



# LAS CAFETERAS Study Guide

Dear Teachers & Parents,

Working with local schools is a fundamental part of The Sun Valley Center for the Arts' mission. Through residencies, performances, classes and professional development for teachers, The Center makes it a priority every year to bring a variety of world class artists and scholars to even the youngest members of our community. Sometimes these classroom experiences can excite a student to explore a new art form or give a youngster his or her first chance to witness music or live dance. Just last year, The Center saw 6,838 students. So far this school year, The Center has welcomed musicians Sharron Matthews, Korby Lenker, Brett Dennen and International Guitar Night to the Wood River Valley and into the schools! We are delighted to welcome Las Cafeteras to our valley in April for both school performances and a public performance in April. Check our website for details.



We hope this study guide will serve as a useful resource for you as educators and parents. It is designed to enhance student learning both before and after the performance, to support your classroom lesson plans and deepen the educational value of your students' experience. The information and classroom activities in this study guide support Idaho State Department of Education Common Core Standards in English Language Arts and Literacy for grades K-5.

Thank you for the sharing the magic of performing arts with your students!

-Sun Valley Center for the Arts

Las Cafeteras will be performing in and working with local schools as a part of The Center's ongoing commitment to Artist Residencies. Artist Residencies are supported by Gayle Marie and in part, with funds for Las Cafeteras provided by the Western States Arts Federation (WESTAF), the Idaho Commission on the Arts and the National Endowment for the Arts. Season sponsors for The Center's concert series include: series housing sponsor, Wood River Inn and radio station sponsor, 94.5 KSKI. Additional support for The Center's educational outreach programs is provided by Anonymous, Power Foundation, Cox Communications, Robbins de Beaumont Foundation, Michael S. Engl Family Foundation, Heart of Gold Fund in the Idaho Community Foundation, The Richard K. & Shirley S. Hemingway Foundation, The Donald and Gretchen K. Fraser Fund in the Idaho Community Foundation and the U.S. Bancorp Foundation.



Center Hours in Ketchum  
M-F 9am-5pm  
191 Fifth Street East, Ketchum

Center Hours in Hailey  
Th 2-5pm  
314 Second Ave. South, Hailey

Sun Valley Center for the Arts  
P.O. Box 656 Sun Valley, Idaho  
83353 208.726.9491  
[www.sunvalleycenter.org](http://www.sunvalleycenter.org)

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## **What does it take to be a GREAT audience?**

Watching an artist perform in a concert setting can be really exciting and vibrant. The performer, audience, and all of the people who work behind the scenes to make it happen are all part of the experience. As audience members, your students will play an important role in the overall atmosphere of the performance.

To ensure that everyone has a great time at the concert, please share the following expectations with your students:

- Listen with your ears and eyes. You might be surprised what you notice when you really focus on what you are looking at and listening to.
- Be respectful. This ensures you and the people around you have an enjoyable experience and could influence whether the artist wants to return.
- Make sure cell phones are silent and put away so you don't distract the performer and people around you.
- Don't be afraid to participate when asked. Group participation allows you to interact with the artist and makes your experience more memorable.

Teacher Tip: Spark conversation with your students by asking them to remember a time when they were in an audience. Was it a great audience or were there distractions? Have students make their own criteria for what a GREAT audience is and share.

## WHO are Las Cafeteras?

Born in the streets of Los Angeles, Las Cafeteras are children of immigrants who are remixing roots music and telling modern day stories. They have taken the music scene by storm with their infectious live performances and have crossed-genre and musical borders. Las Cafeteras formed as a band in 2008 with the purpose of documenting the histories of their neighborhoods through music.



Denise Carlos grew up in the Huntington Park neighborhood of South East L.A. with her older sister and parents. Her father is from Mexicali, Baja California and her mother from Amacueca, Jalisco and immigrated to the U.S. in the 1970's to work and raise their family.

Vocals, Jarana, Zapateado, Glockenspiel



Hailing from the San Gabriel Valley (east of East LA) Daniel Jesus French is the youngest of 3 siblings. He strums the jarana segunda, sings, MCs, & plays keys. A storyteller at heart Daniel has worked as playwright, poet, actor & oral historian. He is very proud of his Mexican, Mohawk & beyond backgrounds. Vocals,

Jarana, Zapateado, MC



Born and raised in Highland Park, LA, Leah Rose Gallegos grew up playing soccer and singing on the side. Leah always carries a bottle of rosemary essential oil for limpias on-the-go and vegan snacks for a quick fix.

Vocals, Quijada, Zapateado



Unfortunately, David won't be here. Born and raised in East LA and the San Gabriel Valley, David Flores is the second oldest of 6 brothers and sisters. He earned his Master's Degree in Social and Cultural Analysis of Education from California State University, Long Beach. When not studying, playing futbol or music, David loves taking his Chicano culture to other parts of the country and world. Requinto



Born in City Terrace, Hector Flores grew up in the Pan-Asian Chicano neighborhoods of San Gabriel Valley and East LA. The oldest of 6 kids, his mom is from Morelia, Michoacán and his pops is from San Luis Rio Colorado, Sonora. He graduated from California State University, Long Beach with a degree in Chicana/o Studies and is currently a community organizer in Los Angeles.

Vocals, Jarana, Zapateado



Jose Cano's main role in Las Cafeteras is percussion and at times contributes with the flute, requinto, harmonica and shouts. Originally from Oxnard CA, he started playing music in the middle school concert band and has since been involved in a number of bands before joining Las Cafeteras. Biking for commuting, running, boxing, healthy living, community, art and culture are among some of the passions he shares with people.

Cajon, Flute, Requinto, Harmonica



A Latin Grammy-nominated instrumentalist, Gloria Estrada began playing the guitar at the age of 14. She was self-taught up until her studies at Pasadena City College and later received a B.A. in Music at the University of Southern California. She has played and/or recorded with a variety of different bands and can be heard on film and T.V. shows..

Guitar, Electric Bass, Upright Bass, Guitar-ron, Vihuela, Keyboard and Accordion



Jorge Mijangos is a multi-instrumentalist, master Son Jarocho musician & luthier. Born in San Cristobal de Las Casas, Chiapas, Mexico Jorge began playing music at the age of 5. He has since performed throughout the Americas at esteemed venues such as The Walt Disney Concert Hall, Santa Barbara Bowl as well as the NHCC. He currently lives in Ventura CA with his wife & newborn son where he teaches youth music & builds custom Son Jarocho musical instruments

## WHAT is Las Cafeteras?

As musicians, members of the band started as students of the Eastside Café, a Zapatista inspired community space in East Los Angeles where they were influenced by the culture, storytelling, and poetic music of Son Jarocho, a traditional music from Veracruz, Mexico. Las Cafeteras means 'the coffee makers' in Spanish. Their namesake derives from the organization where they took classes, the Eastside Café. However, to honor women and challenge masculine language, they feminized their group name by calling themselves, Las Cafeteras, rather than Los Cafeteros. A remix of traditional Son Jarocho sounds, Las Cafeteras add Afro-Caribbean marimbol and cajón, poetry in English and Spanglish, and instruments like jarana, requinto, a donkey jawbone and a wooden platform called the Tarima.



## BEFORE YOU SEE THE PERFORMANCE:

Dancing is a way of communicating with your body. Las Cafeteras incorporates traditional Zapateado dance to add to the beat of their music.

- Have students work in small groups to create a collaborative beat using their bodies. Each group should have a word in mind that describes what kind of beat they have created. Examples include happy beats, slow beats, angry beats, or suspenseful beats. Have each group demonstrate their beat for the class and see if the class can guess the word that describes what kind of beat the group came up with.
- Listen to sound clips of Las Cafeteras and discuss what kind of beats students hear.
- Encourage students to write what they think the song is about or how it makes them feel.
- Make a list of instruments you hear.

## INSTRUMENT ACTIVITY

How do you think these instruments are played? How do you think they sound?

Draw or write your guess next to the picture of the instrument:



JARANA



GLOCKENSPIEL



QUIJADA

Quijada in Spanish= Jawbone



REQUINTO



CAJÓN

Caja in Spanish= Box

Cajón in Spanish=Big box



HARMONICA



ZAPATEADO

Zapatos in Spanish= Shoes

Zapatear in Spanish= To stamp your feet

## AFTER YOU SEE THE PERFORMANCE:

### Discuss

- Encourage students to share what they thought about the performance. Sharing can be anonymous with notes in a box or shared with peers verbally in a conversation format.
- Some discussion questions to consider:
- If you were to be a musician, what influences do you think you'd include in your music?
- Would you stick to just one type of music? (classical, pop, hip hop, rap, soul, r&b, metal)? If you'd mix sounds, why would you do that?
- After seeing Las Cafeteras, how would you describe their music and performance?
- Do you think Las Cafeteras tries to send a message through their music? What is it?
- Who was the best performer of the group and why? How can you use what they did as an example if you are giving a presentation?

### Reflect

- Ask your students how the performance made them feel. Was it hard to sit still? Did you catch yourself dancing in your seat?
- Listen to Las Cafeteras when you return to class and let your students move to it freely.
- Encourage students to write letters to the band or thank you letters to the people who made it possible for the band to perform at their school.

### Engage

- Build instruments from recycled materials and explore rhythm as a class band.
- Practice Zapateado and invite someone from the community (maybe even one of your students or their family members) into the classroom to demonstrate for the students.
- Listen to different styles of music and compare/contrast how they sound and feel different from Las Cafeteras.

Please feel free to share reflections and feedback from discussions with The Center so we can let the band know how their performance was received.

Email:

The Director of Performing Arts, Kristine Bretall: [kbretall@sunvalleycenter.org](mailto:kbretall@sunvalleycenter.org)

The Director of Education & Humanities, Katelyn Foley: [kfoley@sunvalleycenter.org](mailto:kfoley@sunvalleycenter.org)

Drop off physical documents at The Center: 191 5th St. East in Ketchum (9-5 Mon-Fri)



## TEACHER FEEDBACK: LAS CAFETERAS

THANK YOU FOR YOUR FEEDBACK!

You can complete the online survey: <https://www.surveymonkey.com/r/LasCafeterasSVCA>

You can fill out this paper version and return it to The Center:

Drop off in person: 191 5th St. East, Ketchum, ID 83340

Mail to: SVCA, P.O. Box 656 Sun Valley, ID 83353

You can fill out the paper version, take a picture and email it to: [kfoley@sunvalleycenter.org](mailto:kfoley@sunvalleycenter.org)

Teacher Name (optional) \_\_\_\_\_ Grade \_\_\_\_\_

Please share your thoughts with us on the level of your students' engagement during the performance.

How could this experience be improved?

How were you able or will you incorporate elements from this study guide and the performance into your teaching?