

Modern Civilization and Culture: MEXICO

Grade Level: First Grade

Presented by: Linda Blome, Nancy Sanchez, and Bertie Treadaway

Length of Unit: Ten Lessons

I. ABSTRACT

This unit is an introduction to the modern civilization and culture of Mexico. The students will be exposed to geographical locations and areas nearby; Mexican culture; Indian and Spanish heritage; traditions; holidays; music; and art. Each lesson is written so students can understand the world outside their locality. As the students study this culture they will develop an appreciation and tolerance for other cultures.

II. OVERVIEW

A. Concept Objectives:

1. Students will develop an awareness of the geographical location of Mexico.
2. Students will become familiar with the heritage of Mexico by studying this civilization.
3. Students will learn the Mexican traditions, holidays, music, and type of art familiar to this civilization.

B. Content covered from the *Core Knowledge Sequence*:

1. Geography of Mexico (page 28 of the 1998 Sequence)
2. Culture of Mexico (page 28 of the 1998 Sequence)

C. Skill Objectives:

1. The students will color, cut, and glue to make a suitcase to collect projects, writings, and maps.
2. The students will locate areas of mountains, volcanoes, a rainforest, a desert, a river, a limestone plateau, and a capital city on a map of Mexico. The students will color these areas correctly.
3. The students will read recipes for Mexican foods.
4. Students follow sequenced instructions to cook some favorite Mexican foods.
5. Students will read books and identify work in Mexico that is similar/different from work in their own culture.
6. Students will use a Venn diagram to show how schools in Mexico are Alike/Same/Different from their own school.
7. Students will learn some Spanish words and the pronunciation of them when playing a Language game.
8. Students will make *maracas*, shakers used to keep the beat of the music.
9. Students will learn a Mexican dance, *The Mexican Hat Dance*.
10. Students will become familiar with the pinata in Mexican celebrations.
11. Students will construct a pinata by cutting, gluing, and filling it with candy.
12. The students will use a Venn Diagram to compare September 16 celebrated in Mexico to July 4 celebrated in the United States.
13. The students will participate in a simulated fiesta.

III. BACKGROUND KNOWLEDGE

Resources:

1. Ashcraft, Rob. *A Visit to Mexico*. Des Plaines, Illinois: Heinemann Library, 1999. ISBN 1-57572-848-6
Heinrichs, Ann. *A True Book-Mexico*. New York: Children's Press, 1997. ISBN 0-516-2033701

Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991. ISBN 0-385-31026-9

Jacobsen, Karen. *A New True Book-Mexico*. Chicago, Illinois: Children's Press, 1982. ISBN 0-516-01632-6

2. The first graders should have prior knowledge of the continents and Atlantic and Pacific Oceans. Beginning geography and map skills should have already been introduced.

IV. RESOURCES-Activities

1. Bauer, Karen and Drew, Rosa; *Mexico-World Neighbor Series*, Cypress, CA.: Creative Teaching Press Inc., 1994. CTP #2521, K-3.
2. Keller, Mary Jo; *Mexico Activity Book*, Dana Point, CA.: Edupress, 1996. EP #073, ISBN-1-56472-073-X

V. LESSONS

Lesson One: Introduction to the Unit

- A. *Daily Objectives:*
 1. Concept Objective:
 - a. The students will develop an awareness of the geography and culture of Mexico.
 2. Lesson Content:
 - a. Mexico
 3. Skill Objective:
 - a. The students will color, cut, and glue to make a suitcase to collect projects, writings, and maps.
- B. *Materials:*
 1. K-W-L chart
 2. Globe
 3. Suitcase pattern (Appendix A) to hold "souvenirs" (projects, writings, pictures) of their travels through Mexico.
 4. Construction paper
 5. Appendix A
 6. *A Visit to Mexico*
- C. *Key Vocabulary:*
 1. Mexico – Mexico, the country directly south of the United States, borders California, Arizona, New Mexico, and Texas. Its capital is Mexico City, one of the largest cities in the world. In ancient times, Mexico was the home of the Mayas and the Aztecs civilizations. Its language is Spanish.
 2. travel – journey to a distant or unfamiliar place.
 3. suitcase – a traveling bag
 4. souvenirs – something that serves as a reminder of a trip
- D. *Procedures/Activities:*
 1. The students will complete the K-W part of a K-W-L chart about Mexico.
 2. The students will locate on the globe the continent of North America and locate the United States and Mexico.
 3. The class will read and discuss *A Visit to Mexico*, by Rob Alcraft.
 4. The students will make the suitcase according to the specified directions on Appendix A.
- E. *Evaluation/Assessment:*
 1. The completed suitcase will be used to evaluate the students' ability to listen and follow directions.

2. The students' responses to questions after reading the book will be used for evaluation.

Lesson Two: Geography of Mexico

A. Daily Objectives:

1. Concept Objective:
 - a. The students will see the relationships between geographical location and the life of the Mexican people.
2. Lesson Content:
 - a. Mexico
3. Skill Objective:
 - a. The students will locate areas of mountains, volcanoes, a rainforest, a desert, a river, a limestone plateau, and a capital city on a map of Mexico. The students will color these areas correctly.

B. Materials:

1. Globe
2. Map of United States, Canada, and Central America (Appendix B)
3. Map of Mexico (Appendix C and D)
4. Crayons

C. Key Vocabulary:

1. United States – The United States is the country directly south of Canada and north of Mexico. It consists of fifty states and its capitol is Washington D.C..
2. North America – North America is the northern continent with the Atlantic Ocean on its east and the Pacific Ocean on its west. It includes Canada, the United States, Mexico, and the countries of Central America.
3. Canada – Canada, the country north of the United States, is the world's second largest country. Its capitol is Ottawa, in the province of Ontario. Its most popular cities are Toronto, Montreal, and Vancouver. Some of its provinces are Nova Scotia, Quebec, Ontario, and British Columbia. The languages of Canada are English, and in the province of Quebec, French.
4. Mexico – Mexico, the country directly south of the United States, borders California, Arizona, New Mexico, and Texas. Its capitol is Mexico City.
5. Central America – Central America is the name for the narrow strip of land between Mexico and South America. It is sometimes considered part of South America because its people speak Spanish and are culturally related to the people of South America. Geographically, however, it is considered part of North America. The countries of Central America are Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama.
6. Gulf of Mexico – The gulf is a large body of ocean that is partly enclosed by land. The Gulf of Mexico is the part of the Atlantic Ocean bordered by the southern coast of the United States and the eastern coast of Mexico.
7. Pacific Ocean – The Pacific is the largest ocean in the world, extending from the Arctic Ocean to Antarctica. It is west of North and South America and east of Asia and Australia.
8. volcano – a volcano is a mountain created by the flow of melted rock through an opening in the Earth's surface. It is active when it can still erupt and release lava, hot gases, and dust. It is extinct when it has not erupted for millions of years.
9. desert – A desert is a dry region, often covered by sand, having few, if any, plants.

10. Yucatan Peninsula – The Yucatan is a region in southern Mexico that was the home of the Mayan civilization. It is also a peninsula that includes parts of Guatemala and Honduras.
11. Rio Grande – The Rio Grande is a river in the Southwest. It flows along the southern border of Texas and divides the United States from Mexico.
12. Sierra Madre Occidental – The western side of a major mountain range in Mexico.
13. Sierra Madre Oriental – The eastern side of a major mountain range in Mexico.
14. plateau – A plateau is a flat land area high above the surrounding land.
15. Sierra Madre de Sur- a southern mountain range in Mexico. The Aztecs found much gold in this area.
16. rainforest – a tropical rain forest is a region where the weather is hot and wet all year. This climate supports many kinds of plants and trees as well as a large variety of animals and insects.
17. Mexico City – Mexico City is the capital and most populated city in Mexico. It is also the most populous city in North America.
18. continent – a continent is a huge land mass. The earth has seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America.

D. *Procedures/Activities:*

1. Give each student a copy of the map of North America and South America (Appendix B). Locate Mexico in relation to Canada and the United States.
2. Locate Central America and the Yucatan Peninsula.
3. Locate the Pacific Ocean, Gulf of Mexico, and the Rio Grande.
4. Locate Mexico City.
5. Locate South America.
6. Give each student a copy of the map of Mexico (Appendix C)
7. Together with the teacher, color the map as directed locating important topographical areas. (See instructions for coloring the map on Appendix D.)

E. *Evaluation/Assessment:*

1. The students' correct coloring of the maps.
2. The students' abilities to listen and follow directions in correctly locating mountains, volcanoes, a rainforest, a desert, a river, a limestone plateau, and the capital city.

Lesson Three: Foods

A. *Daily Objectives:*

1. Concept Objective:
 - a. The students will be introduced to some of the more familiar Mexican foods and learn the names of the foods in Spanish.
2. Lesson Content:
 - a. Mexico
3. Skill Objective:
 - a. The students will read recipes
 - b. Students follow sequenced instructions to cook some favorite Mexican foods.

B. *Materials:*

1. flour
2. salt
3. hot water
4. bowl/spoon
5. electric skillet

6. butter/margarine
 7. milk
 8. cocoa
 9. cups (1 per student)
 10. hot plate
 11. pot/boiler
 12. napkins/paper towel
 13. Appendix E
- C. *Key Vocabulary:*
 tortillas - thin, round, flat breads made from ground up maize or flour.
 taco – a fried corn tortilla filled with lettuce, beef, tomato and cheese.
 enchilada – cheese and beef or chicken rolled up in a corn tortilla.
 salsa – a Mexican dip made with tomatoes and spices.
 masa – corn meal
 chocolate/cocoa
 frijoles - beans
 corn – yellow grain
 guacamole – a spread made from mashed avocados.
- D. *Procedures/Activities:*
1. Read and discuss the chapter “Food” in *A New True Book-Mexico*, by Karen Jacobsen.
 2. List the foods mentioned in the book. Learn the Spanish pronunciation of the foods.
 3. The students will make flour tortillas and hot chocolate. The recipes and directions to these recipes can be found on Appendix E.
 4. The students will write a sentence/sentences about their favorite Mexican food. Then they will draw and color a picture to go along with the sentence/sentences they wrote.
- E. *Evaluation/Assessment:*
1. Students will be assessed on the sentence telling about their favorite Mexican food.
 2. Students will be assessed on the drawing made to go along with the sentence they wrote.

Lesson Four: Work, School, Language

- A. *Daily Objectives:*
1. Concept Objective:
 - a. The students will develop an understanding for the type of work that is required for everyday life in Mexico. The students will become familiar with the official language of Mexico, *Spanish*. The students will become aware of the likeness and difference of Mexican schools when compared to their own school.
 2. Lesson Content
 - a. Mexico
 3. Skill Objective
 - a. Students will read books and identify work in Mexico that is similar/different from work in their own culture.
 - b. Students will use a Venn diagram to show how schools in Mexico are Alike/Same/Different from their own school.
 - c. Students will learn some Spanish words and their pronunciation for playing a Language game.

- B. *Materials:*
1. Books about life/work in Mexico
 2. Chart showing Spanish/English words
 3. Venn diagram
 4. Language Game (Appendix F and G)
- C. *Key Vocabulary:*
1. Spanish – the language of Spain and countries colonized by Spain (Mexico).
 2. farm work – work and chores done on a farm.
 3. Language – words used and understood by a community of people.
 4. School – an institution for teaching children.
- D. *Procedures/Activities:*
- D. Read and discuss the chapter “Economy and Jobs” in *A New True Book-Mexico*, by Ann Heinrichs. List the many kinds of work found in the book. Draw/color a picture showing one kind of work found in the book.
- E. Read and discuss the chapter “Mexico Today” in *A New True Book-Mexico*, by Karen Jacobsen. Use a Venn diagram to show how Mexican schools are Alike/Same/Different from your school.
3. Write a sentence/sentences telling which school you like best.
 4. Play the Language matching game shown on Appendix F and G.
- E. *Evaluation/Assessment:*
1. The students’ drawings of different types of work in Mexico will evaluate their understanding of life and work in Mexico.
 2. The correct responses on the Venn diagram will assess the knowledge gained to show likenesses/differences in schools in Mexico and your own school.
 3. Matching correct cards on the Language game will be an evaluation of the students’ knowledge of the Spanish language.

Lesson Five: Mexican Music and Dance

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will listen to tapes of Mexican music that is sung, played and danced to at fiestas throughout Mexico.
 2. Lesson Content
 - a. Mexico
 3. Skill Objective
 - a. Students will make *maracas*, shakers used to keep the beat of the music.
 - b. Students will learn a Mexican dance, *The Mexican Hat Dance*.
- B. *Materials:*
1. 2 egg carton “cups” per child
 2. craft sticks
 3. dry beans or popcorn
 4. masking tape
 5. newspaper strips
 6. liquid starch
 7. tempera paint
 8. a Mexican sombrero (hat)
 9. Cassette tape of Mexican songs
 10. Appendix H
- C. *Key Vocabulary:*
1. Fiesta - a festive celebration
 2. maracas – an percussion instrument shaken with the hands

3. sombrero – a traditional Mexican hat
 4. Mariachi band – a musical group that plays instruments and sings
 5. Mexican Hat Dance – a traditional Mexican dance
 6. La Cucaracha - a traditional Mexican dance
 7. La Bamba – a traditional Mexican dance
- D. *Procedures/Activities:*
1. Read the chapter :Fiestas, Music and Arts” in *A True Book-Mexico*, by Ann Heinrichs. Discuss what a fiesta is and what takes place at a fiesta.
 2. Listen to several traditional Mexican songs. Discuss the type of instruments that might be used in the recordings. List the instruments on a chart.
 3. Instruct the students to make maracas. (follow the directions on Appendix H)
 4. Secure the music to *La Cucaracha or La Bamba*. Secure a sombrero, or a large straw hat and teach the students a traditional Mexican dance.
- E. *Evaluation/Assessment*
1. The students’ knowledge of a fiesta and traditional Mexican music will be evaluated through questioning by the teacher.
 2. The completion of the maracas will be used as an evaluation.

Lesson Six: Pinatas

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will become familiar with a favorite part of almost every Mexican celebration.
 2. Lesson Content
 - a. Mexico
 3. Skill Objectives
 - a. Students will become familiar with the pinata in Mexican celebrations.
 - b. Students will construct a pinata by cutting, gluing, and filling it with candy.
- B. *Materials:*
1. Paper lunch bag per child
 2. Newspaper
 3. Wrapped candies
 4. 4” wide strips of bright tissue paper
 5. 1” wide strips of bright tissue paper
 6. glue, scissors, hole punch
 7. 24” long twine
 8. Appendix I
 9. Piñata (purchased)
- C. *Key Vocabulary:*
1. piñata – a paper mache container filled with candy or prizes
 2. dulce -candy
 3. fiesta – a tradition
- D. *Procedures/Activities:*
1. Discuss the fact that pinatas are a favorite part of almost every celebration in Mexico. If possible, purchase a piñata to show students. (Save the piñata for the Fiesta in Lesson Ten.)
 2. Instruct the students to make a piñata. (follow instructions on Appendix I)
- E. *Evaluation/Assessment:*
1. Teacher’s questions about fiestas and piñatas will be used to evaluate the student’s knowledge.
 2. The completion of individual piñatas will be used for assessment.

Lesson Seven: National Holiday: September 16

- A. *Daily Objective*
1. Concept Objective
 - a. The students will develop an understanding of the role of individuals and groups to solve problems and create changes resulting in the independence of a country.
 2. Lesson Content
 - a. Mexico
 3. Skill Objective
 - a. The students will use a Venn Diagram to compare September 16 celebrated in Mexico to July 4 celebrated in the United States.
- B. *Materials*
1. Venn Diagram
 2. K-W-L Chart from Lesson One
- C. *Key Vocabulary*
1. holiday – a day people are exempt from work or school to celebrate a special event
 2. independence – to be free, not subject to the control of others
 3. fiesta – a festive celebration
- D. *Procedures/Activities*
1. Read and discuss the chapters “ The Spanish in Mexico” and “Mexico Today” in *A New True Book-Mexico*, by Karen Jacobsen. List the Mexican traditions for celebrating.
 2. Discuss July 4th, the American’s Independence Day. List the American traditions for celebrating.
 3. Complete the Venn Diagram by comparing September 16 to July 4.
 4. The students will write one sentence about the Mexican holiday and one sentence about the American holiday.
 5. The students will draw and color a picture of the celebrations of each of the holidays.
 6. Complete the “L” part of the K-W-L Chart from Lesson One.
- E. *Evaluation/Assessment:*
1. The students’ written comparison of the holidays will be used to evaluate their knowledge.
 2. The students’ drawings of the holidays will be used for assessing knowledge.
 3. The students’ completion of the K-W-L chart will assess an over-all knowledge of this unit.

VI. CULMINATING ACTIVITY:

Lesson Eight: “Let’s Have a Fiesta!”

- A. *Daily Objectives:*
1. Concept Objective
 - a. This lesson will allow the students to experience a fiesta.
 2. Lesson Content
 - a. Mexico
 3. Skill Objective
 - a. The students will participate in a simulated fiesta.
- B. *Materials*
1. favorite Mexican foods
 2. authentic Mexican decorations (bought or made)
 3. traditional Mexican music

- C. *Key Vocabulary*
1. fiesta – s festive celebration
 2. piñata – a paper mache container filled with candy or prizes
 3. blindfold – a cloth used to cover the eyes for games
- D. *Procedures/Activities*
1. The students will list favorite Mexican foods and volunteer to bring a variety of foods.
 2. The students will decorate the classroom and wear Mexican clothing.
 3. The students will plan Mexican songs and dances for their fiesta.
 4. The students will break the piñata in traditional Mexican style.
- E. *Evaluation/Assessment:*
1. Students’ planning and participation in the fiesta will assess their knowledge of a Mexican fiesta.
 2. Success of the fiesta will evaluate learning in the classroom.

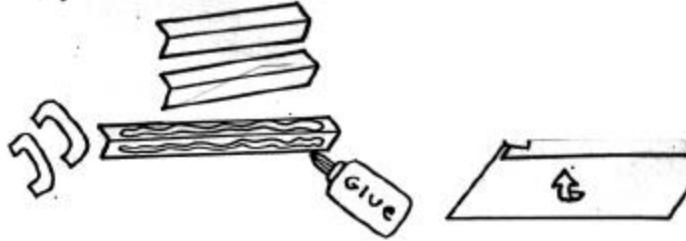
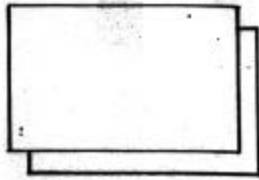
VII. HANDOUTS/WORKSHEETS

1. Appendix A
2. Appendix B
3. Appendix C
4. Appendix D
5. Appendix E
6. Appendix F
7. Appendix G
8. Appendix H
9. Appendix I

VIII. BIBLIOGRAPHY

- Alcraft, Rob. *A Visit to Mexico*. Des Plaines, Illinois: Heinemann Library, 1999. ISBN 1-57572-848-6
- Bauer, Karen and Drew, Rosa. *Mexico-World Neighbor Series*. Cypress, CA.: Creative Teaching Press Inc., 1994. CTP #2521, K-3
- Bulmer-Thomas, Barbara. *Journey Through Mexico*. Mahwah, New Jersey: Troll Associates, 1991. ISBN 0-8167-2116-5
- Conlon, Laura. *Wonders of Mexico*. Vero Beach, Florida: Rourke Book Co., Inc., 1994. ISBN 1-55916-054-3
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Appendix A



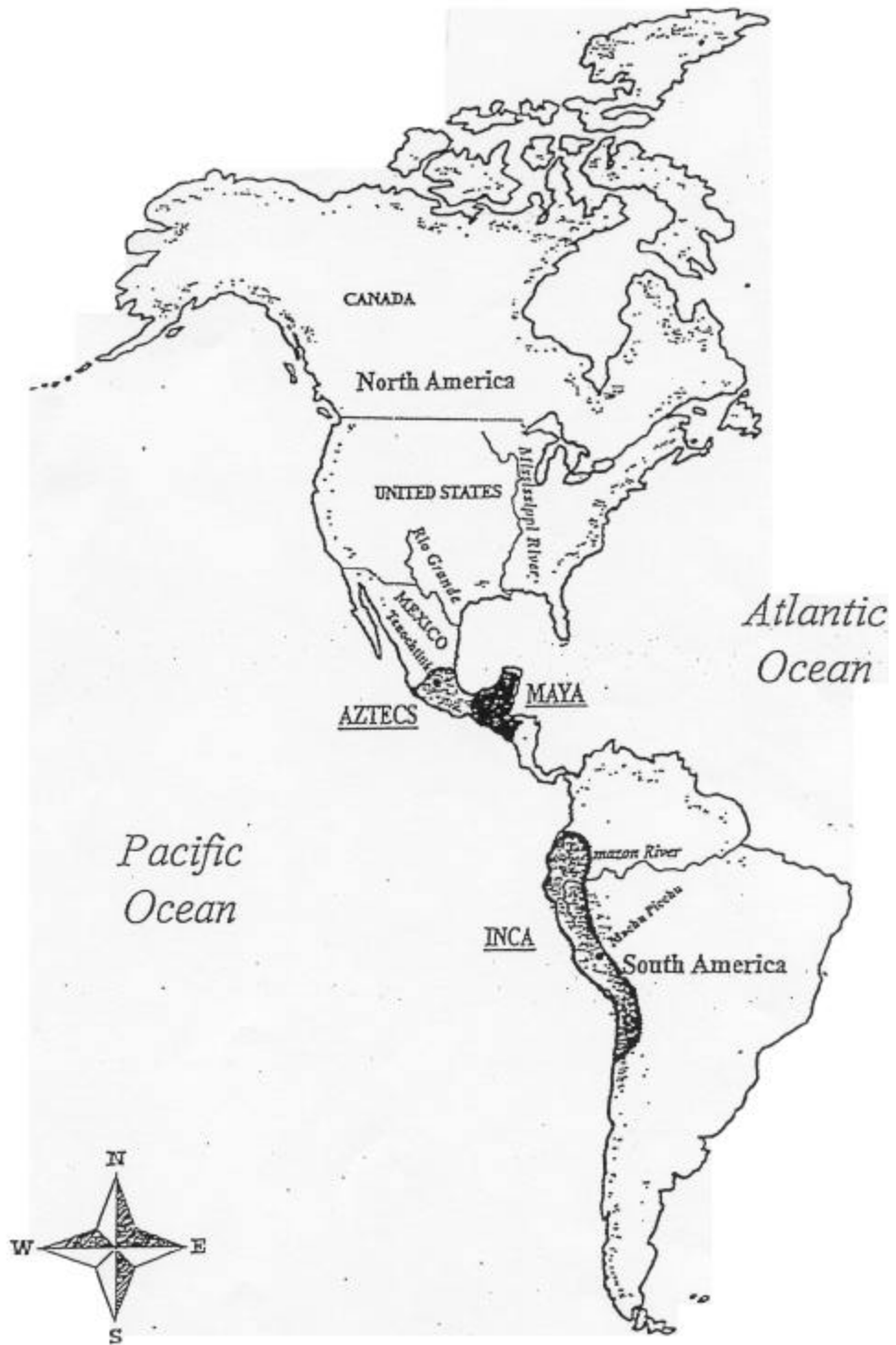
The Suitcase
Have students make a suitcase to hold "souvenirs" (projects, writings, pictures) of their travels through Mexico.

1. Use 2 sheets of 12" X 18" construction paper for the suitcase.
2. Bind the 2 pieces together with one 12" X 18" and two 2" X 12" strips of construction paper.
3. Add two handles to complete the suitcase.

Flag of Mexico
12" X 18" white paper
6" X 12" green and red paper
(one of each color)
Pens, crayons, glue

1. Glue the green and red paper to the left and right of the white paper. (respectively)
2. Color the Coat of Arms and glue it in the center.

Modified from Mexico-World Neighbor Series CTP #2521, K-3



Appendix C



Beach Resorts

- Mazatlán
- Puerta Vallarta
- Acapulco
- Cancún

México City

Central Plateau

Central Highlands

Mountains

Sierra Madre Occidental

Sierra Madre Oriental

Sierra Madre del Sur

Volcanoes

Smoking Mountain

Star Mountain

Rain Forest

Desert

Modified from Mexico-World Neighbor Series CTP #2521, K-3

Map of Mexico: Instructions For Coloring

1. River. Color the river between Mexico and the United States blue. Label it using its Mexican name, **Rio Bravo Del Norte**.
2. Western and Eastern Mountain Ranges. Color the mountain range on the western coast orange and label it **Sierra Madre Occidental**. Color the mountain range on the east brown and label it **Sierra Madre Oriental**. Who can tell me what the word *oriental* means? What does *occidental* mean?
3. Southern Mountain Range. Color the **Sierra Madre del Sur** yellow. The Aztecs found a lot of their gold in this area. Draw a gold nugget. Who can tell me what the word *sur* means?
4. Plateau. Color the area between the mountains green and label it the **Plateau of Mexico**. This region is home to most of the Mexican people and is the leading agricultural area. Draw a couple of corn stalks.
5. Volcanoes. Mexico's three highest peaks, **Orizaba**, **Popocatepetl** and **Ixtacihuatl**, are volcanoes. **Paricutin** is another volcano. Connect these volcanoes with a red line. This is the **Volcanic Axis**, volcanoes that extend across Mexico. Some of these volcanoes are still active. Draw smoke coming out of the top of the volcanoes.
6. Peninsula. Color the **Yucatan Peninsula** pink. This area is made up of limestone. Large pits in the limestone that were formed by the rain were the sacred wells of the Maya. Draw a well.
7. Gulf. Color the area along the **Gulf of Mexico** purple. The northern part of this area is dry and covered with low thorny bushes and trees. Draw a brown thorny bush. The southern part is a tropical rain forest. Draw a big green tree.
8. Capital. Label the capital, **Mexico City**. Draw a big red star.

Modified from Mexico Activity Book EP #073

Appendix E

MEXICAN FOOD AND RECIPES

Guacamole

Made from smashed avocados that are native to Central America. Add diced tomatoes, a small amount of lemon juice, and salt to your liking. Serve with tostadas (tortilla chips).

Tacos

Fill fried corn tortilla shells with chopped beef or chicken, shredded lettuce, shredded cheese, and jarred salsa.

Rice

Cook 1 chopped onion in 1 tablespoon of oil in electric skillet. Add 1 cup uncooked rice and cook. Stir constantly for a few minutes until rice begins to brown. Add 2 $\frac{1}{2}$ cups beef broth, 1 cup canned tomato puree. Cover and cook about 25 minutes until rice is tender.

Tortillas

Blend 6 cups of flour, 2 teaspoons baking powder, and 1-tablespoon salt with hands. Add $\frac{1}{3}$ cup of lard and blend with hands. Add 2 cups hot water and knead until dough is soft. Form small biscuit size round balls from the dough until all the dough is used. Roll out into $\frac{1}{8}$ -inch thick tortillas. Cook on hot grill or pan until brown spots appear on each side.

Appendix F

Muchas gracias.	How are you?	Adiós.
Do you speak English?	My name is Maria.	I'm fine.
Good Morning.	Goodbye.	Me llamo Maria.
Hello.	Good afternoon.	Buenos días.
Por favor.	¿Habla usted ingles?	See you tomorrow.
Buenos tardes.	What is your name?	Muy bien.
Hasta mañana.	¿Cómo esta usted?	Please.
Thank you very much.	¿Cómo se llama?	¡Hola!

Modified from Mexico Activity Book EP #073

Spanish Language Game

As the Spanish and Indian cultures blended the Spanish language spread. In certain areas, the people continued to speak their own language and the ancient languages were preserved. Today almost all Mexican people speak Spanish. Spanish is the country's official language.

Project

Play a matching game and learn some simple phrases in Spanish.

Materials

- Spanish Language Match Up Cards
- Scissors
- Colors

Directions

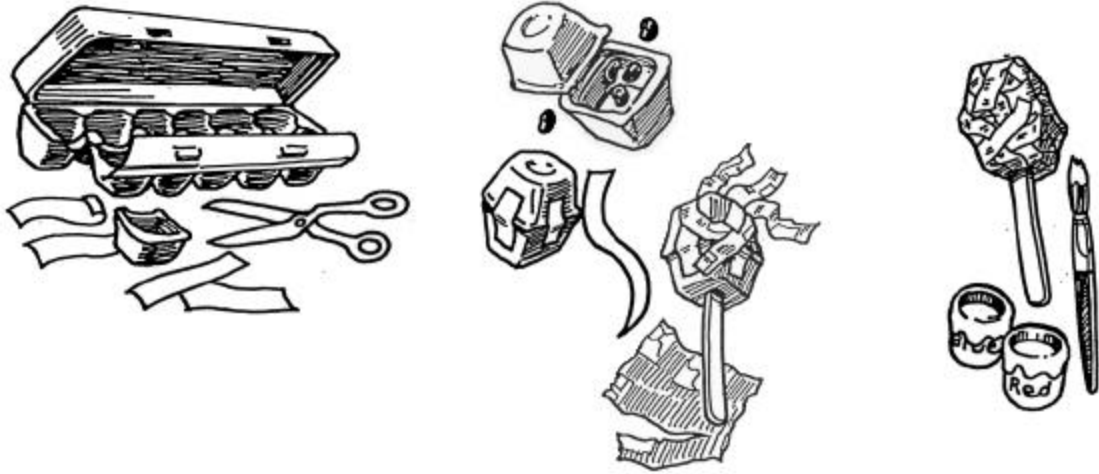
1. Color and cut the language cards.
2. Try to match up the Spanish Language card with the English Language card.
3. After matching the cards correctly, set the cards face up on the table side by side. Practice saying the new words you have learned with a friend.

ANSWER KEY

*Hola!...Hello
 Buenos dias....Good morning.
 Buenos tardes....Good afternoon.
 Adios....Goodbye.
 Hasta manana....See you tomorrow.
 Como se llama?...What is your name.
 Me llamo Maria....My name is Maria.
 Por favor....Please.
 Muchas gracias....Thank you very much.
 Como esta usted?...How are you?
 Muy bien....I'm fine.
 Habla usted ingles?...Do you speak English?*

Modified from Mexico Activity Book EP #073

Appendix H



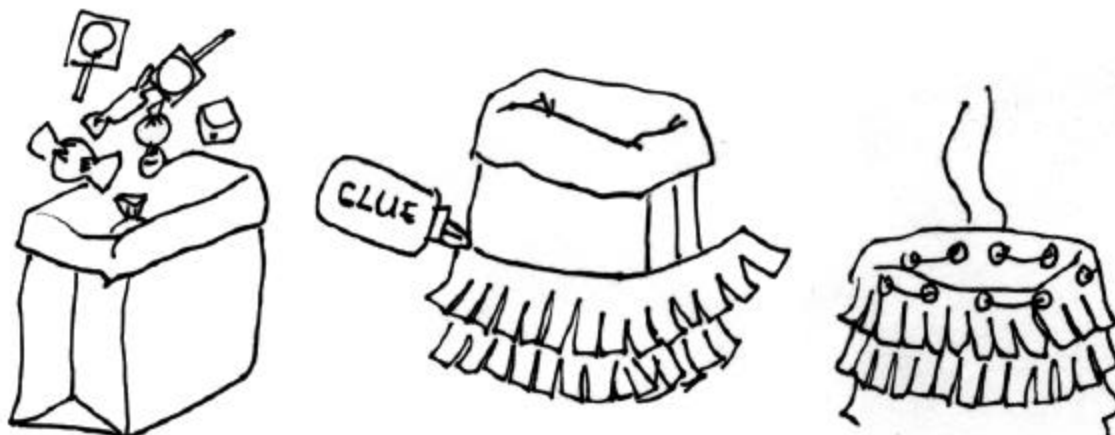
Egg Cup Maracas

- 2 egg "cups" per child
- craft sticks (1 per child)
- dry beans or popcorn
- masking tape
- newspaper strips
- liquid starch
- tempera paint
- spray lacquer

1. Place beans/popcorn in one cup.
2. Use masking tape to hold the two cups together.
3. Cut a slit in one end and slide a craft stick in for the handle.
4. Cover egg cups with several layers of newspaper strips dipped in liquid starch. (Be sure paper-mache extends down around the handle to secure it.)
5. After paper-mache dries, use paints or markers to decorate.

Modified from Mexico-World Neighbor Series CTP #2521, K-3

Appendix I



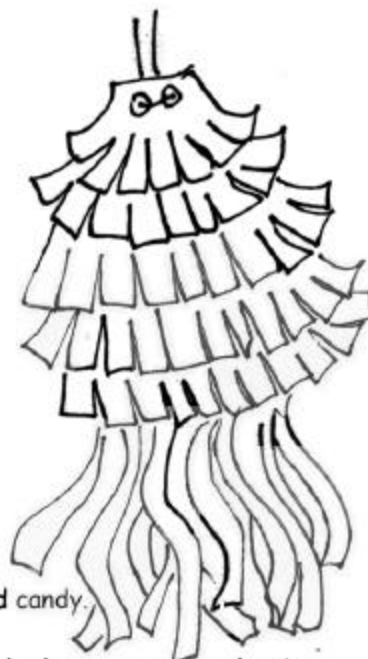
PAPER BAG PINATAS

Items Needed:

- Paper lunch bag
- Newspaper
- Wrapped candies
- 4" wide strips of bright colored tissue paper
- 1" wide strips of bright colored tissue paper
- Glue
- Scissors
- Hole punch
- 24" long twine

Instructions:

1. Fold down bag 2" to the outside.
2. Stuff bags 2/3 full with crumpled newspaper and candy.
3. Fringe the 4" tissue strips.
4. Glue the uncut edge around the bag, starting at the bottom and overlapping around to the top. Fringe edges.
5. Punch holes around the top, thread the twine, and pull and tie to close.
6. Glue 1" tissue strips to bottom of bag as streamers.



(One large grocery bag can be used to make a class piñata. Cardboard head, wings, and feet can be added to make an animal shaped piñata.)