La Familia Hispana

An exploratory unit of study of the family life within the Hispanic culture

Creado por

Erika N. Hinds
Introducción

La vida de la familia hispánica

This new unit has been created as a means of bridging the cultural gaps between your student and that of the target language, which in this unit is Spanish. It was produced for the use of any teacher that would like to integrate technology in the classroom and the curriculum while exposing his/her students to practical lessons and culture. This unit has been created with the goal of implementing a more technological approach. This unit involves a number of WebQuest assignments and will require student presentations in PowerPoint as culminating activities. This unit was created with the secondary modern language student in mind. However, there are some activities that may be suited for elementary students as well.

The unit has been broken into the various components of family life. Within each lesson you will find the necessary vocabulary words. These words will be in English and Spanish. It would be best if each student receives a copy of the list for study and practice of pronunciation. There will also be a series of vocabulary cards with related words that can be used for individual study, games, activities or assessments.

The themes that comprise this unit were taken from the cultural component of my classes and have been developed to meet the requirements of the NAD curriculum guide for modern language. My secondary classes meet four times a week for forty-five minutes. I have included a very strong religious component because I feel our students should be more equipped to work in a missionary capacity. I believe that learning these biblical concepts will also enhance the student’s ownership of his/her religion and education. The mini-unit is expected to last for six weeks. The last lesson relies on the prior memorization of the 23rd Psalm and the Lord’s Prayer or the Ten Commandments. This depends on how
you want to introduce the worship experience of the target culture. All of the necessary resources can be found within the unit.

My approach to teaching foreign language at any level is to encourage open communication and feedback. Due to the fact that this unit is culturally-based, your students may have a plethora of questions. This is a wonderful thing! Use it to your advantage. I hope that you and your students will enjoy this unit.

¡Buena suerte, hasta pronto!
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Hispanics are family-oriented. Familia is very important. It is the main unit in the Hispanic community, superseding church, political parties, or any other group. Traditionally, the Hispanic family is a close-knit group and the most important social unit. The term familia usually goes beyond the nuclear family. The Hispanic “family unit” is characterized by strong and close bonds that include not only parents and children but also extended family and may include non-family members who are treated as family by virtue of long standing associations.

In most Hispanic families, the father is the head of the family, and the mother is responsible for the home. Individuals within a family have a moral responsibility to aid other members of the family experiencing financial problems, unemployment, poor health conditions, and other life issues. A problem of one family member becomes the concern of the entire family. The “macho philosophy” permeates the Hispanic community and in many cases is dominant in the home. While it is true that families recognize the father/husband as the total authority, they look to the wife/mother for counsel.

Family ties are very strong: when someone travels to another town or city to study or for a short visit (e.g., vacation, business, medical reasons), staying with relatives or even with friends of relatives is a common practice. Families often gather together to celebrate holidays, birthdays, baptisms, first communions, graduations, and weddings. Hispanic families instill in their children the importance of honor, good manners, and respect for authority and the elderly. Preserving the Spanish language within the family is a common practice in most Hispanic homes.

http://www.hispanic-ministry.org/hispanic_culture/hispanic_culture01.html
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Mother</td>
<td>la madre</td>
<td>la mahr-dray</td>
</tr>
<tr>
<td>Father</td>
<td>el padre</td>
<td>el pahr-dray</td>
</tr>
<tr>
<td>Parents</td>
<td>los padres</td>
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</tr>
<tr>
<td>Daughter</td>
<td>la hija</td>
<td>la ee-hah</td>
</tr>
<tr>
<td>Son</td>
<td>el hijo</td>
<td>el ee-hoh</td>
</tr>
<tr>
<td>Sister</td>
<td>la hermana</td>
<td>la air-mahr-nah</td>
</tr>
<tr>
<td>Step-sister</td>
<td>la hermanastría</td>
<td>la air-mahr-nah-strah</td>
</tr>
<tr>
<td>Brother</td>
<td>el hermano</td>
<td>el air-mahr-noh</td>
</tr>
<tr>
<td>Step-brother</td>
<td>el hermanastro</td>
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<tr>
<td>Brothers and sisters</td>
<td>los hermanos</td>
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</tr>
<tr>
<td>Aunt</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Grandmother</td>
<td>la abuela</td>
<td>la ah-bway-lah</td>
</tr>
<tr>
<td>Grandfather</td>
<td>el abuelo</td>
<td>el ah-bway-loh</td>
</tr>
<tr>
<td>Grandparents</td>
<td>los abuelos</td>
<td>los ah-bway-lohs</td>
</tr>
<tr>
<td>Granddaughter</td>
<td>la nieta</td>
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</tr>
<tr>
<td>Grandson</td>
<td>el nieto</td>
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</tr>
<tr>
<td>Great-grandmother</td>
<td>la bis-abuela</td>
<td>la bee-sah-bway-lah</td>
</tr>
<tr>
<td>Great-grandfather</td>
<td>el bis-abuelo</td>
<td>el bee-sah-bway-loh</td>
</tr>
<tr>
<td>Mother-in-law</td>
<td>la suegra</td>
<td>la sway-grah</td>
</tr>
<tr>
<td>Father-in-law</td>
<td>el suegro</td>
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</tr>
<tr>
<td>Sister-in-law</td>
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</tr>
<tr>
<td>Brother-in-law</td>
<td>el cuñado</td>
<td>el coon-yah-doh</td>
</tr>
<tr>
<td>Baby (girl)</td>
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<td>la bay-bay</td>
</tr>
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<td>Baby (boy)</td>
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</tr>
<tr>
<td>Children</td>
<td>los niños</td>
<td>los neen-yohs</td>
</tr>
</tbody>
</table>
Nombre y Apellido: ____________________________________________

La fecha de hoy: ________________________________________________

La clase y sección: ___________  Calificación: ______________

Actividad Uno: El Crucigrama
Nombre y Apellido: LA CLAVE

La fecha de hoy
La clase y sección

Total Puntos Posibles____

Actividad Uno: El Crucigrama
Actividad Dos: “¿De quién hablas?”

1. ¿Quién es la madre de tu madre?______________________________________________

2. ¿Quién es el hijo de tu tía?___________________________________________________

3. ¿Quién es la hija de tus padres?_____________________________________________

4. ¿Quiénes son los hijos de tus abuelos?
   __________________________________________________________________________

5. ¿Quién es la madre de la esposa?____________________________________________

6. ¿Quién es el hermano del esposo?____________________________________________

7. ¿Quiénes son los padres de tus abuelos?
   __________________________________________________________________________

8. ¿Quién es la hija de la esposa de tu padre?________________________________________

9. ¿Quiénes son los hijo de tus hermanos?_________________________________________

10. ¿Quiénes son los sobrinos de tu único hermana?_(only)_________________________

11. ¿Quién es la única hija de tus abuelos?__________________________________________

12. ¿Quién es el único hijo de Dios?______________________________________________
Actividad Dos: “¿De quién hablas?”

1. ¿Quién es la madre de tu madre? La madre de mi madre es mi abuela.
2. ¿Quién es el hijo de tu tía? El hijo de mi tía es mi primo.
3. ¿Quién es la hija de tus padres? La hija de mis padres es mi hermana.
4. ¿Quiénes son los hijos de tus abuelos? Los hijos de mis abuelos son mis tíos.
5. ¿Quién es la madre de la esposa? La madre de la esposa es la suegra.
6. ¿Quién es el hermano del esposo? El hermano del esposo es el cuñado.
7. ¿Quiénes son los padres de tus abuelos? Los padres de mis abuelos son mis bisabuelos.
8. ¿Quién es la hija de tu madrastra? La hija de mi madrastra es mi hermania.
9. ¿Quiénes son los hijo de tus hermanos? Los hijos de mis hermanos son mis sobrinos.
10. ¿Quiénes son los sobrinos de tu único hermano? Los sobrinos de mi único hermano son mis hijos.
11. ¿Quién es la única hija de tus abuelos? La única hija de mis abuelos es mi madre
Dear Teacher,

We have reached the point in this lesson for a culminating activity. The student will be required to do an individual Power Point presentation. The student should include the following information about his/her family: where they are from, the members that comprise the nuclear family, the members that would comprise the “nuclear” family if they were Hispanic. The student will compare and contrast what they have learned about the Hispanic family customs and traditions with those celebrated in their own family. A family tree, with members labeled in relation to the student using the vocabulary learned, will be the main part of the presentation.

The student will be required to present no less than 10 slides, with custom animation, and graphics. It would be ideal if students could scan and insert actual photographs of their families in the presentation. The presentation should be at least 5 minutes long and in Spanish. Have students include biographical information about various family members. For example, they could list the number of grandchildren in the family, list the number of siblings they have, give their names and ages and characteristics.

Mark the presentation with the rubric provided. I hope that you enjoy teaching this lesson to your students. The next lesson will be more in-depth and hopefully even more interesting!
# Oral Presentation Rubric: La Familia Mia

**Teacher Name:** Spanish Teacher

**Student Name:** 

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaks Clearly</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td><strong>Language and Usage</strong></td>
<td>Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Posture and Eye Contact</strong></td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td><strong>Time-Limit</strong></td>
<td>Presentation is 5-6 minutes long.</td>
<td>Presentation is 4 minutes long.</td>
<td>Presentation is 3 minutes long.</td>
<td>Presentation is less than 3 minutes OR more than 6 minutes.</td>
</tr>
<tr>
<td><strong>Listens to Other Presentations</strong></td>
<td>Listens intently. Does not make distracting noises or movements.</td>
<td>Listens intently but has one distracting noise or movement.</td>
<td>Sometimes does not appear to be listening but is not distracting.</td>
<td>Sometimes does not appear to be listening and has distracting noises or movements.</td>
</tr>
</tbody>
</table>
“Here we live in flat-roofed adobe homes on caminos and calles. Outside, our portales (porches) are decorated with bright red chile ristras. Inside, our casas have corner kiva fireplaces and log vigas that hold up latilla ceilings. Our walls are decorated with built-in nichos displaying handcrafted santos – religious images carved by santeros – that glorify Dios. We wear bolo ties and concho belts. We dance to ranchero music, mariachi or salsa, which is also something we eat with tortilla chips and guacamole before digging into plates filled with enchiladas or burritos with red or green chile and perhaps a side of posole or chicos.”

http://www.insiders.com/santafe/main-cultures2.htm

The oldest existing structures in the southwest are built with adobe blocks and these include both homes and missions. The reason that early settlers built with the earth was because this was the only plentiful building material. There were no forests or large quantities of rock available so they built with what they had. It turns out that this is probably the way materials should be chosen for most construction. Whatever material exists locally is probably best suited for the climate/environment.

With the advent of the railroad and the ability to transport building materials over long distances, the southwest saw a change in both construction materials and architectural styles. Although most of the homes built by their owners were adobe, it wasn’t the material of choice but rather necessity. The adobe became the “poor man’s” home. Whole families participated in mixing mud in pits with their feet and then pouring the mud into wooden forms. They were able to manufacture their building material in their own yard. In the 1990’s, many people in the southwest continue to build with adobe and although for many it is still out of necessity, for many others, adobe is the material of choice.

While the adobe is still seen by some to be the poor man’s house, many others believe that only the wealthy can afford an adobe home. In areas like Santa Fe, New Mexico, custom adobe homes can sell for over $1,000,000. The fact is that adobe homes can be built for every budget. In New Mexico, most adobe bricks are now manufactured in “Adobe Yards”, but the buyers appear to be evenly divided between “owner/builders” and Adobe Contractors.
¿Qué es un Adobe?

The adobe is a brick which is made from mud. The traditional adobe block is 10”X14” and 4” thick. The ideal mix of materials is approximately 20% clay and 80% sand. These materials are mixed with water and the mud is then poured into forms to shape the blocks. The form is removed as soon as the block will retain it’s shape and the brick is left to dry in the sun. In a few days the brick is turned on its side to speed up the drying time and within a few more days it is ready to be moved and stacked. The brick reaches full strength, (cured) after 30 days, the same time as concrete.

Straw is often thought to be an integral component of the adobe block but it is used today only by those trapped in tradition, or when the sand to clay ratio is radically altered. Early adobe builders added straw to their mix when large cracks developed in the adobe bricks as they were drying. It was believed that the straw provided strength and with the addition of the straw, the adobes didn’t crack. It turns out that the cracks are caused by too much clay in the mix. When the proper amount of clay is used, there is no need to add straw. The use of straw should be avoided since it is a food source for insects.

http://www.txses.org/epsea/adobe.html
¡Piccionario!

Object: to identify through sketched clues as many words as necessary in the allotted time. Sketches may NOT include letters, numbers or the # symbol.

Rules: you will be given 1 minute and 30 seconds to figure out what the card says, and then to draw it for your team, while the other team does likewise. The first team to complete their drawing will earn the point.

Print these clues on cardstock for the game.

- el buzón
- la cerca
- el césped
- la chimenea
la colina
la entrada del garaje
los escalones
el garaje
la puerta
el tejado
la ventana
la vereda
la cocina
el comedor
el cuarto de baño
el desván
el dormitorio

las escaleras

el sótano

la sala
The activity sheets for the house (exterior and interior) and the answer keys can be found at www.enchantedlearning.com.
Dear Teacher,

The culminating activity for this lesson will be taken directly from the WebQuest website.

http://www.trilink.k12.wi.us/Ccsd/highschool/Academics/Spanish/WEBQUEST/firstpage.html

This site contains the task, process, and evaluation in the form of a rubric. There is a teacher page link that will have further instruction for you. The students are encouraged to explore the links suggested by WebQuest and others in addition to those. To incorporate the cultural component that was introduced at the beginning of this lesson, present Santa Fe, New Mexico as another option for the move. Here are a few sites that will help: http://www.state.nm.us/category/aboutnm.html, http://www.santafe.org/, http://www.newmexico.org/index.html

As a prerequisite, students will need to be familiar with present, future, and conditional tenses in order to efficiently complete this WebQuest. For extra credit, have students tell you in Spanish if they would like to live in an adobe home and give three reasons why or why not. This should be incorporated into the family meeting. It may be advisable to allow students to do a PowerPoint presentation in addition to the oral (family meeting). This will be more effective for the visual learners in the class and will require more attention on the part of the listeners.
Los trabajos/carreras

- veterinario/a
- maestro/a
- pastor/a
- cocinero/a
- enfermero/a
- secretaria
- policía
- arquitecto/a
- carpintero/a
Los quehaceres

- barrer el piso
- lavar la loza
- lavar la ropa
- tirar la basura
- pasar la aspiradora
- limpiar el baño
- hacer la cama
- desempolver las muebles
- cortar el césped
¡Piccionario!

**Object:** to identify through sketched clues as many words as necessary in the allotted time. Sketches may NOT include letters, numbers or the # symbol.

**Rules:** you will be given 1 minute and 30 seconds to figure out what the card says, and then to draw it for your team, while the other team does likewise. The first team to complete their drawing will earn the point.

Print these clues on cardstock for the game.

- **barrer el piso**
- **cortar el césped**
- **pasar la aspiradora**
- **lavar la ropa**
policía

arquitecto/a

carpintero/a

Enfermero/a

secretaria

cocinero/a
Dear Teacher,

I have developed a project for which the students will need to be in groups of three. They are constructing an adobe home. In each group one person will be responsible for making the plans for the actual model of the home (arquitecto/a). The students create an adobe home using authentic materials. The student will also have to do a presentation about the construction of the home. He/she will need to convert any measurements used to the metric system for reporting. A rubric will be provided.

The second person in the group will create a master plan for the home in the form of a diagram or a model (carpintero/a). In this plan, the rooms must also be labeled with their dimensions in metric units. If the student can complete this activity with the integration of technology, for example, by video taping the actual construction of the home and presenting the video to the class, honor that student’s initiative.

The third person will be responsible for planning where each piece of furniture will go in the house and creating a schedule of chores or quehaceres. This will be required for the diagram but does not need to be inside the model. The object is for the students to use what they have learned in the lesson, in a practical way, especially regarding the metric units.
## Construction Project Rubric: La Casa

**Teacher Name:** Spanish Teacher

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Gathering</strong></td>
<td>Accurate information taken from several sources in a systematic manner.</td>
<td>Accurate information taken from a couple of sources in a systematic manner.</td>
<td>Accurate information taken from a couple of sources but not systematically.</td>
<td>Information taken from only one source and/or information not accurate.</td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Plan is neat with clear measurements and labeling for all components.</td>
<td>Plan is neat with clear measurements and labeling for most components.</td>
<td>Plan provides clear measurements and labeling for most components.</td>
<td>Plan does not show measurements clearly or is otherwise inadequately labeled.</td>
</tr>
<tr>
<td><strong>Construction - Materials</strong></td>
<td>Appropriate materials were selected and creatively modified in ways that made them even better.</td>
<td>Appropriate materials were selected and there was an attempt at creative modification to make them even better.</td>
<td>Appropriate materials were selected.</td>
<td>Inappropriate materials were selected and contributed to a product that performed poorly.</td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Structure functions extraordinarily well, holding up under typical stresses.</td>
<td>Structure functions well, holding up under typical stresses.</td>
<td>Structure functions pretty well, but deteriorates under typical stresses.</td>
<td>Fatal flaws in function with complete failure under typical stresses.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Measurements converted and recorded accurately and correctly in metric units.</td>
<td>Measurements converted from standard to metric units are slightly off.</td>
<td>Measurements recorded in metric units but are incorrect.</td>
<td>Measurements are not in metric units or no measurements were taken.</td>
</tr>
</tbody>
</table>
El Culto Con la Familia: La Nota Cultural (Adapted)

The extended family is important to Latinos. They want to keep uncles, siblings, parents, and grandparents together as much as possible. Latinos want their family together for worship, Bible study, college, career...

Even visitation is different with Hispanics. Latinos respect titles and formality, so pastors should introduce themselves as pastor. They also should wear suits and ties.

Do not expect Hispanics to address a church leader by his first name. They are accustomed to using titles as a form of respect.

Adult Latinos should be called hermano (brother) and hermana (sister) and children as mijo (boy) or mija (girl).

When an invitation to church or another activity is given, one needs to judge whether an answer is an individual's true desire. Hispanics are humble and will refuse an offer several times despite wanting to accept.

Once Hispanics are in the church, the same rules apply. Latinos will not approach a pastor because that is viewed as a powerful position. The pastor must come to them.

Church leaders also must remember to avoid publicly chiding Hispanics. The ethnic group tries hard to save face when possible. One needs to be sensitive to that need.

One of the more difficult aspects of Hispanic culture for many people is the way Hispanics view time. While other cultures tend to be punctual, Hispanics value relationships more than time.

Latinos consider showing up at 3:30 p.m. for a 3 p.m. meeting as being on time. This will have to be an accepted part of church life with Hispanics.

If others are willing to be flexible and committed in reaching Hispanics, they can be successful. Knowing about the culture helps others to be sensitive in sharing the gospel.

We need to learn this to reach people for Christ.

This was adapted from column about understanding the Hispanic culture before evangelizing. Pastor Rolando Rodriguez of Hampton Place Baptist Church in Dallas, Texas was the voice of the people. The interview was conducted by John Hall for Texas Baptist Communications printed in the Baptist Standard. http://www.baptiststandard.com/postnuke/index.php?module=htmlpages&func=display&pid=1244
Los Conceptos Bíblicos

Salmo 23

(1) Jehová es mi pastor; nada me faltará.

(2) En lugares de delicados pastos me hará descansar; junto a aguas de reposo me pastoreará.

(3) Confortará mi alma; me guiará por sendas de justicia por amor a tu nombre.

(4) Aunque ande en valle de sombra de muerte, no temeré mal alguno porque tu estarás conmigo; tu vara y tu cayado me infundirán aliento.

(5) Aderezas mesa delante de mí en presencia de mis angustiadores; unges mi cabeza con aceite; mi copa está rebosando.

(6) Ciertamente el bien y la misericordia me seguirán todos los días de mi vida, y en la casa de Jehová moraré por largos días.
Matteo 6:9-13

(La oración del Señor)

(9) Padre nuestro que estás en los cielos, santificado sea tu nombre.

(10) Venga tu reino. Sea hecha tu voluntad, en la tierra, así también en los cielos.

(11) Danos hoy el pan cotidiano.

(12) Y perdónanos nuestras deudas como perdonamos a nuestros deudores.

(13) Y no nos metas en tentación, mas líbranos del mal; porque tuyo es el reino, y el poder, y la gloria por todos los siglos. Amén.
Cantos

Lord I Lift Your Name on High

Lord, I lift Your name on high,
Lord I love to sing your praises.
   I’m so glad You’re in my life.
I’m so glad You came to save us.
You came from heaven to earth to show the way,
   from the earth to the cross,
      my debt to pay;
   from the cross to the grave,
      from the grave to the sky;
   Lord, I lift your name on high.

Dios Alzamos Hoy Tu Nombre

Dios alzamos hoy tu nombre
   y cantamos alabanzas;
   está tu amor en nuestras vidas
   y esperamos tu venida.

Nos mostraste el camino para ir a Tí
   y tu vida fue un ejemplo para así seguir’
   lo que hiciste en esa cruz
   fue un ejemplo sin igual;
   te alabamos hoy Señor.
I’ve Got Peace Like a River
I’ve got peace like a river (three times)
   In my soul
I’ve got peace like a river (three times)
   In my soul

I’ve got love like an ocean (three times)
   In my soul
I’ve got love like an ocean (three times)
   In my soul

I’ve got joy like a fountain (three times)
   In my soul
I’ve got joy like a fountain (three times)
   In my soul

Tengo Paz y Alegría
Tengo paz y alegría (tres veces)
   En mi corazón
Tengo paz y alegría (tres veces)
   En mi corazón

Una fuente de gozo (tres veces)
   En mi corazón
Una fuente de gozo (tres veces)
   En mi corazón

Cristo es Rey soberano (tres veces)
   En mi corazón
Cristo es Rey soberano (tres veces)
   En mi corazón
I Cast All My Cares Upon You

I cast all my cares upon You.
I lay all my burdens down at Your feet.
And any time that I don’t know what to do,
I will cast all my cares upon You.

A Él Mis Problemas Le Doy

A Él mis problemas le doy,
Le traigo mis tristezas, las pongo a sus pies.
Y cada vez que yo no sé que debo hacer
Yo le doy mis problemas a él.
Los Diez Mandamientos de Dios

#1
No tendrás dioses ajenos delante de mí

#2
No te harás imagen, ni ninguna semejanza de lo que está arriba, ni abajo en la tierra, ni en las aguas debajo de la tierra.

#3
No tomarás el nombre de Jehová tu Dios en vano.

#4
Acuérdate del día de reposo para santificarlo. Seis días trabajarás, y harás toda tu obra; mas el séptimo día es reposo para Jehová tu Dios.

#5
Honra a tu padre y a tu madre, para que tus días se alargen en la tierra que Jehová tu Dios te da.

#6
No matarás.
#7
No cometerás adulterio.

#8
No hurtarás.

#9
No hablarás contra tu prójimo falso testimonio.

#10
No codiciarás la casa de tu prójimo, no codiciarás la mujer de tu prójimo, ni su siervo, ni su criada, ni su buey, ni su asno, ni cosa alguna de tu prójimo.

Note to Teacher:

Please point out to students that the first four commandments deal with the relationship between God and man and the last six set the precedence for man’s interaction with each other. Cut out the shapes and have the students correlate the pictures with the corresponding commandment.
El trabajo práctico

The culminating assignment for this lesson will be to have students organize a worship service in Spanish. They should recite one or more of the biblical concepts from the lesson. Encourage the students to use songs that they are more familiar with if they do not know the ones from this unit. This worship could be done in class or for a school body.