

## Mix of Colors in cultures: Colores de la Cultura Hispana

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### **Introduction**

Red, blue, yellow, green, orange, purple- I could not choose which lollipop I wanted. Mom as usual said to me “only one, you can only choose one”. Grape, lemon, orange, strawberry flavors- I like them all. After a while I usually chose the same one, **Red**, my favorite color. As a child I was fascinated by the color red, and it made me happy. Now as an adult I love the way I look when I put on a red outfit. It makes me want to put on make-up and high heels, and when I looked at myself in the mirror, I like the reflection.

From the moment a child is born colors play an important role in his life. The brain is stimulated by bright colors and children react to the stimulation. Colors have been an integral part of our lives for a very long time, having a profound impact on our emotions and our psyche. Colors also help us to make sense of the world, to avoid danger, to choose fresh healthy food, as well as to describe our surroundings. In fact researchers and psychologists have tried to understand the impact that colors can have on our lives and our emotions so these can be used in therapy to enhance the well being among people.

Every color has multiple and sometimes contradictory meanings. Different cultures have always had different meanings associated with colors, but colors are more than a combination of yellow, red, and blue. They are a way of communication. This nonverbal communication can be of better use if we can understand the meaning of it in our culture and in the different cultures in our society. Color symbolism in turn has shaped our traditions and practices in many ways. I hope to explore these facets of color with my students in this curriculum unit.

I teach Spanish as a Foreign Language, at Providence High School in Charlotte, North Carolina. My students range from 9<sup>th</sup> to 12<sup>th</sup> grade. For the past five years I have been teaching Levels I and II. Because I teach lower levels I speak Spanish in class between fifty and eighty percent of the time, depending of the amount of vocabulary previously covered, and if it is a Level I or Level II class. My students are predominantly Caucasian with a small percentage of other ethnic groups (Hispanics, African-American,

Asians, and Arabic) and approximately sixteen percent multiracial. My goal is to help them understand the meaning of the expression “The Melting Pot”: that we can coexist even with differences, that a lot of times different cultures have more similarities than differences, that colors can have different symbolism depending on where you are from, and that learning about our differences can enrich our lives and stimulate our imagination. In this unit I would like to give my students the tools they need to research about color use in cultures and languages, focusing on English and Spanish. How green is associated with envy in the English language, but in Spanish is associated with hunger is one good example of colors being used differently in different languages. My goal is to get my students curious enough, that they will actually want to investigate why and when these languages started relating colors the way they do.

## **Background**

Without light there is no color. In a very dark room we cannot distinguish colors or shapes, but the brighter the light is, the more vivid are the colors we see. Light is a succession of waves without a medium in which to oscillate. Light behaves like a stream of particles. The particles called photons, have a characteristic energy related to the wavelength of the light. They can travel through space, but to capture it at a specific place and time is something we cannot do. We can think of light as a stream of minute, elusive particles which create a pulsating electrical disturbance. (1)

White light is made up of numerous waves or impulses with different dimensions and wavelengths. If we separate a single wavelength we will produce a color. A long wavelength will produce red and a short wavelength will produce blue. These colors make an impression on the human eye causing the sensation of color. The colored light in the visible spectrum ranges from red to violet. All the colors of the spectrum are present in white light. When an object is hit with light, if it absorbs some waves and reflects others, then it will appear colored. Light goes from the source to the object and finally to the detector which is the eyes and brain.

When we analyze the “mood” of an artwork, a lot of people will base their answer on the use of particular colors. When an artwork has an abundance of blues and cool colors, people might say that the work has a sad mood or feeling. When an artwork on the contrary is overflowing with reds and warm colors, people might say that the artwork has a happy or joyous mood. However, to some individuals, the meaning of colors can be totally opposite to another person’s meaning. Differences have been thought to arise

from variables such as ethnicity, gender, culture, experiences, climate, politics, and even religions. (2)

Researchers have noticed that both men and women prefer colors with shorter wavelengths, such as blue and green, instead of reds and yellows. However, science has found that there is a general order of preference across the spectrum. Blue is the most liked color, but is followed by red, green, violet, orange, and yellow. (3)

The human eye and brain interpret light by perceiving the three additive primary colors red, blue, and green. Our eyes can only see radiation with a wavelength of 380 nanometers to 740 nanometers. The retina in the eye, has receptors called cones. One cone is more sensitive to the amount of red light, another is more sensitive to green light, and the third is more sensitive to blue light. The brain processes this information as color. This is called the visible spectrum of light. All the other colors perceived by the human eye are just a combination of the three primary colors. (4)

The nervous impulses of the color channel don't only go to the brain. Some pulses travel to the pituitary and pineal glands through the hypothalamus. It's logical to assume that what we see, specially color, can affect the system of the body. Some people believe this to be true and are investigating exactly what each color can do to our bodies. (5)

### Warm and Cool Colors

Warm colors are vivid in nature. They are energetic and some professionals that work with colors think that they evoke emotions ranging from feelings of warmth and comfort to feelings of anger and hostility. Colors in the red area of the color spectrum are known as warm colors and include red, orange, and yellow.

Cool colors are soothing in nature. They give an impression of calm and they tend to recede. Colors on the blue side of the spectrum are known as cool colors. They include blue, purple, and green. For some people Cool colors reflect feelings of sadness or indifference. Others find them calming and soothing.

### Physiology and Psychology of Colors

Colors have been known to affect (and reflect) a person's mood or emotions, current style trends, and cultural beliefs and symbols. It is known that colors inspire different feelings

in us. For example, we may associate certain colors with excitement, activity, comfort, tension, joy, happiness, brightness, royalty, strength.

While perceptions of color are somewhat subjective, there are color effects that have universal meaning. Several ancient cultures, including the Egyptians and Chinese, practiced chromo-therapy, or using colors to heal. It is sometimes referred to as light therapy or colourology and is still used today as a holistic or alternative treatment.

### *Red: Color of Passion*

Red is often associated with passion and strong feelings, that lead to some people to believe that it can increase blood-pressure and stimulate the adrenal glands. It is seen to be the color of vitality and ambition, but it has been shown to be associated with anger. Sometimes red can be useful in dispelling negative thoughts, but it can also make one irritable. Red is sometimes associated with sexuality; anything having to do with love, passion, and commitment is generally symbolized by using the color red.

The color red in history has been the color that represents importance, alertness and strength. The Egyptians considered themselves the red race and they used red dye to emphasize things. Some empires used the color red as a signal for battle (The Romans, The French Revolution). In India red represented the soldiers, in China the direction south, and in Russia power. It is still today the color that represents Communism. (5)

Pure colors were reserved for the rich nobility, because the complex technical processes of obtaining the red dye made it very expensive. To make red dye they had to extract Carmine from the Cochineal insects in cactus plants in Mexico. In the 17<sup>th</sup> century in France it was the color of power. Louis XIV of France wore red heels because he believed that he had beautiful legs and wearing red heels helped him to show them off. Soon nobles all over Europe were wearing red heels. (6)

Today we use red to denote danger or emergencies. Stop signs and stop lights get the attention of the drivers. We also use red to represent love and passion, just think about the holiday aisle at any store as valentine day approaches. However it is also used to show violence and warfare, to illustrate Cupid and the Devil. In some cultures red represents purity, joy, and celebration, while in other cultures it represents mourning and battle.

### *Yellow: Happiness and optimism*

Some researchers think that yellow stimulates the brain making you more alert and decisive. It makes muscles more energetic and activates the lymph system. This information is based on observation of human reaction to colors.

Some people believe that similarly to orange, yellow is a happy and uplifting color. It is associated with intellectual thinking: discernment, memory, clear thinking, decision making and good judgment. Yellow builds self-confidence and encourages optimism. However, a dull yellow can bring feelings of fear. Yellow is the easiest color to see. People who are blind to other colors can usually see yellow.

In the Elizabethan era the color and material of clothing was very important because it provided information about their status socially and religiously. People who were able to wear yellow, wore it because it was dictated by law, and only those that the law allowed were able to dressed in yellow. The symbolic meaning of the color yellow was renewal and hope. The dye used to produce the color yellow was saffron dye that comes from the red stigma of the Saffron Crocus, found in areas of the Mediterranean and the orient. Also weld (*Reseda Luteola*), a European plant, was cultivated as a source of yellow dye.

Yellow attracts attention easily and it is used effectively in marketing of products advertised for low prices such as Subway, McDonald's, and Cheerios. Yellow is also used to alert drivers of school zone, curves, and other traffic signs.

### *Blue*

In contrast to red, blue has a soothing effect that can lower blood pressure, making us calmer. Deep blue stimulates the pituitary gland, which then regulates our sleep patterns. We usually associate the color blue with the night and thus we feel relaxed and calmed. Lighter blues make us feel quiet and away from the rush of the day. Like yellow, blue inspires mental control, clarity and creativity. However, too much dark blue can be depressing. Blue is often associated with depth, trust, loyalty, wisdom, confidence, intelligence, faith, trust, and heaven.

In many cultures blue is significant in religious beliefs, brings peace, or is believed to keep bad spirits away. In the Jewish faith blue and white are the predominant colors and in Christianity it is used to symbolize faith. In ancient Rome, blue was worn by the public servants, and it is believed that is where the idea for today's police uniforms came from. Blue was almost totally absent from the ancient Western art and language. In

Medieval Europe people began to associate blue with Virgin Mary. Blue was reborn as a royal color in times of the French Revolution. (7)

### *Purple: Luxury and nobility*

Purples have been used in the care of mental or nervous disorders because they have shown to help balance the mind and transform obsessions and fears. Violet is associated with emotional disturbances. Purple combines the stability of blue and the energy of red. Purple is associated with power, nobility, luxury, ambition, wisdom, dignity, independence, creativity, mystery, and magic.

Historically, the color purple has been associated with royalty and power. Rome, Egypt, and Persia all used purple as the imperial standard. Purple dyes were rare and expensive; only the rich could access them. (8)

### *Green*

It is said that green is good for your heart. Green helps your heart bring you physical equilibrium and relaxation. It relaxes our muscles and helps us breathe deeper and slower. It is said that is the most natural color and most restful for one's eyes.

Some people think that green creates feelings of comfort, laziness, relaxation, and calmness. It helps us balance and soothe our emotions. Green is the color of nature. It symbolizes growth, harmony, freshness, and safety. Dark green is associated with ambition, greed, and jealousy. Yellow-green can indicate sickness, cowardice, discord and jealousy. Aqua is associated with emotional healing and protection.

Green has always been a symbol of nature. For the Muslims it is a sacred color. For the Greeks and Moors, it means victory. The Scottish highlanders wore green as a mark of honor. It is the national color of Ireland. In China green denotes east. (9)

We use green on a daily basis: in traffic lights (go), in first-aid equipment, in our food and phrases like "a green thumb," which means to be good at gardening.

### *White*

White is the color of ultimate purity. White is associated with light, goodness, innocence, purity, and virginity. White can represent a successful beginning. White can be used to

give yourself a feeling of freedom and uncluttered openness. Too much white can give feelings of separation and can be cold and isolating. In terms of the color spectrum, white is the opposite of black in that it is the true combination of all other colors in the spectrum which are then reflected back.

### *Black*

While comforting and protective, black is mysterious and associated with silence and sometimes death. Black is passive and can prevent us from growing and changing. Black is also associated with fear and the unknown (black holes). It also has a negative connotation (black list, black humor). Black is considered to be a very formal, elegant, and prestigious color, but also the symbol of grief. Scientifically, black is not a color at all, but the result of an object absorbing all other colors and storing them, instead of reflecting them back to be perceived by the brain. Black is also the color of charcoal, among the most ancient of pigments, used by prehistoric man to decorate cave walls with animals.

### Color Perception According to Culture

Color preferences have been noticed to be somewhat controlled or determined by the culture that surrounds an individual. Some different color connotations are described below:

**Red:** In the United State is the color that we pay the most attention to. We associate red with love. Valentines, danger, desire, speed, strength, violence, anger, emergency, exit signs, stop signs, and blood. In China red symbolizes celebration and luck, used in many cultural ceremonies that range from funerals to weddings. In India it is the color of purity (used in wedding outfits). In Eastern cultures it signifies joy when combined with white.

**Orange:** In the United State, orange expresses energy. Orange brings up memories of fall leaves, pumpkins and is demanding of attention. In Ireland orange has religious significance (protestant).

**Yellow:** In the United State yellow represents friendship, joy, happiness, idealism, imagination, sunshine, summer, philosophy, dishonesty, betrayal, illness, spirituality and inspiration. In Asia yellow is sacred and imperial. In western cultures is joy and happiness.

**Blue:** In the United State blue represents peace, tranquility, calm, stability, confidence, conservatism, security, cleanliness, loyalty, sky, water, cold, technology, and depression. In north India the color blue represents sexual passion. In Austrian Germany it means intoxication or drunkenness. In China, blue is associated with immortality. In Colombia, blue is associated with soap. For Hindus blue is the color of Krishna. For the Jews, blue symbolizes holiness. In the Middle East, blue is a protective color.

**Purple:** The historic use of purple to denote royalty or nobility can be seen in the oldest art forms, from portraits to statues to burial of ancient kings and queens. In the United States purple represents royalty, precious, romantic, sacred, class, and dignity. People use purple to appear aristocratic or wealthy. In western cultures it represents royalty.

**Green:** In the United States it represents nature, environment, health, good luck, youth, vigor, and misfortune. In China, green hats mean a man's wife is cheating on him; it is not a good color for packaging. In India, green is the color of Islam. In Ireland green has religious significance (catholic). In some tropical countries green is associated with danger. Today we have the green movement in which green means earth friendly.

**White:** In the United States and all Latin American countries it is associated with purity and virginity. It also represents simplicity, peace, humility, precision, innocence, youth, birth, water, snow, good, sterility, and cold. In Western cultures it is associated with marriage. In Eastern cultures it is associated with death and mourning. In Japan, white carnations signify death. In Eastern cultures white symbolizes coldness and sterility.

**Black:** In the United States black represents power, sexuality, sophistication, formality, elegance, wealth, mystery, fear, evil anonymity, unhappiness, depth, style, sadness, remorse, anger, and death. In the Western cultures it represents death and mourning.

Color symbolism is used in literature to describe the nature of items or to help the reader develop a specific feeling about the object or scene. It is also used for business. Colors have made great impact on product selling, marketing, and advertising. It is used in choosing colors to paint nurseries, prisons, hospitals, schools, etc. Sometimes you understand exactly what message your choice of color sends and other times the color symbolism is lost perhaps because not all colors are meant to send a message, they just reflect a preference or choice. Regardless of whether you consciously choose certain colors over others or whether you rely on the natural association that evolves between



color and emotion, the truth is color affects the way you perceive the world and has for some time. (10)

### **Strategies**

In the first part of this unit I intend to teach how the colors are interpreted in different ways. Different cultures, religions, belief systems, and regions can use and associate the same color in many different ways. Using a color wheel that students will create after learning the colors in Spanish, students will start a research project about the meaning and symbolism of colors in four different countries (United States, Colombia, China and India). The research will have a basic color palette of red, blue, green, yellow, white, and black. Students will use the internet to gather the information they need. Once students have completed their initial research, they will have to do a chart of comparison and contrast about the color symbolism in all four countries. With this activity the students will have a chance to discuss how colors are used in different parts of the world. Also they will be able to compare cultures and determine if countries that are near each other geographically, have similar interpretation of colors.

The students will also learn about the symbols and mottoes of each country and what each color represents in each flag. They will also look for similarities and differences among the flags. By studying the flags the students will be able to verify if the colors of the flags represent the way each color is perceived in each one of the countries. I will lead a discussion in which students will have an opportunity to give their opinions about what colors they think each flag should have, according to the color symbolism of each country. To complete this activity, students will make a flag of our school in which they will have to represent all the nationalities and cultures that we have at Providence High School.

The second part of my unit will focus on the United States of America and Latin-American color symbolism. Students will learn vocabulary that relates to emotions and feelings. They will classify colors according to the emotions and feelings that each color represents in both cultures. Students will also listen to a song in Spanish “De Colores”. After listening to the song the students will translate and analyze the song. They will try to interpret the author’s choice of multicolor for everything, from nature to feelings. Then the students will listen to the song What a Wonderful World in English, comparing both songs and determining how each author perceived colors in their songs.

“De Colores”

De colores, De colores se visten los campos en la primavera

De colores, De colores son los pajarillos que vienen de afuera

De colores, De colores es el arco iris que vemos lucir y por eso los grandes amores de muchos colores me gustan a mi.

*English Translation: “De Colores” Of All Colors*

De colores, De colores the fields love to dress in all during the springtime

De colores, De colores the birds have their clothing that comes every season

De colores, De colores the rainbow is vested across the blue sky

De colores, De colores and so must all love of many bright colors to make my heart cry

To end my unit I would like for my students to create a chart of color symbolism of Hispanic-American children. In this country we have Hispanic descendents who have been raised in between two cultures. The students will work in groups of four and each group will have the opportunity to propose a logo and a design for a poster that represents the Hispanic-American children. The students will vote on the poster that they think has the best representation of both cultures. The entire class will determine the colors to use on the poster and at the end we will display it on the hall. My main goal in this unit is to make my students use colors to learn cultures and at the same time give them the opportunity to use the target language (Spanish) in all three components of the North Carolina Standard Course of Study for Second Language: speaking, writing, and reading. To accomplish this I also will lead my students to compare idiomatic expressions used in English and Spanish where colors are part of the main idea. When the target language is used to provide students the ability to communicate in a meaningful way, they get engaged in their learning process, and second language acquisition becomes part of their lives. Idiomatic expressions and slang are very much part of language; by using them we give our students a way to relate to speakers of other languages in an informal, younger, and more common spoken language.

It is my hope that my students will learn a little about the color palette of cultures.

This unit will meet the following competency goals of the North Carolina Standard Course of Studies:

- Competency goal #1, 1.01, 1.02, 1.03, 1.05, and 1.06. The learner will engage in conversation and exchange information and opinions, orally and in writing in the target language.
- Competency goal #2, 2.01, 2.02, 2.03, 2.04, and 2.06. The learner will understand and interpret written and spoken language on a variety of topics in the target language.
- Competency goal #3, 3.02. The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.
- Competency goal #4, 4.01, 4.02, 4.05, and 4.07. The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.
- Competency goal #5, 5.01, 5.02, 5.03, 5.04, 5.06, and 5.10. The learner will develop insight into the nature of language and culture by comparing his/her own language (s) and culture (s) to others.
- Competency goal #6, 6.01, 6.02, 6.03, and 6.04. The learner will acquire, reinforce, and further his/her knowledge of other discipline through the foreign language.
- Competency goal #7, 7.02, 7.03, 7.04, 7.05, and 7.06. The learner will use language and/or demonstrate culture knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

## **Activities**

### Lesson Plan #1

- To start this lesson I will review colors in Spanish with my students. By naming the color in the target language I will ask them to locate an object in the classroom with the color mentioned. After going over rojo, azul, amarillo, verde, anaranjado, rosado, morado, negro, blanco, and gris (red, blue, yellow, green, orange, pink, purple, black, white, and gray), I will instruct my students to create a color wheel dividing colors in three groups:
  - Adjacent or harmonizing colors appear next to each other.
  - Complementary colors are directly opposite to each other on the color wheel

After students are finished with their color wheel, I will lead a conversation about how colors make me feel. El color rojo me hace sentir feliz (the color red makes me feel happy), el amarillo me despierta (yellow wakes me up), el blanco me acuerda mi boda

(white reminds me of my wedding), el negro me pone triste ( black makes me sad), etc. With this activity not only will we review colors but also reflexive verbs and their pronouns. After each student has a chance to express how colors make them feel or what they remember because of a color, they will be asked to divide the class in groups of three or four (depends on how big is the class). When they get in their groups I will give them a big sheet of paper that later they will post on the wall. The different groups of students are going to divide the paper I gave them in two columns. In one column they will write “colores” and on the other column they will write “me hace sentir” (it makes me feel). Under the first column they will write colors and under the second column they will write a feeling. When the students finish this activity, I will give them another sheet of big paper to divide again in two columns, but this time in one column they will write “colores” and on the other column “me recuerda” (it remains me of). Using the same colors from the first sheet of paper, the students will identify a memory they have with each color. At the end of the activity, students will place their papers on the wall and we will compare the memories to the feelings, for example: Rojo me hace sentir alegre (red makes me feel happy). Rojo me recuerda a mi equipo de béisbol (red remains me of my baseball team). Es este un recuerdo alegre o triste? (Is the memory a happy one or a sad one?). Por qué te hace sentir así? (Why it makes you feel that way?).

To end the class I will put on the overhead projector the lyrics of the song “De Colores”. We will go over the meaning of the song, and then I will play the CD for them. As homework the students will have to research the origin of the song, using the following web-sides:

[www.colapublic.org/chavez/decolores.htm](http://www.colapublic.org/chavez/decolores.htm)

<http://cursillos.ca/en/faq/f12-decolores.htm>

[www.inkyvdc.org/de\\_colores.htm](http://www.inkyvdc.org/de_colores.htm)

[www.albemarleemmaus.org/emmaus/decolores](http://www.albemarleemmaus.org/emmaus/decolores)

[www.koboodle.com](http://www.koboodle.com)

They will have to bring to class a paragraph or two on the origin of the song. As an extra credit assignment the students will memorize the song to sing it in class.

As a warm-up to start the class, I will lead the class to sing “De Colores”. After singing the song, we will go over their homework and what they were able to find on the origin of the song. After going over the homework, I will tell the students to brainstorm and write on a piece of paper all the ways that we use colors when we speak. I will give them three minutes to think and write the different ways we use colors in our speech. Then I will ask who wants to volunteer their answer.

Using the expression “green with envy” I will ask the students if they know any other idiomatic expression in English that uses colors to express feelings or points of view. Once the students answer with several of the idiomatic expressions, if they have not mentioned the following ones, I will mention them:

“The grass is always greener on the other side”, “out of the blue”, “caught red handed”, “being a black sheep”, and “giving someone gray hair”. Then I will explain to the students that idioms play an important role in all languages because they help to express things in a better manner. Idioms are used often in English as well as in Spanish. Then I will ask the students if they think that the same colors are used the same way in both languages. We will go over how some colors have the same use and meaning, and some other colors can have totally different meaning and use in the United States and in Latin-America. First we will go over white, black, yellow, orange, and red, because they have the same meaning and use in both cultures (American culture and Spanish culture).

- White is seen as the color of purity, angels, ghosts and cleanness.
- Black represents elegance but also mourning and sadness.
- Yellow is happiness and brightness.
- Orange alertness, pumpkins, and fall.
- Red represents love, happiness, cupid, the Devil and danger.

Then we will go over some idioms used in both languages (English and Spanish) that refer to those colors. We will compare them to determine if they are used similarly.

### **English**

She looked white as a ghost.

I am the black sheep of my family.

Yellow-journalism.

### **Spanish**

Ella lucía blanca como un papel.

Soy la oveja negra de la familia.

La prensa amarillista.

To turn red as a beet

Ponerse rojo como un tomate.

Comparing the idioms in both languages the students will see that they mean the same thing in both languages, but they have slight variations in the word usage. For example: In Spanish instead of “white as a ghost” is “white as a paper”, and “to turn red as a beet” is “to turn red as a tomato”. Then I will bring the students to the computer lab where they are going to research about other color idioms in Spanish that do not have the same connotation as in English. I will provide them with a list of the following web-sites where they can get the information needed.

[www.auladiez.com/ejercicios/modismos-colores.html](http://www.auladiez.com/ejercicios/modismos-colores.html)

[www.esprintables.com/forum/topic.asp?id=4943&page=2](http://www.esprintables.com/forum/topic.asp?id=4943&page=2)

<http://languagerealm.com/spanishproverbs.php>

[www.starchamber.com/colors/colors-and-language.html](http://www.starchamber.com/colors/colors-and-language.html)

[www.private-english-tutor.com/2008/01/idioms-colors.html](http://www.private-english-tutor.com/2008/01/idioms-colors.html)

[www.usingenglish.com/forum/english-idioms-sayings/27002-color-idioms-continu...](http://www.usingenglish.com/forum/english-idioms-sayings/27002-color-idioms-continu...)

After doing the research the students will come back to the classroom and with the information obtained they will create their own mini-dictionary on English and Spanish Idioms. In one part they will have idioms that are used the same in both languages, and on another part they will have idioms that are different in both languages. For example:

**English**

**Spanish**

Green with envy.

Verde del hambre (green with hunger)

Purple prose.

Ponerse morado de comer (to to turn purple eating)

To get a pink slip

La vida color de rosa (life is pretty like pink)

At the end of the class the students will know that different languages do not consider the basic colors to be the same and that they can use colors in a very different way and meaning.

### Lesson Plan #3

To start the lesson I will review colors, feelings, idioms and culture with the students. After reviewing all those topics I will instruct the students to divide the class in groups of three or four students (depends on the size of the class), once they are in their groups each group will have to write on index cards four questions for each topic (colors, feelings, idioms, and culture). The only restriction is that all topics have to relate to colors in some way and have to be written in Spanish. When finished with their questions, I will pick all the index cards and I will mix them by topic and then I will place them in the Jeopardy board game. I will change the original student-groups by changing at least two people of each group. Then we will start the Game of Jeopardy. Each group will have a turn and they will be able to choose a category and the amount of points of the question they want to answer. Each time that a group misses a question because they could not come up with the answer, the following group will have a chance to answer it and pick up the points. At the end of the game the group with the highest point will be the winning group and they will get a free homework pass. The groups that did not win the game will create a fact chart, with the answer to the questions that they missed. We will display it on the hallway by the classroom. After this activity the students will be ready to assess what they have learned. I will distribute a test in which they will match Spanish idioms with their English equivalent, they will answer questions about the color symbolism in different parts of the world, and they will give a feeling to a group of colors according to what they learned in class.

### Citation

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*Chicago formatting by BibMe.org.*