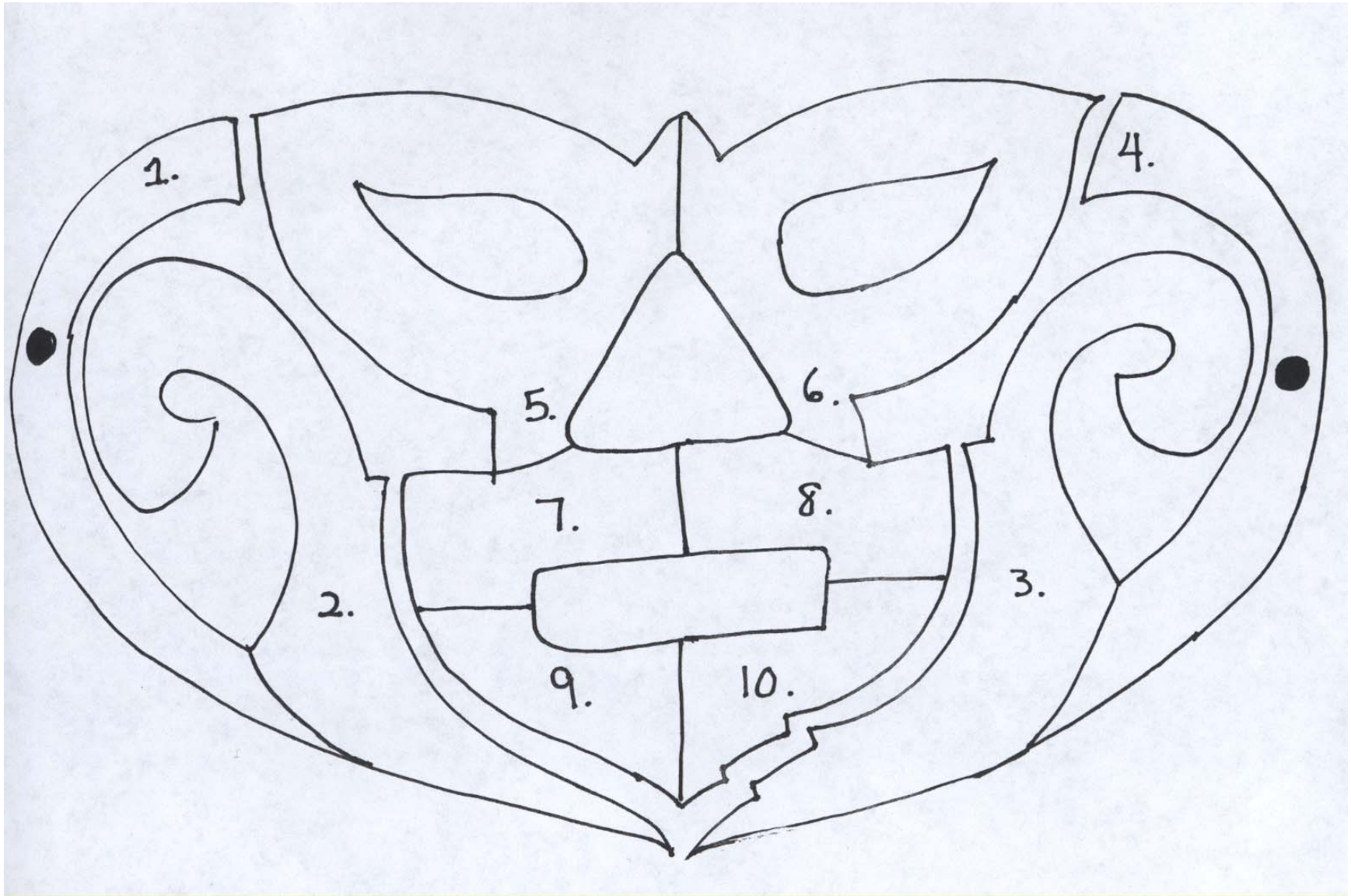
Nombre _____ Fecha _____



El Mapa del *Lucha Libre*



<p>Personajes</p>	<p>El Marco</p>
<p>El Problema</p>	<p>La Resolución</p>



Center for Latin American Studies Outreach Program, University of Pittsburgh
Lesson Plan for Story – Lucha Libre

Los Numeros

1. Veiticoatro – dieciocho = _____	1 anaranjado
2. Nueve – seis = _____	2 negro
3. Doce – seis = _____	3 rosado
4. Diez – cinco = _____	4 rojo
5. Doce – diez = _____	5 azul
6. Zero + uno = _____	6 amarillo
7. Tres + cuatro = _____	7 verde
8. Treinta – veintidos = _____	8 morado
9. Siete – cuatro = _____	9 marron
10. Veinte – Diez = _____	10 gris
11. Diez – Nueve = _____	
12. Tres + uno = _____	
13. Dos x dos = _____	
14. Veintiocho – diecinueve = _____	
15. Quince – once = _____	