

Viva Mexico !!!

Grade Level: First Grade/Inclusion
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Length of Unit: Four Weeks

I. ABSTRACT

This unit will examine the land, history, culture and language of Mexico. The *Core Knowledge Sequence* for Grade 1 in alignment with the New York State Standards for Social Studies and Primary Literacy are addressed. Learning activities reflecting different styles of learning are incorporated throughout the unit. At the end of this unit, the students will enjoy a fiesta in the beautiful Yucatan Peninsula.

II. OVERVIEW

- A. Concept Objectives
 - 1. The students will learn about the geography of Mexico.
 - 2. The students will become cognizant of the history of Mexico.
 - 3. The students will gain an appreciation for the culture, traditions, and language of Mexico.
- B. Content from the *Core Knowledge Sequence*
 - 1. Geography
 - North American continent: locate Mexico relative to Canada and the United States
 - Yucatan Peninsula
 - Central America
 - Rio Grande
 - Gulf of Mexico
 - Pacific Ocean
 - Sierra Madre
 - 2. Indian and Spanish heritage
 - 3. Mexico City
 - 4. Traditions: fiesta, pinata
 - 5. National holiday: September 16, Independence Day
- C. Skills Objectives:
 - 1. The students will study different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions. New York State Social Studies Standards 2:3
 - 2. The students will read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived. New York State Social Studies Standards 1:1
 - 3. The students will view historic events through the eye of those who were there, as shown in their art, writings, music and artifacts. New York State Social Studies Standards 2:3

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
 - 1. Heinrichs, Ann. *Mexico*. New York: Grolier Publishing, 1997, ISBN 0-516-20337-1.

2. Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. (Revised Edition). New York: Doubleday, 1997, ISBN 0-385-48119-5.
 3. Lewington, Anna. *Mexico*. New York: Raintree Steck Vaughn Publishers, 1996, ISBN 0-8172-4528-6.
 4. Stein, R. Conrad. *Mexico*. New York: Children's Press, 1998, ISBN 0-516-20650-8.
 5. <http://www.worldbookonline.com>
- B. For Students:
1. Prerequisite Knowledge
 - a. Mayas, Incas, Aztecs
 - b. Map Skills
 - c. Continents
 - d. Geographical terms

IV. RESOURCES

- A. Bailey, Donna. *My Home in Mexico*. New York: Steck-Vaugh, 1990, ISBN 4390-6.
- B. Bulmer, Thomas, Barbara. *Journey Through Mexico*. New York: Troll Associates, 1991, ISBN 0-8167-2117-3.
- C. Craig, Janet Palazzo. *Why Opossum is Gray*. New York: Troll Associates, 1996, ISBN 0-8167-4004-6.
- D. Gavin, Jamila. *Our Favorite Stories from Around the World*. New York: DK Publishing, 1998, ISBN 0-7894-1486-4.
- E. Griego, Margot. *Tortillias Para Mama*. New York: Henry Holt and Company, 1981, ISBN 0-8050-0317-7.
- F. Haskins, Jim. *Count Your Way through Mexico*. Minneapolis: Carolrhoda Books, 1989, ISBN 0-87614-517-9.
- G. Parker, Lewis. *Dropping in on Mexico*. Florida: Rourke Book Company, 1994, ISBN 1-55916-001-2.
- H. Young, Caroline, *The Usborne Round the World Cookbook*, Tulsa: EDC Publishing, 1998, ISBN 0-7460-0966-6.

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V. LESSONS

Lesson One: Introduction to Mexico

- A. *Daily Objectives*
 1. Concept Objective: The students will gain an appreciation for the culture, traditions and language of Mexico.
 2. Lesson Content: Mexico.
 3. Skill Objective(s)
 - a. The students will list things that they know, want to know and what they will learn about Mexico. (K-W-L)
 - b. The students will listen to a story "My Home In Mexico" by Donna Bailey. Afterward, they will compare and contrast how people live in the United States and Mexico.
 - c. The students will review the compass rose and directions.
 - d. The students will design their suitcase for the voyage.
 - e. The students will begin a journal of their adventure.
- B. *Materials*
 1. chart
 2. chart paper
 3. markers

4. scotch tape
 5. construction paper
 6. a copy of the book, "My Home in Mexico" by Donna Bailey
 7. folders (legal size)
 8. composition books
- C. *Key Vocabulary*
1. Mexico-A country in North America.
 2. voyage-A long journey to a distant place.
 3. map-A detailed plan of an area, showing towns, road, and mountains.
 4. village-A community smaller than a town.
 5. hut-A makeshift or crude dwelling
 6. United States-A country in North America.
 7. buildings-A structure with walls and a roof.
 8. apartment-A set of rooms to live in.
 9. tent-A portable shelter made of nylon or canvas.
- D. *Procedures*
1. Brainstorm the meaning of the word "voyage".
 2. Record all responses on chart paper.
 3. Explain to the students that they are going on a voyage to Mexico.
 4. Display a map of the United States and Mexico. Show the students where they are in New York State. Again, point out Mexico on the map. Ask them, in which direction do we travel to Mexico?
 6. Record their responses on chart paper. Display this chart in the library area.
 7. Read the story *My Home in Mexico* by Donna Bailey to stimulate their interest in this new adventure.
 8. Compare and contrast people's homes in the United States with those found in Mexico.
 9. Have students create their piece of luggage by using construction paper, scissors, glue and folders.
 10. Assign traveling companions for this adventure
 11. Validate passports
 12. Students are now ready to board Air Mexico. Play Mexican Music as they board the plane.
 14. Remind the students that they are to keep a log of their adventure.
- E. *Evaluation/Assessment*
1. The students will list the types of homes found in Mexico.
 2. The students will draw a Mexican home.

Lesson Two: Geography of Mexico

- A. *Daily Objectives*
1. Concept Objective: The students will learn about the geography of Mexico.
 2. Lesson Content
The land of Mexico, its borders and mountain ranges.
 3. Skill Objectives
 - a. The students will locate Mexico on a world map.
 - b. The students will name the oceans and or countries that border Mexico on the East, West, North and South.
 - c. The students will reproduce an outline map of Mexico on butcher paper.
 - d. The students will label the borders and mountain ranges on the map.
 - e. The students will construct clay models of the three mountain ranges.

B. Materials

1. world map
2. over-head projector
3. transparency of an outline map of Mexico - (see Appendix A)
4. marker
5. paints
6. brown butcher paper
7. modeling clay
8. Chart paper

C. Key Vocabulary

1. Mexico-A large Spanish country in Central America
2. Rio Grande-It's the longest river in Mexico.
3. Belize- A Spanish country in Central America.
4. Guatemala-A Spanish country in Central America.
5. Pacific Ocean- An Ocean which borders the Western side of Mexico.
6. Gulf of Mexico-A large area of sea that is partly surrounded by land.
7. North America-One of the seven continents.
8. Mountain-A very high piece of land.
9. Range- An area of open land used for a special purpose.
10. Sierra Madre Oriental-One of the highest mountain ranges in Mexico.
11. Sierra Madre Occidental-mountains range in Mexico.
12. Sierra Madre del Sur- Southern mountain range.

D. Procedures

1. Display pictures of geographical features that you want the students to focus on.
2. Directions students' attention to these pictures as they explore the land of Mexico
2. Display a world map on the chalkboard. Highlight Mexico on the map. Inform the students that Mexico is located in North America
3. Allow the students the opportunity to explore the map. Encourage them to trace the outline shape of Mexico with their fingers.
4. Afterward, show an outline map of Mexico on the overhead projector.
5. Review the following directions, East, West, North and South.
6. Label the oceans or countries that border Mexico on the East, West, North and South on the map.
7. Display pictures of the Sierra Madres.
8. Using a map of Mexico, elicit from the students the location of the mountain ranges and the number of mountain ranges.
9. Read nonfiction text describing the three mountain ranges. Record information on chart paper.
1. Finally, the students will create clay models of the three mountain ranges.

E. Evaluation and Assessment

1. The students will state at least 2 countries or oceans that border Mexico.
2. The students will recall at least two characteristics of the Sierra Madre Mountains.

Lesson Three:Yucatan Peninsula

A. Daily Objectives

1. Concept Objectives
 - a. The student will learn about the geography of Mexico

- b. The students will gain an appreciation of the culture, traditions, and language of Mexico.
- 2. Lesson Content
 - a. pyramids
 - b. rain forest
 - c. The Mayas
- 3. Skill Objectives
 - a. The students will identify the Yucatan Peninsula on a world map.
 - b. The students will compile a list of foods produced in the Yucatan.
 - c. The students will make one of the following animals that dwell in the Yucatan Peninsula; butterflies, spiders, monkeys and jaguars.

B. Materials

- 1. construction paper
- 2. glitter (gold)
- 3. scissors
- 4. glue
- 5. tissue paper
- 6. pre-cut patterns of butterflies, monkeys, spiders and jaguar (Appendix B)
- 7. yarn
- 8. world map
- 9. sugar cane
- 10. chocolate
- 11. coffee
- 12. bananas

C. Key Vocabulary

- 1. Yucatan-A tropical state and peninsula in Mexico.
- 2. peninsula- A long projection of land into water.
- 3. The Mayas-One of the greatest and most important Native American tribe of Mexico.
- 4. pyramid-A solid figure with a polygonal base and triangular faces.
- 5. chocolate-Roasted and ground cacao seeds.
- 6. spider-A small animal with eight legs, and a body divided in two parts.
- 7. coffee-A beverage prepared from the seeds of a tropical tree.
- 8. bananas- A crescent shaped tropical fruit.
- 9. sugar cane-A sweet woody stem.
- 10. butterflies-An insect with four broad, usually colorful wings.
- 11. monkey- An animal like a small ape, usually with a tail.
- 12. jaguar-A large tropical American wildcat.

D. Procedures:

- 1. Begin the lesson by telling the students that we will explore the Yucatan Peninsula.
- 2. Show a map of the Yucatan Peninsula and with the students explore the boundaries. Record responses on chart paper.
- 2. State that the Yucatan is a peninsula.
- 4. Display pictures of the Mayas and explain that these are the original inhabitants of the Yucatan.
- 5. Using age appropriate language, write a brief description of the Yucatan Peninsula on chart paper. Discuss and read the highlights aloud.
- 6. Afterward ask the students such questions as;
 - Where is the Yucatan Peninsula located?

Who were the first group of people to live in the Yucatan?

Name 3 foods produced in the Yucatan.

Name 2 animals that live in the rain forest of the Yucatan.

7. Display foods produced in the Yucatan on a display board. Discuss the foods grown there.
8. Pass out construction paper, scissors, glue and pre-cut animal patterns.
9. Ask the student to select a pattern to re-create.

E. Evaluation and Assessment

The students will be assessed on their oral responses to questions asked about the Yucatan Peninsula.

Lesson Four: Early Mexico

A. Daily Objectives

1. Concept Objective: The students will become cognizant of the history of Mexico.
2. Lesson Content
 - a. The Maya
 - b. The Aztec
3. Skill Objectives
 - a. The students will recall at least three contributions made by the Mayas.
 - b. The students will cite at least three contributions made by the Aztecs.
 - c. The students will make and use a calendar developed by the Mayas.
 - d. The students will construct pyramids built by the Mayas and Aztecs.

B. Materials

1. construction paper
2. pictures of Mayans
3. glitter
4. brads
5. crayons
6. scissors
7. patterns for calendar (Note: Appendix C was cut due to copyright issues)

C. Key Vocabulary

1. Central America-Countries between North America and South America.
2. calendar- A chart showing the days, weeks and months of the year.
3. The Mayas-One of the greatest and most important Native American tribe of Mexico.
4. The Aztecs-Ancient Native American people, made up of many tribes.
5. Tenochtitlan-An Aztec city build in 1325.
6. warriors-One engaged or experienced in battle.
7. sacrifices-To give up something important for a good reason.
8. Lake Texcoco-Build in 1325 now Mexico City.

D. Procedures

1. Display pictures of the Mayas and the Aztecs on the chalkboard.
2. Explain to the students that they lived in Mexico a very long time ago.
3. Read excerpts from *The Aztecs and The Mayas* by Pamela Odijk.
4. Record highlights of both civilizations on chart paper.
5. Afterward, divide the class into four groups.
6. Inform the students that they are to select one of the following projects to complete.

- a. Describe and construct at least 3 pyramids built by the Aztecs and Mayas.
 - b. Make the Maya calendar that was used to name days.
 - c. Paint a Maya mural on butcher paper.
 - d. Write and illustrate a class big book about the Aztecs.
- E. *Evaluation and Assessment*
- 1. The group projects will be assessed by teacher observation.

Lesson Five: Colonization of Mexico

A. *Daily Objectives*

- 1. Concept Objective: The students will become cognizant of the history of Mexico.
- 2. Lesson Content:
 - a. Hernando Cortes
 - b. Emperor of The Aztecs, Montezuma
 - c. colonization of Mexico
- 3. Skill Objectives
 - a. The students will perform a skit “ The Invasion of The Spanish Explorers”.
 - b. The students will compare and contrast the lives of The Aztecs and the Mayas before and after colonization.
 - c. The students will recall 2 facts about Hernando Cortes.
 - d. The students will recall the name of the city destroyed by the Spanish invaders.

B. *Materials*

- 1. chart paper
- 2. markers
- 3. Pictures of Hernando Cortes, Montezuma and Quetzalcoatl
- 4. Skit, The Invasion of The Spanish Explorers (See Appendix D)

C. *Key Vocabulary*

- 1. Montezuma-Emperor of Tenochtitlan.
- 2. Mayas-One of the greatest and most important Native American tribe of Mexico.
- 3. Aztecs-Ancient Native American people, made up of many tribes..
- 4. Tenochtitlan-An Aztec city build in 1325.
- 5. Quetzalcoatl-Old Native American God of civilization.
- 6. Warriors-One engaged or experienced in battle.
- 7. Spain-A Spanish speaking country in Europe.
- 8. Spaniards-People from Spain.
- 9. New Spain-A state of the SW United States on the Mexican border.

D. *Procedures:*

- 1. Brainstorm what is meant by the phrase “to invade”.
- 2. Record their responses on chart paper.
- 3. Display a picture of Hernando Cortes on the chalkboard.
- 4. Discuss how Cortes invaded Mexico.
- 5. Next, display pictures of Montezuma and Quetzalcoatl.
- 6. Discuss the roles of these two individuals in the conquest of Mexico.
- 7. Review the daily lives of The Aztecs and The Mayas before colonization.
- 7. Record key points on chart paper.
- 8. Next, discuss how they lived after colonization.
- 9. Perform a skit on The Invasion of the Spanish Explorers.

- E. *Evaluation and Assessment*
1. The students will state 2 facts about Hernando Cortes.
 2. The students will recall the name of the city destroyed by the Spanish Explorers.

Lesson Six: Mexico City

A. *Daily Objectives*

1. Concept Objective: The students will gain an appreciation for the culture, traditions, and language of Mexico.
2. Lesson Content
 - a. Mexico City
 - b. Zocalo
 - c. La Merced
 - d. Bellas Artes
3. Skill Objectives
 - a. The students will make a flag of Mexico.
 - b. The students will identify Mexico City on a world map.
 - c. The students will recall at least three facts about Mexico City.
 - d. The students will write and illustrate a big book on "Mexico City".
 - e. The students will label the Yucatan Peninsula and Mexico City on An outline map of Mexico.

B. *Materials*

1. world map
2. chart paper
3. markers
4. drawing paper
5. crayons
6. scissors
7. glue
8. pictures of Metropolitan Cathedral, La Merced, Mexico City, The Zocalo, and the Bellas Artes.
9. Coat of Arms (Note: Appendix E was cut due to copyright issues)

C. *Key Vocabulary*

1. Mexico City-Largest city and capital of Mexico.
2. La Merced-A part of Mexico City.
3. Metropolitan Cathedral-Art forms of Spain put together to create a new Art form (New Spain.)
4. The Bellas Artes-An opera house in Mexico.
5. The Zocalo-The Central plaza in Mexico City.

D. *Procedures*

1. Display posters of Mexico City around the room.
2. Inform the students that we are now approaching Mexico City.
3. Ask them to identify things that they see.
4. Prior to arrival, elicit from the students everything that they have learned so far. Record responses on the K-W-L chart
5. Display the map of Mexico. Show the students Mexico City on the map. Point out that the star depicts a country's capital.
6. Tell the students that they are going to make the flag of Mexico.
7. Pass out construction paper, scissors, glue and the Mexican Coat of Arms,
8. Allow the students time to make their flags,
9. Record factual information about Mexico on chart paper.

10. Encourage the students to read the chart aloud.
 11. Finally, label the Yucatan Peninsula and Mexico City on an outline map of Mexico.
- E. *Assessment/Evaluation*
1. Teacher observation

Lesson Seven: The Corn Maidens

A. *Daily Objective*

1. Concept Objective: The students will gain an appreciation for the culture, traditions, and language of Mexico.
2. Lesson Content
The students will listen to a Mexican folk-tale.
3. Skill Objectives
 - a. The students will develop a story map based on the story “The Corn Maidens”.
 - b. The students will illustrate their favorite part of the story.
 - c. The students will paint a mural depicting events in the Corn Maidens.

B. *Materials*

1. folktale-*The Corn Maidens, Stories from Around the World* by Jamila Gavin
2. paint
3. butcher paper
4. drawing paper
5. chart paper
6. paint brushes
7. ears of corn

C. *Key Vocabulary*

1. corn-A sweet seeds that grow in rows on the large ears of a tall grass plant.
2. maiden- An unmarried girl.
3. elder- An older person.
4. sister- A girl or woman who has the same parents as another.
5. village-A community smaller than a town.
6. abundance- A great amount- plentiful supply.
7. Pautiwa-The sun God in Native American ceremonies.
8. grow- To increase in size
9. Villagers-The inhabitants of a village.
10. prosper- To be successful.

D. *Procedures*

1. Before reading the story , “The Corn Maidens”. Tell the students that corn is a special food in Mexico.
2. Continue the lesson by showing them several ears of corn to examine.
3. Inform the students that the Aztecs treasured the corn (maize)
4. Prior to reading the selection, ask the students to listen carefully in order to find out how the corn maidens helped the other people in the village.
5. After the story is read, listen to their responses to the question, "How did the Corn Maidens helped the people in the village?"
6. Develop a story map based on the events.
7. Divide the class into 4 groups. Allow the groups to select one of the following activities to complete.
 - a. Make a dried corn collage

- b. Paint a mural depicting the story events
 - c. Compose a letter to the Corn Maidens thanking them for their help.
 - d. Dramatize the story
- E. *Evaluation/Assessment*
The group projects will be assessed.

Lesson Eight: Language

A. *Daily Objectives*

- 1. Concept Objective: The students will gain an appreciation for the culture, traditions, and language of Mexico.
- 2. Lesson Content
 - a. Spanish nursery rhymes.
 - b. simple phrases in Spanish.
- 3. Skill Objectives
 - a. The students will recite the Chocolate Rhyme and Little Tortillas in Spanish.
 - b. The students will recite simple phrases in Spanish.
 - c. The students will make tortillas.

B. *Materials*

- 1. book- *Tortillitas Para Mama* by Barbara Cooney
- 2. recipe to make tortillas (see Appendix F)
- 3. Instant Masa
- 4. plastic wrap
- 5. large bowl
- 6. water
- 7. griddle

C. *Key Vocabulary*

- 1. tortillas-Mexican food made out of ground corn. (Hard or soft shell.)
- 2. mama- Mother
- 3. papa- Father
- 4. little- Small in size, quantity, or degree
- 5. chocolate-Roasted and ground cacao seed.
- 6. burn- To set on fire.
- 7. good-Having positive qualities.

D. *Procedures*

- 1. Prior to reciting the nursery rhymes “ Little Tortillas” and “ The Chocolate Rhyme”, explain to the students that they will recite the rhymes in English as well as Spanish.
- 2. After reciting the nursery rhymes, the students will learn to say simple phrases in Spanish.

Hello	Hola
Good morning	Buenos dias
Good afternoon	Buenos tardes
See you tomorrow.	Hasta manana.
What is your name?	Como se llama?
Please	Por favor
Thank you very much.	Muchas gracias.

How are you?

Como esta usted?

I'm fine.

Muy bien.

Do you speak English?

Habla usted ingles?

E. *Evaluation and Assessment*

The students will be assessed on the Spanish phrases.

Lesson Nine: Independence Day

A. *Daily Objectives*

1. Concept Objective: The students will become cognizant of the history of Mexico.
2. Lesson Content
 - a. The Mexican Independence Day Mexico.
3. Skill Objectives
 - a. The students will learn to sing the first stanza of the National Anthem of Mexico.
 - b. The students will perform the Mexican hat dance.
 - c.]The students will make maracas and shakers.

B. *Materials*

1. containers
2. rice
3. beans
4. paint
5. paintbrushes

C. *Key Vocabulary*

1. Independence- Free from control by others-freedom.
2. September- The ninth month of the year.
3. New Spain-Former name for New Mexico
4. Miguel Hidalgo Costilla- A liberal priest who fought for Mexico Independence.

D. *Procedures:*

1. Begin the lesson by telling the students that our voyage to Mexico is almost over.
2. Continue to inform the students that today we will have a fiesta in honor of Mexico's Independence Day.
3. Discuss the role that Miguel Hidalgo y Costilla played in gaining Mexico's Independence from Spain.
4. Ask the students to recite the first stanza of the Mexican National Anthem after you.
5. Play Mexican music and teach them to perform the Mexican Hat Dance.
6. Lastly, make maracas and shakers .
7. Enjoy the fiesta.

E. *Evaluation and Assessment*

The students will cite reasons why Mexicans celebrate Independence Day on September 16th.

VI. CULMINATING ACTIVITY

The students will have a fiesta in the beautiful Yucatan Peninsula. Previous art works such as murals, Mexican Flags, stuffed butterflies and pyramids will be displayed. The students will make a pinata, masks, and flowers to add to this decor. Finally, they will make and wear Mexican costumes.

VII. HANDOUTS/WORKSHEETS

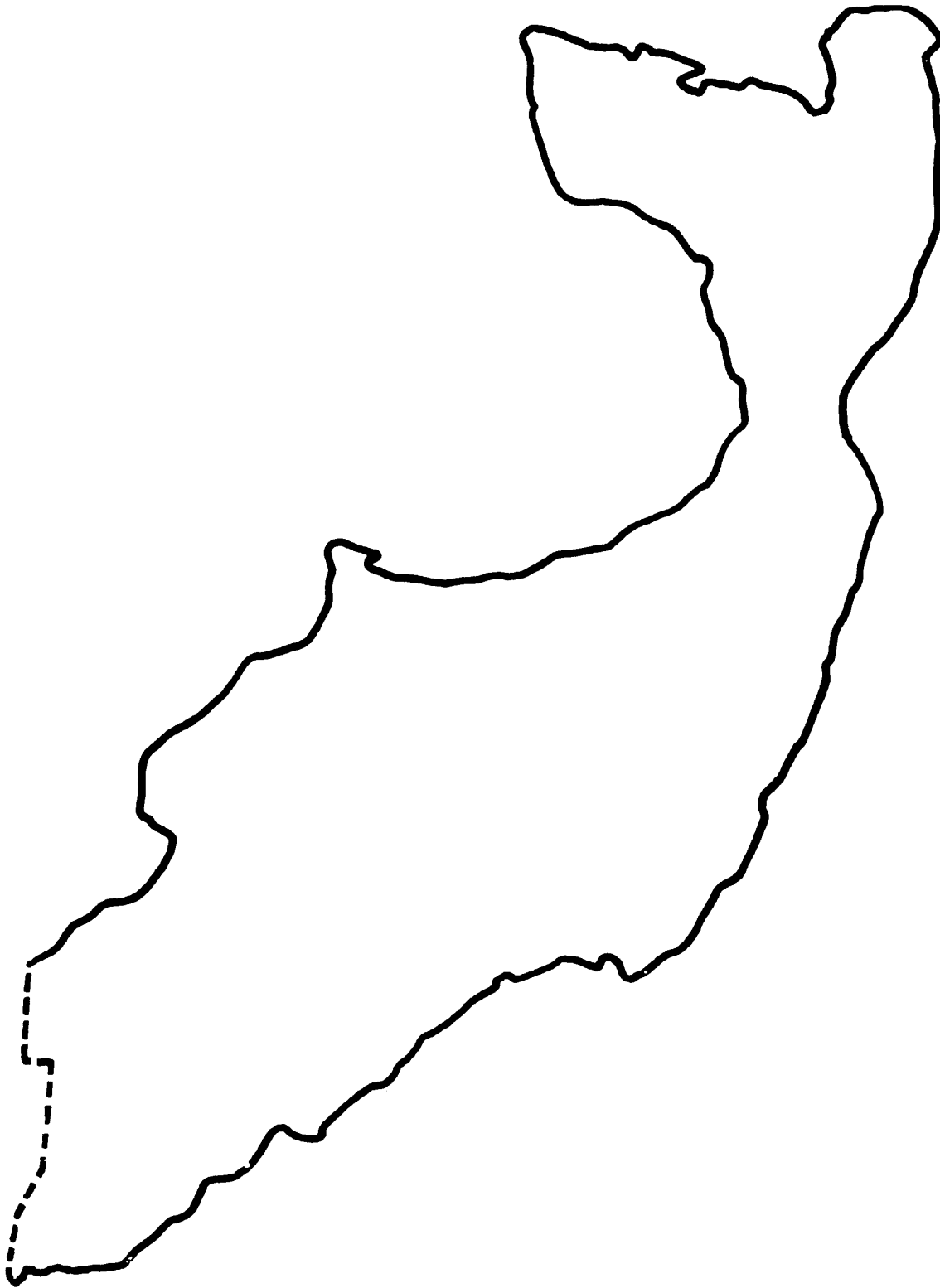
Appendices A-I [Note: Appendices C & E were cut due to copyright issues]

VIII. BIBLIOGRAPHY

- Bailey, Donna. *My Home In Mexico*. New York: Steck-Vaughn, 1990, ISBN 4390-6.
- Bulmer-Thomas, Barbara. *Journey Through Mexico*. New York: Troll Associates, 1996, ISBN 0-8167-2117-3.
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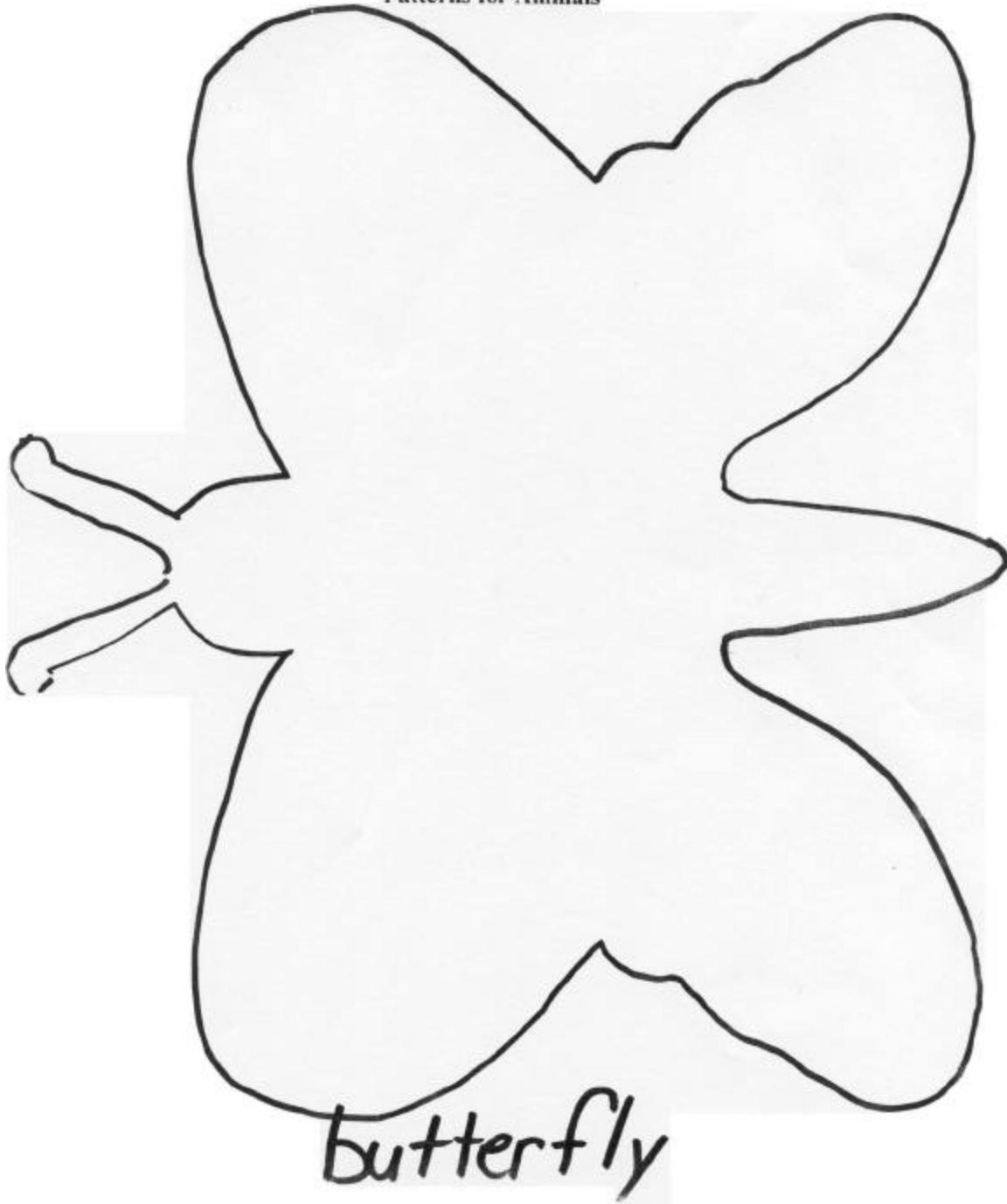
Appendix A – Viva Mexico

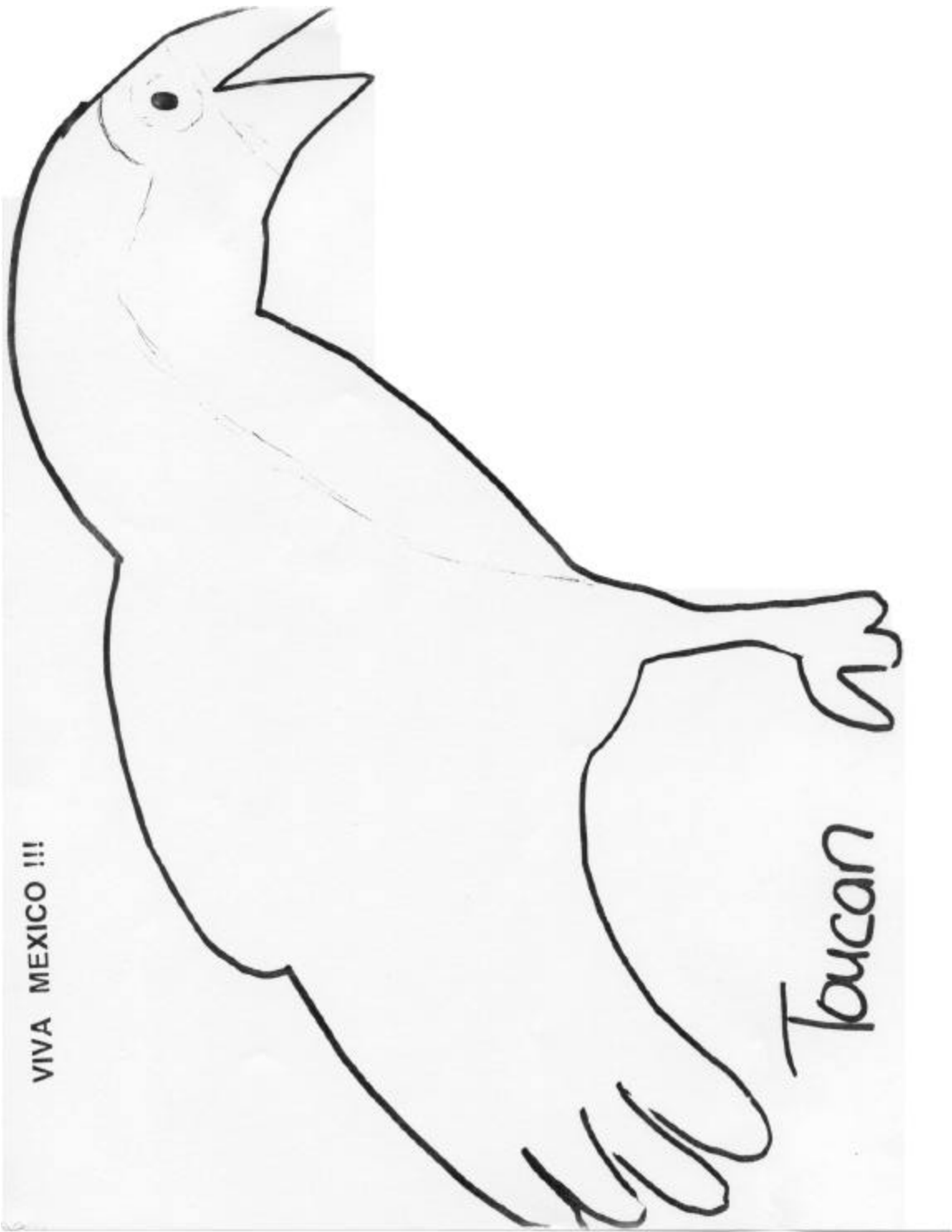
Map of Mexico

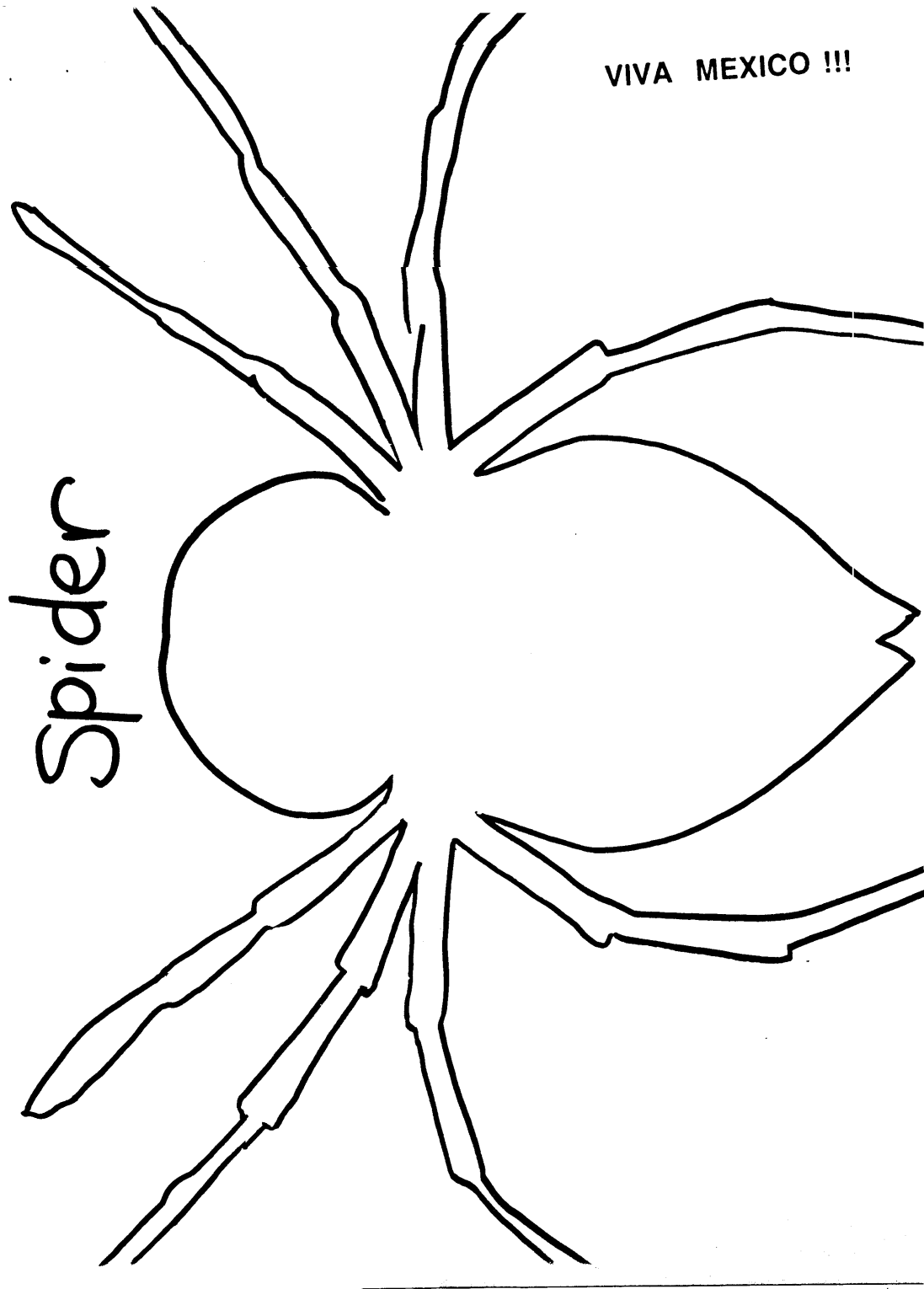


Appendix B – Viva Mexico

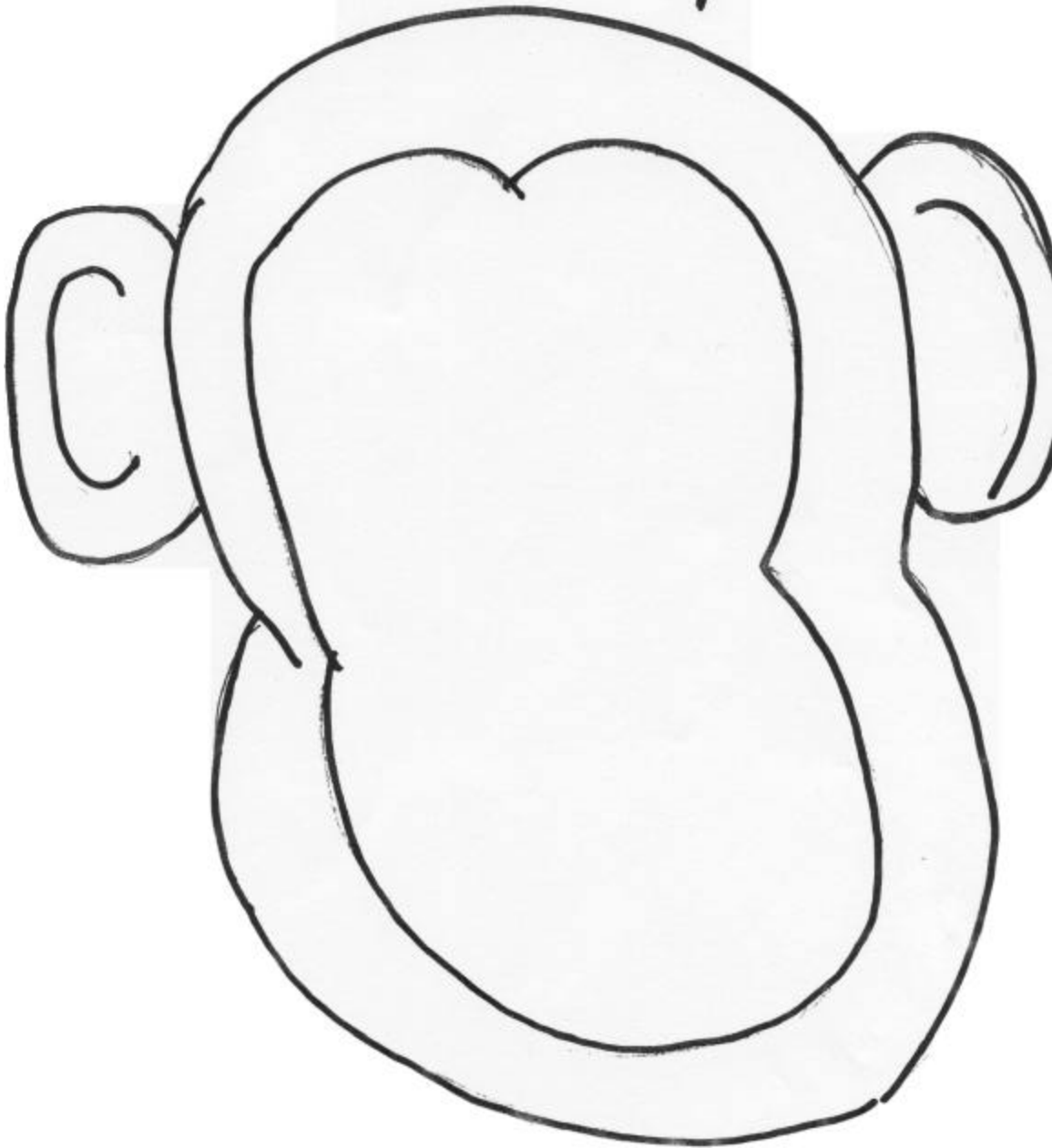
APPENDIX B
Patterns for Animals







monkey



APPENDIX D

A Skit

“The Invasion of The Spanish Explorers”

The Characters

Hernando Cortes

Montezuma

The Aztecs (8)

The Coastal People (4)

The Spaniards (6)

The Spaniards: (coming ashore) Where might we find gold?

The Coastal People: (Pointing inland) Mexico, Mexico, Mexico

(The Spaniards led by Hernando Cortes march inland)

Hernando Cortes: (He’s preaching to the Indians as he marches toward Tenochtitlan) Human sacrifice is wrong. Human sacrifice is a sin. All bodies are special.

Montezuma: (Emperor of the Aztecs) Who is this bearded man? Why is he telling our people that human sacrifice is wrong? Why is he here?

The Aztecs: (speaking to Montezuma) It is Quetzalcoatl! It is Quetzalcoatl!

The Spaniards: (speaking to their leader, Cortes) They think that you are Quetzalcoatl! Our stay here will be good. Tenochtitlan is now part of Spain.

APPENDIX F

Recipe For Tortillas

1 cup of instant masa (corn meal)

cup water

Medium bowl

Plastic wrap

Directions

1. Place masa in a medium bowl. Work in water with your fingers to make a soft dough. If dough is crumbly mix in a little more water.
2. Shape dough into a ball. Cover with a damp towel. Let stand 20 minutes.
3. Place plastic wrap on a flat surface. Divide dough into 20 equal pieces. Place another piece of plastic wrap on top of the dough. Press with the palm of your hand to flatten. Remove plastic.\]
4. Preheat an ungreased griddle over medium heat. Cook tortillas on each side until lightly spotted with brown.

VIVA MEXICO !!!

APPENDIX G

Little Tortillas

**Little tortillas for mama.
(clap hands while chanting rhyme.)**

**Little tortillas for papa.
(Names of children may be substituted
for mama and Papa.)**

The good one for mama.

The good one for papa.

Spanish Version

Tortillitas para Mamá.

Tortillitas para Papá.

Las bonitas para Papá.

Las bonitas para Mamá.

APPENDIX H

VIVA MEXICO !!!

Chocolate Rhyme

One, two, three, cho-

One, two, three, -co-

One, two, three, -la-

One, two three, -te

Stir, stir the chocolate.

Spanish Version

RIMA DE CHOCOLATE

Uno, dos, tres, cho-

Uno, dos, tres, -co-

Uno, dos, tres, -la-

Uno, dos, tres, -te

Bate, bate chocolate.

APPENDIX I

National Anthem of Mexico

Mexicanos, al grito de guerra

El acero aprestad y el bridón,

Y retiemble en sus centros la tierra

Al sonora rugir del cañón.

ENGLISH TRANSLATION

Mexicans, at the cry of battle.

lend your swords and bridle,

and let the earth tremble at its center

upon the roar of the cannon.