

Mexico: One Land, Many Cultures

Grade Level or Special Area: First Grade

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Length of Unit: 10 lessons (one lesson = 45- 60 minutes)

I. ABSTRACT

This unit will focus on the country of Mexico in a style that is covering the core sequence across the curriculum. This will include: Geography: Spatial Sense and Geographic Terms and Features; The Culture of Mexico: Traditions and Indian and Spanish Heritage; Language Arts Stories: Medio Pollito; Visual Arts: Color: Diego Rivera-Piñata, and Different Kinds of Pictures: Diego Rivera-The History of Medicine in Mexico; and Songs: La Cucaracha. This unit will also provide the learner with many opportunities to read and write about Mexico. Extension activities that provide hands on learning as well as a list of learning centers are included.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an understanding of maps, globes and other geographic tools to locate information about people, places, and environments (Colorado State Standard, GEO 1).
2. Students will recognize that there are families and cultures around the world (Colorado State Standard, HIS. 1.3E).
3. Students will recognize various forms of artistic expression (Colorado State Standard, HIS. 1.6.C).
4. Students will develop a basic knowledge of the earth, to locate people, places and environments (Colorado State Standard, GEO. 1.2).

B. Content from the *Core Knowledge Sequence*

1. Modern Civilization and Culture: Mexico (p. 28)
 - a. Geography
 - i. North American continent, locate Mexico relative the United States and Canada
 - ii. Central America, Yucatan Peninsula
 - iii. Pacific Ocean, Rio Grande, Gulf of Mexico
 - iv. Mexico City
 - b. Culture
 - i. Indian and Spanish heritage
 - ii. Traditions; fiesta, piñata
 - iii. National Holiday, Independence Day-September 16
2. Geography (p. 27)
 - a. Spatial Sense
 - i. Name your continent, country
 - ii. Understand that maps have keys and legends with symbols and their uses.
 - iii. Find directions on a map (N, S, E, and W)
 - iv. Identify major oceans
 - v. Locate Canada, United States, Mexico, Central America
 - b. Geographical Terms and Features
 - i. Peninsula
3. Language Arts (p. 25)
 - a. Stories
 - i. Medio Pollito

4. Visual Arts
 - a. Color (p. 31)
 - i. Diego Rivera: *Piñata*
 - b. Kinds of Pictures: Portraits and Still Life (p.32)
 - i. Diego Rivera: *The History of Medicine in Mexico*
 5. Music
 - a. Songs (p. 34)
 - i. La Cucaracha
- C. Skill Objectives
1. The students will identify all of the major countries in North America in relation, to each other. (Colorado State Standard, GEO. ½.1.2.D)
 2. The students will use a map that contains a legend with symbols to explain various features of the land of Mexico. (Colorado State Standard, GEO. ½.1.1.B)
 3. The students will use the standard orientation of a map, North, South, East and West to label countries and oceans on a map. (Colorado State Standard, GEO. ½.1.1.A)
 4. The students will demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America. (Colorado State Standard, GEO. 1/2/1.2.H)
 5. The students will be able to explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area. (Colorado State Standard, GEO. 1-4.4.4.D)
 6. The students will label country boundaries and identify why people have created them.(Colorado State Standard, GEO. 1-4.4.5.B)
 7. The students will study aspects of a culture that is not their own. (Colorado Standard, Visual Arts 1.12)
 8. The students will be able to cite examples of human conflicts that are based on competition for land and its resources. (Colorado Standard, GEO. 1.4.4.5C)
 9. The students will locate the nation of origin of a folk tale used in class. (Colorado State Standard, CIV. 1.3.20)
 10. The students will recognize the Element of Art: Colors. (Colorado State Standard, Visual Arts, 1.5.E)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1998. ISBN 0-385-31987-8
 2. Green, Jen. *Nations of the World Mexico*. New York: Raintree Steck-Vaughn Publishers, 2000. ISBN 0-8172-5779-9
 3. *World History Series: The Mexican War of Independence*. San Diego, CA.: Lucent Books, 1997. ISBN 1-56006-297-5
 4. R. Conrad Stein. *The Mexican Revolution 1910-1920*. New York: New Discovery Books, 1994
- B. For Students
 1. *Core Knowledge Sequence-First Grade-American History and Geography-Maya, Inca, and Aztec Civilizations: Maya in Mexico and Central America*.
 2. *Core Knowledge Sequence-First Grade-American History and Geography-Maya, Inca, and Aztec Civilizations: Aztecs in Mexico and Tenochitlan (Mexico City)*.
 3. *Core Knowledge Sequence-First Grade-American History and Geography-Early Exploration and Settlement-The Conquistadors, Hernan Cortez and the Aztecs*.

4. *Core Knowledge Sequence*-Kindergarten-World History-An Overview of the Seven Continents.
5. *Core Knowledge Sequence*-First Grade-World History and Geography-Find directions on a map.
6. *Core Knowledge Sequence*-First Grade-World History and Geography-Understand that maps have keys or legends with symbols and their uses.

IV. RESOURCES

- A. *Children of the Yucatan* by Frank Staub (Lesson Two)
- B. *Mexico Close Up: Children of the World Video Series* (Lesson Two)
- C. *Mexico City* by R. Conrad Stein (Lesson Three)
- D. *Look What Came From Mexico* by Miles Harvey (Lesson Three, Five, and Eight)
- E. *Mexico Today Student Book* by Pearson Learning Group (Lesson Four)
- F. *Mexico The People* by Bobbie Kalman (Lesson Five)
- G. *The Lady of Guadalupe* by Tommy De Paola (Lesson Six)
- H. Print of Diego Rivera's *Piñata* (Lesson Seven)
- I. Print of Diego Rivera's *The History of Medicine in Mexico*(Lesson Seven)
- J. *Frida* by Jonah Winter (Lesson Seven)
- K. *Diego* by Jonah Winter (Lesson Seven)
- L. *What Your First Grader Needs to Know* by E.D. Hirsch (Lesson Eight and Nine)
- M. *Adelita* by Tommy De Paola (Lesson Eight)
- N. *Sounds of Mexico Video* (Lesson Nine)

V. LESSONS

Lesson One: The Land of the Shaking Earth and Its Geography Part I

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will develop an understanding of maps; globes and other geographic tools to locate information about people, places and environments.
 - b. Students will develop a basic knowledge of the earth to locate people, places and environments.
 2. Lesson Content
 - a. Modern Civilization and Culture: Mexico (p. 28)
 - i. Geography
 - a) North American continent, locate Mexico relative to Canada and the United States
 - b) Central America
 - b. Geography (p. 27)
 - i. Spatial Sense
 - a) Find directions on a map (N, S, E, and W)
 - b) Understand that maps have keys or legends with symbols and their uses.
 3. Skill Objective(s)
 - a. The students will identify all of the major countries in North America in relation, to each other.
 - b. The students will use a map that contains a legend with symbols to explain various features of the land of Mexico.
 - c. The students will use the standard orientation of a map (North, South, East and West) to label countries and oceans on a map.

B. *Materials*

1. Appendices A, B1, B2, C, D and E (x10) bound into a journal for each child
2. Wall map of North America (this journal will be used for each lesson hereafter)
3. Transparency of Appendix C
4. Chart paper divided down the middle vertically for two columns (label one side-What we know; and the other-What we learned); this will be added to throughout the unit
5. Overhead projector
6. Crayons for each student
7. Children will need a pencil for each lesson in this unit
8. Items for Optional Extension Activity:
 - a. Appendix F (enlarge to legal size); one for each child
 - b. Five pieces of cardboard 15"x 15"(trace Appendix F onto each board)
9. Salt dough (pre-make enough to fill in Appendix F x5)
10. Paint and paintbrushes; one for each child
11. Copy for each child of checklists to assess the maps in Lessons One and Two, Appendix Y
12. Copy for each child of the rubric to assess the journal, to be completed at the end of the unit, Appendix Z

C. *Key Vocabulary*

1. Mexico: a country that is part of North America; the country's name came from the Aztec word Mexica (mesh-EE-ca), which they used to refer to themselves
2. Continent: the earth is divided into seven major landforms called continents
3. Chain: a group of things that connect together; there are six chains of mountains in Mexico
4. Plateau: a high flat area of land
5. Gulf: a body of water that is surrounded by land on three sides and flows into an ocean
6. Geography: the shape of land and where it is in relation to other pieces of land
7. Topography: the detailed description of the physical features of an area, including hills, valleys, mountains, plains, and rivers

D. *Procedures/Activities*

1. Gather the children around the chart you have pre-labeled. Tell the children that today you will begin studying a country called Mexico. Ask the children what they know about Mexico and record their answers on the "what we know" side of the chart. Guide them to making the connection that Mexico is the country that the ancient Maya's and Aztecs lived in. The Aztecs called themselves "Mexica", which is where the word Mexico comes from. What was the country like when these civilizations lived there? There was a rainforest, there were mountains, etc.
2. Tell the children that you are going to focus this unit of study on Mexico as it is today. You're going to begin by discussing the geography of Mexico. Ask if anyone knows what the word geography means. Tell them that the word geography means: the shape of a piece of land and where it is in relation to other pieces of land. Ask them what kind of a tool you would use to study the geography of a country. Guide them if needed to telling you the tool is a map.
3. Show the children a map of North America. Take a moment to review cardinal directions with the children. If they have not been taught North, South, East and West, teach this concept now. Ask them to tell you which continent you are showing them. Guide them to tell you, North America. Tell them that you are going to need their help in determining which countries are a part of North

America. Ask the following questions and point to each country on the map as they answer:

- a. Which country do you live in? (United States)
- b. Which country is to the north of the United States? (Canada)
- c. Which country is to the south of the United States? (Mexico)
- d. Which country is to the south of Mexico? (Central America)
- e. Where is the United States in relation to Mexico? (North)
- f. Where is Mexico in relation to Canada? (South)
- g. Where is Mexico in relation to Central America? (North)
- h. Where is the Pacific Ocean in relation to Mexico? (West)
- i. What is the name of the body of water that is to the east of Mexico? (The Gulf of Mexico)

4. Explain to the children, that they now know where Mexico is located on the continent of North America. Now it's time to take a look at the topography of the country. The word topography means: the detailed description of the physical features of an area, including hills, valleys, mountains, plains and rivers.
5. Pass out the journals that you have pre-made. Ask the children to turn to the third page in their journal; put Appendix C on the overhead projector. Point out the symbols in the map legend; remind the children that symbols help you to locate specific items on a map. Read each symbol out loud. Then ask the children what types of land they see on the map. Continue until you have pointed out all symbols and their corresponding places in Mexico (i.e. point to the mountains, lakes, rainforest, rivers, ocean, etc.)
6. Tell them that now they are going to color the map according to the map legend. Walk around and observe children as they locate the symbols and color each region.
7. When they are finished, tell them that it is time to analyze the country of Mexico using their finished map. Ask them what the map tells them. For example, Mexico has mountains. Mexico has a rainforest. Probe a little deeper and say things like, "On what side are the mountains?" Answer: we call that the west coast. Continue until you have analyzed the map to your satisfaction.
8. Now ask the children to make connections to their own state. Does your state have mountains? Rainforests? Plateaus?
9. Refer back to the chart you made at the beginning, and ask the children if they learned anything about Mexico today that they didn't already know. Record their answers.
10. The children will now record a sentence or two reflecting what they learned about Mexico today in their pre-made journals (Appendix E). For children who cannot write two sentences on their own, allow them to copy two of the responses from the class chart. *Note, if time does not allow for this step, journal writing can take place at many different times throughout the day.
11. Optional Extension Activity: Tell the children that now they are going to work in groups at their tables to create a group map that will show the topography of Mexico. Give each table a piece of cardboard with the outline of Mexico on it. Give each table a bowl of the salt dough mixture. Explain to the children that they should spread the dough out across the map outline and use extra dough to form the mountains and plateaus according to the topography map that they colored. As each group finishes, tell them that they will paint the maps tomorrow to reflect the colors that they used on their flat map. Ask them which map they like better the flat paper map or the bumpy map they just made and why. Explain that there are different kinds of maps because they give you different kinds of in

formation and can be used for different purposes. Which map would be easier to carry around as you tour Mexico, the salt dough map or the flat paper map? Allow time to paint the maps after they have dried. Salt Dough Recipe: 1 C flour, ¼ C salt, ¼ C water. Mix all ingredients together in a large mixing bowl. For larger projects, you will need to double and /or triple this recipe. *For fun, add glitter and/or food coloring.

E. *Assessment/Evaluation*

1. Use checklist in Appendix Y to evaluate the map for accuracy and ability to read a map legend.
2. Ask children to read their journal entry for the day to you to reflect what they have learned. (ongoing assessment) Use Rubric found in Appendix Z to evaluate the journal at the end of the unit.
3. Questions about the map of North America assess their knowledge of cardinal directions and check for understanding of the countries within North America.

Lesson Two: The Land of the Shaking Earth, and Its Geography Part II

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments (Colo. Standard, GEO.1).
 - b. Students will develop a basic knowledge of the earth to locate people, places and environments. (Colo. Standard, GEO.1.2)
2. Lesson Content
 - a. Geography (p.27)
 - i. Geographical Terms and Features
 - a) peninsula
 - b. Modern Civilization and Culture: Mexico (28)
 - i. Geography
 - a) Yucatan Peninsula
 - b) Rio Grande
 - c) Mexico City
3. Skill Objective(s)
 - a. The students will demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island; and locate some such features within and bordering North America.
 - b. The students will be able to guess and /or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area.
 - c. The students will label country boundaries and identify why people have created them.

B. *Materials*

1. Student Journals (made in lesson one; one for each child)
2. Wall map of North America
3. Transparency of Appendices B1 and B2
4. Overhead projector
5. “What We Know Chart” from previous day
6. Transparency of Appendix D (map of Mexico)
7. One piece of white construction paper (8 ½”x 11”) folded into thirds; one for each child

8. Crayons for each child
 9. Items for Optional Extension Activity:
 - a. Book: *Children of the Yucatan* by Frank Staub
 - b. Video: *Mexico Close-up: Children of the World Series* Section 1 (14 minutes)
- C. *Key Vocabulary*
1. Peninsula: a piece of land that is surrounded by water on three sides
 2. Volcano: mountains that erupt, or explode and spit out fire
 3. Border: an imaginary line that divides one country from another
 4. Tourist: a person who visits a country other than their own
- D. *Procedures/Activities*
1. Begin by asking the children review questions using the map of North America.
 - a. Where is Mexico in relation to the United States?
 - b. What country is south of Mexico?
 - c. What country is north of the United States?
 - d. What body of water is west of Mexico?
 - e. What body of water is east of Mexico?
 2. Ask children to turn to Appendix B1 in their journals. Display your transparency. Tell the children that yesterday they learned some big words that told about the geography of Mexico. Today they're going to write down the meanings of them to keep in their journal as a reminder of new words they know. Tell them you would like them to draw a symbol that will help them to have a visual picture in their mind of the word (like the map symbols they read yesterday) and then to copy the definition as you write it on the transparency of Appendices of B1 and B2. Begin with the word Mexico, draw a simple outline of the country next to the word and record a definition. Follow this procedure with plateau; gulf and chain (chain refers to Mexico's mountain chain; see definitions under Lesson One vocabulary if needed). Ask them to remember how these words related to the country of Mexico and its topography. For example, does Mexico have plateaus? Does it have a mountain chain?
 3. Explain that today you are going to study the geography of Mexico a little more. Put up transparency for Appendix D, ask the children to find this page in their journal. Point out the Yucatan Peninsula; explain to the children what a peninsula is as you do this. Ask the children what they think life on this side of Mexico is like. Explain that this is big tourist spot due to the beaches. Have them color the Yucatan Peninsula orange on their maps.
 4. Point out the Rio Grande River, explain that this river separates Mexico from the United States and acts as its border. Explain that a border is an imaginary line that separates one country from another. Ask why they think it's important for countries to have borders? What would it be like to live along this river? Ask them to color the Rio Grande blue on their maps.
 5. Explain that Mexico has many volcanoes that are still active today. Review what a volcano is. Explain that because of the many volcanoes and earthquakes that occur, the Aztec people called Mexico "The land of the shaking Earth." Point out Mount Popocatepetl on the overhead; explain that this is an active volcano that is near the capital city, Mexico City. Ask them to color it red.
 6. Ask them to color the United States green.
 7. Color the Gulf of Mexico and the Pacific Ocean blue.
 8. Color the area of Mexico that is most mountainous purple.
 9. Ask the children to take out their journals and refer back to the vocabulary words on Appendices B1 and B2. Review today's new words: peninsula, volcano and

border. Using the procedure relating to vocabulary earlier in the lesson, have the children draw a picture symbol and write a definition next to each word.

10. Conclude the lesson by asking the children to record a sentence or two in their journal reflecting what they learned today about Mexico. *Note, journal writing can take place anytime within the day or into the next day if more time is needed.
 11. Optional Extension Activities:
 - a. *Mexico Close-Up: Video Series* Explain to the children that you are now going to show them a video of a family that lives along the banks of the Rio Grande. Review what they predicted life would be like living along the river. Show the video. Discuss the life of the family shown in the video. Make a Venn diagram that shows the similarities and differences to family life along the Rio Grande and life in your town.
 - b. Read *Children of the Yucatan* by Frank Staub. Explain that the Yucatan Peninsula was where the Maya lived and many of the Mayan ruins can still be seen there. Explain that the Yucatan Peninsula is popular with tourists. Why do they think so? Give each child a piece of white construction paper (8 ½"x 11"), folded into thirds. Ask them to design a brochure that will contain elements of the Yucatan Peninsula that they heard about during the story and would invite visitors to come.
- E. *Assessment/Evaluation*
1. Use checklist found in Appendix Y to evaluate map for accuracy.
 2. Observe journal entries (assess at the end of the unit using rubric found in Lesson One).
 3. Review questions at beginning of lesson.

Lesson Three: Mexico: Past and Present

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize that there are families and cultures around the world.
2. Lesson Content
 - a. Modern Civilization and Culture: Mexico (p. 28)
 - i. Culture
 - a) Indian and Spanish Heritage
3. Skill Objective(s)
 - a. The student will study aspects of a culture that is not their own.
 - b. The students will be able to cite examples of human conflicts that are based on competition for land and its resources.

B. *Materials*

1. Book: *Mexico City* by R. Conrad Stein
2. Book: *Look What Came From Mexico* by Miles Harvey
3. Appendix G (Mexican flag); one for each child
4. Crayons for each child
5. One 8 ½"x 11 white construction paper per child (Optional Extension Activity a)
6. Two pieces of chart paper (Optional Extension Activity b)
7. One copy per student of the checklist to evaluate the Mexican Flag, found in Appendix Y

C. *Key Vocabulary*

1. Plaza: a public square
2. Culture: a group of people and their way of life, ideas, customs and traditions
3. Heritage: important traditions handed down from generation to generation

4. Legend: a story, based on fact but not necessarily true, handed down from generation to generation
5. Capital: a city in a country or state where the government is based.
6. Tenochtitlan: an ancient Aztec city; the word means Place of the Cactus
7. Metizos: Mexican citizens that are of both Indian and Spanish descent

D. *Procedures/Activities*

1. Gather the children around you and tell them that you are going to read them a chapter out of a book about Mexico City. Tell them that Mexico City is the capital of Mexico. Ask what the capital of their state is? Explain that a capital is a city in a country or state where the government is based. Read to the children pages 19-29 in the book *Mexico City*. This chapter tells how the Aztec tribe came to build Tenochtitlan on the spot that is now Mexico City and the Aztec legend of the eagle and the cactus. It also tells of the Spanish explorers and how they conquered the Aztecs thus bringing the Spanish influence to Mexico.
2. After reading the chapter, discuss it with the children using the following questions:
 - a. Why did the Aztecs travel across the Mexican desert (because the god told them to look for a new land)
 - b. How would they know it was the right land? (they would see an eagle sitting on a cactus, eating a snake)
 - c. What was the name of the city they built? (Tenochtitlan)
 - d. What happened to the Aztecs and Tenochtitlan? (they were conquered by Cortes and the Spaniards)
 - e. Why do the Mexican people speak Spanish? (because the Spaniards brought the language with them)
 - f. Why did the Spanish want to come to Mexico? (they were looking for gold and more land)
3. Explain to the children that the Spaniards took over Tenochtitlan and turned it into what is now Mexico City. The Indians that were not killed lived under Spanish rule for many, many years. The Spaniards brought in a lot of new things like the Spanish language and their religion. The country lived like this for many years until a Spanish priest named Miguel Hidalgo encouraged the Indians to fight back against Spanish rule. The native people of Mexico began a war for independence from Spain on Sept. 16, 1810. The war lasted for 11 years. Mexico finally won its independence from Spain in 1821.
4. Explain to the children that in Mexico City today, there is a place called The Plaza of the Three Cultures. This is a spot where you can see the ruins of an Aztec temple, a Spanish church and a modern office building. This is where the past and the present of Mexico come together.
8. Explain that in Mexico today, you will find a mix of the old Aztec customs, Spanish customs and modern customs of today. The people of Mexico that are both Spanish and Indian are called Metizos.
9. Show the children a picture of the Mexican flag, found on page 4 of *Look What Came From Mexico* by Miles Harvey. Explain that the colors of the flag have significance to the people of Mexico, just as our flag has significance to us. The flag tells about its heritage. It has three stripes-one red, one white and one green. Green means hope and fertile soil. White means purity or being clean. Red stands for the blood lost in the fight for independence from Spain. On the white stripe, there is a picture of an eagle sitting on top of a cactus plant eating a snake, according to the old Aztec legend of how they found Tenochtitlan.

10. Refer to ongoing chart of “what we have learned.” Ask the children what new things they learned today and record them on the chart.
11. Tell children that they are going to return to their seats and color the flag of Mexico.
12. When they finish coloring the flag, the children will then record one to two sentences in their pre-made journals about Mexico. Reminder: journal writing can take place at any time.
13. Optional Extension Activities:
 - a. The eagle sitting on the cactus eating a snake is a symbol for Mexicans that reminds them of a legend that is a part of their heritage. Design a symbol for yourself, (your family, your club, or school) that draws on some aspect of importance to you. Draw and color this symbol on white construction paper. If a child admires strength and wisdom, then they might draw a wise old owl perched on a muscular, flexed arm.
 - b. Discuss this thought: Could the Spanish and Aztecs have found a way to live peacefully together? Develop a plan together that outlines rules that both cultures could have followed to live in harmony. List these rules on chart paper. Write a class letter (also on chart paper) to Cortes telling him that he does not need to conquer the Aztecs; the class has developed some rules for both cultures to live by.

E. *Assessment/Evaluation*

1. Observe and evaluate each student’s Mexican Flag using the checklist found in Appendix Y.
2. Observe each child’s journal entry regarding what they learned in today’s lesson. (assess using the rubric in Appendix Z).

Lesson Four: Mexican Holidays and Traditions

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize that there are families and cultures around the world.
 - b. Students will recognize various forms of artistic expression.
2. Lesson Content
 - a. Modern Civilization and Culture: Mexico (p. 28)
 - i. Traditions: fiesta, piñata
3. Skill Objective(s)
 - a. Students will study aspects of a culture that is not their own.

B. *Materials*

1. Chart paper divided into a T (Appendix H)
2. Appendix I (color sheet of The Day of the Dead); one for each child
3. Appendix J (color sheet of a Piñata); one for each child
4. Items for Optional Extension Activity a:
 - a. Large round balloon, one per child
 - b. Newspaper (10 daily newspapers)
 - c. Paste (made from equal amounts of flour and water), enough for each child
 - d. Twine, one roll
 - e. Paint and paintbrushes, one per child
 - f. Tissue paper, five packages cut into strips
 - g. Glue, one bottle per child
 - h. Rope, enough to hang piñatas from the ceiling

- i. Small colored gift bag, one per child
 - j. Tiny toys, three per child
 - k. Peanuts, three cans
 - l. Tape, three rolls
 - m. One Hole puncher
 - n. Scissors, one pair per child
 - o. Colored markers, one box per child
 - p. Stickers, five packages for decorating
 - q. Ribbons, six rolls of different colors
5. Items for Optional Extension Activity b:
 - a. Marzipan (found in the baking section of the supermarket); enough to make a candy for each member of the class
 - b. Brightly colored icing in tubes; one tube per five children
 - c. Wooden pointed toothpicks; one per child
 6. Items for Optional Extension Activity c:
 - a. *Mexico Today* Student book by Pierson Publishing
- C. *Key Vocabulary*
1. Mexican Independence Day: September 16
 2. Cinco De Mayo: May 5
 3. Day of the Dead: from October 31 to November 2
 4. Christmas: December 25
 5. Fiesta: a celebration or party
 6. Piñata: a decorated container; (usually in the shape of an animal) filled with candies and/or small gifts
- D. *Procedures/Activities*
1. Gather the children around the chart paper. Ask them to name some holidays that we celebrate in the United States. List each holiday named under the heading: U.S. Then ask them what holidays they think the people of Mexico celebrate. List these under the heading: Mexico. Compare any that appear in both boxes. If the children do not state July 4 as a US holiday, guide them to this answer. Then ask them if they remember from the last lesson who Miguel Hidalgo was? He encouraged the Mexicans to fight for Independence. That is now a Mexican Holiday, September 16. Both countries have a holiday that honors Independence. The American holiday honors independence from Great Britain and the Mexican holiday honors independence from Spain.
 2. Tell the children that the Mexicans also have a holiday that is celebrated on October 31 to November 2, but it is not Halloween. It is called the Day of the Dead. The children do not go trick-or-treating, instead they visit cemeteries. They remember their family members that have died. The day of the Dead is not a sad holiday, it comes from an Aztec belief that dead people return to the world of the living on these November days. Family members go to the graves and clean them and often have a picnic eating the favorite foods of the dead person. Often you will see store windows decorated with skulls or skeletons. Add Day of the Dead to the Mexican holiday side.
 3. Next, explain to the children that there is also a holiday called Cinco De Mayo. It is held on May 5th and honors a war that took place in Mexico between the Mexicans and the French. The Mexican people borrowed money from France to help them after they became independent from Spain. Mexico took a while to pay the money back, so the president of France sent an army to Mexico to punish the country for not paying. The French army wanted to get to Mexico City where the president lived, but first they had to cross through the Mexican State of

Puebla. The Mexican army met the French army in Puebla on May 5, 1862. The Mexican army won that battle and so a celebration is held every year on May 5. Add Cinco De Mayo to the Mexican holiday column.

4. Tell the children that in Mexico, a party held in honor of a holiday or birthday, is called a fiesta. Fiestas are usually large celebrations filled with family, food, and music. At most fiestas, the children take turns hitting a piñata with a stick while blindfolded. A piñata is a decorated container that holds small animals or candy. When the piñata is broken, the candy and small toys fall out for all the children to share.
5. Ask the children to take out their journals and find the vocabulary pages. They are going to draw symbols and fill in definitions for four new words today: Cinco De Mayo (May 5), Day of the Dead (October 31-November 2), fiesta, and piñata.
6. Refer back to the “What we’ve learned chart” that has been ongoing. Ask the children if they learned anything new today and record their answers.
7. Have children record one to two sentences that reflect what they’ve learned in their Mexico journals.
8. Give children a copy of Appendices J and K (color sheets of The Day of the Dead and a piñata) to color during independent work time.
9. Optional Extension Activities:
 - a. Make a Piñata (If possible, ask your art teachers to do this activity with the kids). Directions for making a sun piñata are as follows:
 - i. Blow up the balloon and tie it. Tear some newspaper into short strips. Paste several layers of strips onto the balloon, overlapping them slightly until the balloon is covered with many layers of newspaper. Let dry.
 - ii. When dry, cut a hole in the top of the piñata and remove the balloon. Paint the piñata yellow. When the paint dries, add a smiling face. Make cones from the construction paper and hang streamers from the ends. Glue to the piñata to make the sun’s rays.
 - iii. Poke two holes at the top and thread the rope or string through. Tie in a loop at the top for hanging.
 - iv. Put candies in the hole that you pulled the balloon out of.
(Adapted from Mexico Activity Book, Edupress)
 - b. Make candy skulls in honor of the Day of the Dead. Procedures:
 - i. Shape a piece of marzipan into a skull.
 - ii. Use a toothpick to make hollows for the eyes and nose, and draw a grinning mouth.
 - iii. Decorate the skull with icing and decorations.
 - iv. Eat and enjoy.
(Adapted from Mexico: 40 Activities to Experience Mexico Past and Present)
 - c. Break the children into pairs and have them take turns decoding the text in the *Mexico Today* student books by Pearson, pages 10-13. If possible, pull children one at a time, to read out loud to you. Take an oral reading record to assess reading fluency.

E. *Assessment/Evaluation*

1. Observe individual children’s journal entries reflecting what they learned from today’s lesson (use rubric in Appendix Z to assess journal at the end of the unit).

Lesson Five: Mexican Culture and Clothing

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize there are families and cultures around the world.
 - b. Students will recognize various forms of artistic expression.
2. Lesson Content
 - a. Modern Civilization and Culture: Mexico (p.28)
 - i. Culture
 - a) Indian and Spanish Heritage
3. Skill Objective(s)
 - a. The students will study aspects of a culture that is not their own.

B. *Materials*

1. Book: *Look What Came from Mexico* Miles Harvey
2. Book: *Mexico the People* by Bobbie Kalman
3. One Sombrero (if you have access to one)
4. One Serape (if you access to one)
5. One Rebozo (if you have access to one)
6. Chart Paper (divide into two columns; one labeled “What we wear in the USA”, the other side labeled “What they wear in Mexico”)
7. Children’s journal page B3, one per child
8. Transparency of B3
9. Items for Optional Activity a:
 - a. Appendix K: China Poblana; one per child
 - b. One copy per student of the checklist to assess Appendix K found at the end of this lesson.
 - c. Appendix L: Color Sheet of a Sombrero, Serape and a Rebozo; one per child
 - d. Crayons per child
10. Items for Optional Activity b:
 - a. One piece of construction paper, 9” x 18” for each child
 - b. Seven different colored strips per child cut 2” x 9”
 - c. Glue, one bottle per child
11. Items for Optional Activity c:
 - a. One light colored twin size sheet per child
 - b. Fabric safe markers and paints, enough to decorate sheets-one per child
 - c. Sequins and small fabric jewels, enough to decorate one sheet per child
 - d. Fabric glue, enough to glue on sequins
12. Items for Optional Activity d:
 - a. Crayons; one box per child
 - b. Reproduced sombrero pattern, Appendix M one for every five children
 - c. One 9” x 18” piece of brown construction paper per child
 - d. Brown butcher paper to make headbands according to directions
 - e. Markers, one box per every four children
13. Items for Optional Activity e:
 - a. Markers, one box per child
 - b. Lunch size brown bags, one per child
 - c. Colored Yarn, three skeins
 - d. One Hole Puncher
14. Items for Optional Activity f:
 - a. Markers, one box per child
 - b. Large size, brown, paper grocery bags, one per child

C. *Key Vocabulary*

1. China Poblana: the china poblana is the traditional costume for Mexican women; it is a red and green skirt decorated with sequins
2. Sombrero: a large, wide brimmed hat
3. Serape: a blanket woven from colorful yarn; it is often worn by men like a shawl
4. Poncho: a blanket with a hole in the center for the head to go through; it is worn like a cape
5. Rebozo: a shawl worn by Mexican women to cover the head and the shoulders
6. Morrales: a colorful, rectangular bag used as a purse or to carry groceries in
7. Blouse: a cotton shirt worn by women

D. *Procedures/Activities*

1. Prior to this lesson, in a weekly newsletter ask parents if anyone has a sombrero, serape, or rebozo from travels to Mexico that you can borrow.
2. Gather the children around the chart labeled “What we wear.../What they wear...”. Begin by telling the children that *“Today we are going to talk about what kinds of things they wear in Mexico. This will help us to understand more about the Mexican people.”*
3. Ask the children to tell you the names of pieces of clothing that they wear. List their responses in the “What We Wear” column. Continue until you have elicited the basic responses of shirts, pants, skirts, socks, shoes, coats, and hats. You will most likely get a variety of answers but guide the children to give you these basic articles of clothing if needed.
4. Then explain to the children, *“In Mexico they also wear shirts, pants, skirts, shoes, coats, and hats but they call some of these items by different names. There is a special kind of skirt that women wear called a China Poblano. It is the national costume for women and many women still wear it to fiestas. It is a skirt that is colored red and green and is decorated with sequins. It is usually worn with a white blouse, which is a nice cotton shirt.”* Point out anyone wearing a blouse and the difference between a blouse and a white shirt. Show the children a picture of a china poblano found in the section Clothes and Costumes in the book *Mexico the People* by Bobbie Kalman. Add china poblano to the column on the chart “What They Wear...”.
5. Proceed by saying, *“They also wear a special hat in Mexico called a sombrero. It is a large wide brimmed hat that keeps them shaded from the sun.”* Next ask, *“Why would it be important for Mexicans to be shaded from the sun?”* Respond or guide the children to the answer, *“Yes, we learned from our study of the geography that much of Mexico is hot and sunny.”* Show the children a real sombrero if you have access to one. If not show the children a picture of a sombrero found on page 11 of *Look what came from Mexico* by Miles Harvey. Add the word sombrero to the column, “What They wear...”.
6. Ask the children, “What do you wear to keep you warm when it’s cold outside?” Guide them to respond: a coat, jacket, or a sweater (depending on where you live some may say a snowsuit). *Tell them that in Mexico, the men use a special blanket called a serape to wrap around them. A different version of a serape has a hole cut in the middle for the head and is called a poncho. Both a poncho and a serape are woven from brightly colored yarn and are very colorful.* Show the children a real serape or poncho if you have access to one; if not show them a picture of one found on page 10 of *Look what came from Mexico*. Add the word serape and poncho to the column “What They Wear...”
7. Next tell the children, *“The women have a special jacket they wear also. Is called a rebozo. It is also a blanket that is worn over the shoulder and is used to cover*

*the head as well. It is sort of like a shawl that your mother might wear, it is bigger than a scarf.” Show the children a real rebozo if you have access to one or you can find a picture of one on page 11 of *Look what came from Mexico.*” Add the word rebozo to the “What They Wear...” column.*

8. *Ask the children what their mothers use to carry their wallet, keys, lipstick, etc.*
9. *Guide them to the answer, “a purse.” Tell them that women in Mexico also carry a purse but it has a special name, it is called a morral.” Explain that a morral is a colorful, woven bag that is rectangular in shape. Women use them not only as a purse but to carry groceries from the market.” Show them a real morral if you have access to one or use the picture on page 11 of *Look what came from Mexico.**
10. *Tell the children it is now time to take out their journal. We have learned some important words today that have helped us to understand what life is like in Mexico. It is important for us to write down these words to help us remember them. Please find the third page of your vocabulary words (Appendix B3). Display the transparency of B3 on the overhead. Read each vocabulary word and ask the children to draw a picture or symbol next to the word that will help them to identify it. Write a brief definition of the word next to it; the children that can write can write their own, the others can copy. Continue this procedure until you have recorded a symbol and definition for each of the vocabulary words: china poblano, sombrero, serape, rebozo, and morral.*
11. *Add to the “What we have learned chart” that has been ongoing throughout this unit.*
12. *Tell the children that when they have finished recording each of the vocabulary words they should write one to two sentences in their journal that reflects what they have learned today.*
13. *Independent activity: color Appendix K (color by number) to match the China Poblano learned about in the lesson. Use checklist to assess.*
14. *Optional Extension Activities:*
 - a. *Children can color pictures of each of the articles of clothing found in Appendix L.*
 - b. *Children make a paper version of a serape. Directions are as follows:*
 - i. *Place the construction paper on the table with the 12” side vertical and the 16” side horizontal, measure 2 inches from the end of each side of the large construction paper. Draw a vertical line from top to bottom of the paper. Using scissors make small cuts in the paper that go from the outer edge and stop at your line. Repeat on the other side, this will be your fringe.*
 - ii. *Starting from one side of the fringe, begin gluing down the strips of paper in any order you like. They should stretch from one end of fringe to the other end of fringe. Now you have a brightly colored, striped blanket.*
 - iii. *Lastly place the large, black square in the middle of the blanket in a diamond shape. Put the 2 smaller, black squares on either side of the large one, again in a diamond shape.*
 - c. *Children make a sombrero using the following directions:*
 - i. *Fold the construction paper in half, 12” side to 12” side.*
 - ii. *Place the pattern (Appendix AA) on the fold.*
 - iii. *Trace the pattern.*
 - iv. *Cut it out.*
 - v. *Draw lines on your sombrero for a hatband.*
 - vi. *Staple to 2” headband.*

- d. Children can turn an old twin sheet (light colored) into a rebozo with fabric safe paints. Boys can make the rebozo as well as girls and the rebozo can be given to their mothers as a gift. Rebozos can be decorated also with sequins and jewels using fabric glue.
- e. Children can make a morral by decorating a lunch size brown bag. This activity can be used to reinforce patterning by having the children draw stripes around the bag using different colors, but can be decorated in any fashion. Close the top of the bag and punch two holes in the top. You can also reinforce measuring by asking the children to measure and cut 2-12" pieces of yarn (any color). You can ask a parent volunteer to measure and cut the pieces for you to save time. Tie one piece to each hole on one side, repeat with the other side. These pieces of yarn become the straps of the purse.
- f. Ask a parent to cut a hole in the bottom of a large size, brown, paper, grocery bag. Ask them to cut open the sides as well. As a measuring activity, ask the children to draw horizontal lines on the grocery bag, 2 inches apart. Continue until the bag is covered with lines from top to bottom. Next, they color the lines in a pattern. Repeat this procedure on the back side of the bag. The children now have a brightly colored poncho that will slip over their head.

E. *Assessment/Evaluation*

1. Observe each child's journal entry to reflect what they learned today (assess the journal using the rubric in Appendix Z at the end of the unit).
2. Use Checklist at the end of this lesson to assess the color by number China Poblano (Appendix N).

Lesson Six: Mexican Culture and Religion

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize that there are families and cultures around the world.
2. Lesson Content
 - a. Modern Civilization and Culture: Mexico (p. 28)
 - i. Culture
 - a) Indian and Spanish Heritage
 - b. World Religions
 - i. Christianity
3. Skill Objective(s)
 - a. The students will study aspects of a culture other than their own.

B. *Materials*

1. Book: *The Lady of Guadalupe* by Tommy DePaola
2. Two popsicle sticks glued together (like a plus sign); one per child
3. Colored yarn (a variety of colors) cut into 36" pieces-one per child
4. Items for Optional Extension Activity a:
 - a. Appendix N: Color sheet of Our Lady of Guadalupe; one per child
 - b. Crayons; one box per child
5. Items for Optional Extension Activity b:
 - a. Six pieces of colored tissue paper per flower cut into 12" x 15" squares(6 pieces per child)
 - b. Green pipe cleaners cut in half; one half per flower

C. *Key Vocabulary*

1. Christianity: believing or belonging to the religion based on the teachings of Jesus Christ
2. Friar: a person who is Christian and is a member of a special order within the church
3. Tilma: a robe of course fabric

D. *Procedures/Activities*

1. Gather the children around you. Tell the children, *today we are going to talk about some of the beliefs that the people of Mexico have. Tell them that some of them may have similar beliefs and some may not and that this is okay. Our reason for studying the people of Mexico, is they are our neighbor and it is always good to have a better understanding of your neighbor.*
2. *Ask the children if the Aztecs and Mayan people believed in God. Guide them to the response, they believed in many gods. They believed there was a god that took care of the sun, the earth, the rain, etc. There was a separate god for everything.*
3. *Remind the children, when Cortez came into Mexico and conquered the Indians many things changed. In Cortez' country of Spain, they did not believe in many gods they believed in one god only. Cortez was a Christian. (If you have not taught Christianity yet take a moment to explain that Christianity is a religion based on the teachings of Jesus Christ) When the Spaniards moved into Mexico they brought this religion with them. The Spanish priest Hidalgo, (the man who helped the Indians gain independence) was a Christian. The Spaniards converted the Indians into believing in Christianity, it is now the main religion in the country.*
4. *Explain to the children that Mexicans believe that they have a special person that watches over them. She is called the Lady of Guadalupe. Tell them you are going to read them a story that will tell them who the Lady of Guadalupe is. Read *Our Lady of Guadalupe* by Tommy DePaolo.*
5. *Discuss the story with the children.*
 - a. What was the name of the Indian in the story? (Juan Diego)
 - b. What kind of Indian was he? (Aztec)
 - c. What is a friar? (a person who is in a religious order like a priest)
 - d. What is a tilma? (a robe of course fabric)
 - e. Where did Juan Diego go every Saturday? (to church)
 - f. What happened one Saturday as Juan was on his way to church? (he heard beautiful music and the voice of a woman)
 - g. What did the woman look like? (She looked like she was standing in front of the sun, she had light all around her. She had on beautiful robes that gleamed and looked like jewels)
 - h. Who did she say she was? (the Mother of God)
 - i. What did she tell Juan? (She wanted him to go tell the Bishop that she wanted a church built on the hill where she was standing)
 - j. Did Juan Diego do as she asked? (yes) Why? (because he believed her)
 - k. Did the Bishop believe Juan Diego? (No) Why do you think he didn't believe him? (because he didn't see her, it's hard to believe in things you can't see)
 - l. What did Juan do next? (Juan told the lady that the bishop didn't believe him)
 - m. What did the lady say? (she asked him to try again)
 - n. Did Juan try again? (yes)

- o. What did the Bishop say? (he said he needed Juan to bring him a sign that the lady was real)
 - p. Did the lady agree to give the Bishop a sign? (yes)
 - q. What happened next? (Juan went home to find that his uncle was sick and dying)
 - r. What did Juan do? (he ran to find a priest for his uncle before he saw the Bishop; he tried to hide from the lady)
 - s. Did the lady find him? (yes)
 - t. Did she look different? (yes, now she came down the hill to see him and she was floating on a crescent moon being help up by an angel)
 - u. Did Juan tell her about his uncle? (yes, She said she would cure him)
 - v. What did she tell Juan to do next? (She told him to climb to the top of the hill and fill his tilma with roses)
 - w. What was strange about that? (Roses didn't usually grow on that hill and it was winter)
 - x. Were the roses on the hill? (yes)
 - y. What did Juan Diego do next? (He cut the roses with his stone knife, filled his tilma and took them to the Bishop)
 - z. What happened next? (Juan waited a long time for the Bishop; his servants kept trying to take the roses but they disappeared as if they were painted on his tilma)
 - aa. Did the Bishop want to see Juan? (yes) Why? (he heard about the roses from his servants)
 - bb. Did Juan show the roses to the Bishop? (yes) Was the Bishop surprised? (Yes)
 - cc. What did he see on Juan's tilma? (a painting of the Lady just as he had seen her at the foot of the mountain)
 - dd. Did the Bishop help to build the church? (yes)
 - ee. Was Juan's uncle saved? (yes)
 - ff. What did the Lady wish to be called? (the lady of Guadalupe)
 - gg. What happened to Juan's tilma? (it was hung in the church)
 - hh. What happened to Juan? (He lived next to the church and took care of it)
 - ii. Is the church still there? (yes, only a newer one stands in it's place)
 - jj. Do you think this story is true? (There are pieces of it that are definitely true; there is really a church built a the foot of Mount Tepeyac, Juan's tilma really does have a painting on it-the color and technique of how it got there is a mystery no one has an answer for)
 - kk. Why do the people of Mexico consider The Lady of Guadalupe to be their patron saint? (because she cared enough about them to have a church built in her honor in Mexico.)
 - ll. Ask the children if anyone has heard this story before?
6. Record new information of what children have learned on the ongoing "What we have learned" chart.
 7. Ask children to record one to two sentences in their Mexico journal that reflect what they have learned today.
 8. Optional Extension Activities:
 - a. Appendix R: Color sheet of Our Lady of Guadalupe
 - b. Make tissue paper flowers in honor of Our Lady of Guadalupe following these directions:
 - i. Take the six sheets of tissue paper and place them in a stack. Now fold them in an accordion fashion or like a paper fan.

- ii. Take the fan and round both ends with the scissors.
 - iii. Bend the pipe cleaner like a candy cane and place it over the center of the tissue paper. Wrap it tight around the center.
 - iv. Lift one layer of tissue at a time and pull it so that it stands up toward the center. Do this with each layer starting with the top layer working toward the bottom. Repeat on the opposite side. ***Note:** You can vary the size of your flowers by altering the size of tissue paper sheets you cut. You can also vary the colors. Try mixing two to three colors or alternating colors in your stack.
- c. Use the following directions to make God’s Eyes. The God’s Eye is a religious symbol of the Huichol Indians. It is hung on the wall to be used by the family in ceremonies and during prayer.
- i. Wrap the yarn around the center of the glued together popsicle sticks first going one way and then the other until the yarn forms a rounded hump. This is the “eye.”
 - ii. Bringing the yarn from behind, carry it over and wrap it completely around one of the arms of the cross or plus sign.
 - iii. Carry the yarn to the next arm and do the same.
 - iv. Continue in this way until you wish to change to a different color yarn (to change yarn just tie a new color on to the existing yarn).
 - v. Continue until you have covered the wood or the God’s Eye is as big as you want it.

(Adapted from Mexico 40 Activities to Experience Past and Present)

E. *Assessment/Evaluation*

- 1. Observe children’s journal entries to evaluate what they learned that day (assess journal using the rubric found in Appendix Z, at the end of the unit).
- 2. Assessment of teacher generated questions after the story.

Lesson Seven: Famous Artist of Mexico

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will recognize that there are families and cultures around the world.
 - b. Students will recognize various forms of artistic expression
- 2. Lesson Content
 - a. Visual Arts
 - i. Color
 - a) Diego Rivera: *Piñata*
 - ii. Kinds of Pictures
 - a) Diego Rivera: *The History of Medicine in Mexico*
- 3. Skill Objective(s)
 - a. The students will study aspects of a culture that is not there own.
 - b. The students will cite examples that show that all cultures create works of art.
 - c. The students will identify the lines, shapes, and colors found in a work of art.
 - d. The students will identify the subject matter in a work of art.

B. *Materials*

- 1. Book: *What Your First Grader Needs to Know* by E.D. Hirsch
- 2. Print of Diego Rivera’s *Piñata* (if accessible)

3. Print of Diego Rivera's *The History of Medicine in Mexico* (if accessible)
4. Transparency of Appendix B4
5. Overhead projector
6. Items for Optional Extension Activity a:
 - a. Book: *Frida* by Jonah Winter
7. Items for Optional Extension Activity b:
 - a. Book: *Diego* by Jonah Winter
 - b. Appendix O and O1; one per child
8. Items for Optional Extension Activity c:
 - a. 8 1/2" X 11" white paper; one per child
 - b. Pens, markers, chalk, crayons; one box of each per every 5 children
9. Items for Optional Extension Activity d:
 - a. 8 1/2" X 11" white paper; one per child
 - b. Pens, markers, chalk, crayons; one box per every 5 children
10. Items for Optional Extension Activity e:
 - a. Colored construction paper; one 8 1/2 x 11 per child
 - b. Colored construction scraps of various shapes and sizes; 3 per child
 - c. Scissors; one per child
 - d. Glue; one bottle per child
11. Items for Optional Extension Activity f:
 - a. Pens, markers, chalk, crayons; one box per every 5 children
 - b. White butcher paper cut to fit a bulletin board

C. *Key Vocabulary*

1. Primary colors: red, yellow and blue; you cannot make them by mixing any other colors
2. Line: a long stroke made by a pen, pencil or tool on a surface
3. Shape: an outline of a specific form or figure
4. Mural: a large painting done on a wall

D. *Procedures/Activities*

1. Please note that today's lesson could be completed by an art teacher if you have one. *Explain to the children that today you are going to discuss famous artists that came from Mexico. Explain to them that all cultures produce works of art. Ask them to tell you things that could be qualified as art: responses may include pictures, paintings, pottery, jewelry, etc. Tell them that today you are going to talk about Mexican artists that painted pictures and murals.*
2. If you have access, show the children the print *The Piñata* by Diego Rivera. If you do not, show them a picture of it on page 189 of *What your First Grader Needs to Know*. Tell the children this is a painting called *The Piñata*. *It was painted by a man named Diego Rivera. What is happening in this picture? Yes, the children are hitting a piñata. Do you think this is an average day? No, we learned that piñatas are a special activity for children during a fiesta. What kind of a fiesta might it be? (accept reasonable answers such as a birthday party, a wedding, an anniversary party, etc.) What colors do you see in the painting? (accept reasonable answers) Can you find different lines and shapes? (Have the children take turns pointing out different lines and shapes used in the painting) That's right, Mr. Rivera used many different lines, shapes and colors in his painting to make it interested.*
3. Next show the children a print of *The History of Medicine in Mexico* if you have access to one. If you do not, show them the picture on page 198 of *What Your First Grader Needs to Know*. *Explain to the children that this is another painting done by Diego Rivera. This is a special kind of painting called a mural.*

A mural is a large painting done on a wall. This mural was also painted by Diego Rivera and it is on a hospital wall in Mexico City. It is called The History of Medicine in Mexico. The right side shows the kind of Medicine practiced by the Aztecs and the left side shows how medicine is practiced in modern times. In the center, Mr. Rivera painted the Aztec goddess who was believed to make things clean by touching them. Why do you think he painted this figure in a painting about medicine? Why do you think this mural was painted on the wall of a hospital? This is a photograph or reprint of the mural and so it looks small but imagine this photo as it would look on the side of a wall, it is huge. Murals can be about anything; they can have a central figure with smaller figures on either side like Mr. Rivera's mural or they can tell a story from left to right.

4. *Ask the children to take out their journals and turn to the vocabulary page with a 4 on the bottom of it. Put the transparency of Appendix B4 on the overhead. Go through each of the vocabulary words on the transparency. Explain to the children, the vocabulary words we have learned today have not only taught us a little about Mexico but they have helped us to understand art. We are going to write them down so that we can remember them. Remind the children that they will draw a symbol and write a brief definition next to each word. Draw a symbol and write a brief definition for the children to copy for each of the words: primary colors, line, shape, and mural.*
5. *Take out the ongoing "what we have learned" chart. Ask the children if they learned anything new today. Record their answers. Now ask them to write one to two sentences in their journal reflecting what they have learned today.*
6. **Optional Extension Activities:**
 - a. *Tell the children that there is another famous artist that came from Mexico. Her name is Frida. Read the story *Frida* by Jonah Winter. Discuss the story with the children, ask the children if they have ever hurt a part of their body so badly that it made them cry. Ask them now to imagine what that felt like and if they could paint pictures in this kind of pain. Explain that this is what Frida did. She painted when her body hurt the most and it made her feel better. Explain that often people will draw a picture of a time when they were hurt or sad and it release the sadness from their hearts and minds. Give the children each a set of watercolor paints and ask them to paint about a time when they were hurt badly or were very sad.*
 - b. *Read the story *Diego* by Jonah Winter. Explain that this kind of story is called a biography; it tells the story of a person's life. Read the story with the children, and then discuss. Why did Diego Rivera begin to paint? What was his life like? Was his childhood similar or different from theirs? Explain that a biography gives basic information about a person's life but it is not written by the person but by another person. Divide the children into partners, using Appendix O, have the children interview each other and then write the facts into a biography on Appendix O1. Display the biographies on a bulletin board.*
 - c. *Gather together some drawing materials: pencils, fine-point markers, ink pens, chalk, and crayons. Have the children use them to fill an 8 ½ " X 11" piece of white paper with different kinds of lines: straight, curved, wavy, zigzagged, and spiral. Have them experiment by turning the writing tools on their side, holding them straight up, or applying different pressure. What happens? (Adapted from *What Your First Grader Needs to Know*)*

- d. Try drawing an animal using only lines. Draw either an imaginary or real animal. What kinds of lines did you use? Try drawing an animal out of only straight lines or out of curved lines. Now write a story about your animal. (Adapted from *What Your First Grader Needs to Know*).
 - e. Make a shape collage. You'll need construction paper of different colors, a piece of 8 ½" x 11" white paper, scissors and glue. Using the construction paper, cut out the following shapes in different sizes: square, rectangle, triangle, diamond, circle, semicircle, and oval. Glue the shapes onto the paper overlapping them and putting them in different directions.
 - f. Make a class mural. Get a piece of white butcher paper to fit one of your bulletin boards. Lay the paper out on the floor. Decide on a class theme for the mural such as "The culture of Mexico." Assign children specific items to draw: a piñata, a man wearing a sombrero, a fiesta, an Aztec god, a Mayan temple, a plateau, a mountain range, etc. Use markers or crayons to color the drawings in. Hang the mural on the bulletin board throughout the rest of your unit.
- E. *Assessment/Evaluation*
- 1. Observe children's to journal entry to determine what they learned that day (use rubric found in Appendix Z to assess at the end of the unit).

Lesson Eight: Literature from Mexico

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will recognize there are families and cultures around the world.
 - b. Students will recognize various forms of artistic expression.
- 2. Lesson Content
 - a. Language Arts
 - i. Stories (p. 25)
 - a) Medio Pollito
 - b) Various forms of the Cinderella story
- 3. Skill Objective(s)
 - a. Students will locate the nation of origin of a folk tale used in class.

B. *Materials*

- 1. Book: *What Your First Grader Needs to Know* by E.D. Hirsch
- 2. Book: *Adelita* by Tommy de Paola
- 3. One Chart paper with a Venn diagram drawn on it
- 4. One Chart marker
- 5. For Optional Extension Activity
 - a. Appendix P: weathervane pattern
 - b. Dried pinto beans
 - c. Dried rice
 - d. Split peas
 - e. Glue

C. *Key Vocabulary*

- 1. Weather vane: a rod and rotating pointer that is used to indicate the direction of the wind
- 2. Medio pollito: a Spanish phrase that means half chick
- 3. Folktale: a tale or legend originating among a people

D. *Procedures/Activities*

1. Gather the children around you in your story area. Begin by telling them *-we are going to continue our study of Mexico. Today we are going to focus on some of the folktales that are told in Mexico. Folktales are stories that are told amongst a people. Here in the United States we tell stories from Mother Goose Nursery Rhymes and fairy tales to young children. Other countries have tales and stories that they tell their children too. Today I am going to read you two different folktales that come from Mexico. The stories sound a little bit like some of the stories we tell, I want you to listen carefully and then at the end I want you to tell me if you know a story that is similar.*
2. Read *Medio Pollito* from page 74 of *What Your First Grader Needs to Know*.
3. *When finished ask the children if they know a story that is similar. The story has some similarities to The Little Red Hen. Ask them what the similarities are? The lesson of the story is similar. Ask the children what lesson the story was trying to teach. If you have not done so yet, this is a good time to teach the saying "Do unto others, as you would have them do to you." If you have taught this saying, guide the children to making the connection that this is the lesson-If you are nice and helpful to others they will be nice and helpful to you. Ask the children what else they think this story is trying to teach them? Explain to the children that often a folktale is a way to explain why we have certain objects such as why we have the sun etc. Was this folktale explaining how a certain object came to be? Guide them to the answer, it was explaining why we have the weather vane. So this story has two purposes for the Mexican people: one, it teaches a value-being nice to one another and two, it explains why we have the weather vane.*
4. *Tell the children that now you are going to read them a second story and that this one like the first one is similar to an American folktale and you need them to listen carefully and be ready to tell you which story it is.*
5. Read *Adelita* by Tommy dePaola. (It is a Mexican Cinderella story).
6. *When finished ask the children which American story Adelita is like. That's right Cinderella. Refer to your Venn diagram chart, and tell the children: let's compare Adelita to the Cinderella story we know. I am going to record our comparisons on the chart which is called a Venn Diagram. In the left circle I will write down things that only happened in Adelita; in the right circle I will write down things that happen only in Cinderella (such as the glass slipper) and in the middle I write things that happen in both stories. I will need you to help me, let's begin with the things that happen only in Adelita. Write down appropriate responses such as, her name is Adelita, the story has a lot of Spanish phrases, she wears her mother's clothes, her good friend took care of her since she was a baby but is not a fairy godmother, etc. Now we will write down things that happened only in Cinderella. Write down appropriate responses such as, she lost her glass slipper, she had a fairy godmother, she rode in coach that was made from a pumpkin, she marries a prince, etc. Now let's write down things that happen in both stories. Write down things such as: they both lose their mother and their father, they both have stepmothers and stepsisters that are not nice, they both go to a party, no one recognizes them at the party, etc.*
7. *Wrap up the lesson with the children by explaining that all cultures have stories that they tell to their children. These stories help to pass on the values and teachings of the culture. This makes them similar to other cultures like our own.*
8. *Ask the children to return to their seats and take out their journals and to turn to the vocabulary page. Put the transparency of Appendix D4 on the overhead and go through the remaining vocabulary words: folktale, weather vane and medio*

pollito drawing a symbol and writing a brief definition. The students will copy this on their vocabulary page.

9. Next take out the “What we have learned” chart that has been ongoing. *Ask the children to tell you what they learned today.* Record their answers on the chart. *Ask the children to write one to two sentences in their journals that reflect what they have learned today.*
 10. Optional Extension Activity:
 - a. To extend the literature story, Medio Pollito, have the children trace the weathervane pattern from Appendix P onto the heavy cardstock or cardboard. Fill in the weather vane with the beans. Then fill in the house by gluing down split peas. Glue rice on the area that is the sky. Let the mosaic dry before hanging up. *Please note, any type of beans or seeds can be used for this activity if you do not have the ones mentioned above. Other types of materials that might be used include: corn, popcorn kernels, crushed eggshells, sand, and dry macaroni noodles
- E. *Assessment/Evaluation*
1. Observe the Venn diagram
 2. Observe the students journal entries

Lesson Nine: Music in Mexico

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize that there are families and cultures around the world.
 - b. Students will recognize various forms of artistic expression.
2. Lesson Content
 - a. Music
 - i. Songs
 - a) La Cucaracha
3. Skill Objective(s)
 - a. The students will sing, play and move to music from different cultures. The students will listen to a repertoire of musical examples from a different culture.

B. *Materials*

1. Book: *Look What Came From Mexico* by Harvey Miles (p. 14-15)
2. Book: *Sounds of Mexico Video*
3. Book: *What Your First Grader Need to Know* by E.D. Hirsch
4. Chart with the words to La Cucaracha written on them (found on page 220 of *What Your First Grader Needs to Know*)
5. Appendix Q: Mariachi Band Color Sheet; one per child
6. Crayons; one box per child
7. Appendix R: True/False Assessment; one per child
8. Items for Optional Extension Activity b:
 - a. Appendix S: Mexican Hat dance Color Sheet; one per child
 - b. Appendix T: Spanish numbers to 20; one per child
 - c. One Sombrero
9. Items for Optional Extension Activities:
 - a. Items for Optional Extension Activity d
 - b. Empty rectangular tissue box, one per child
 - c. Paper towel tube, one per child
 - d. String or yarn; one skein

- e. Paint and paintbrushes; one set per child
- C. *Key Vocabulary*
1. La Cucaracha: Spanish phrase meaning “the cockroach”
 2. Mariachi music: traditional Mexican dance music, performed by a small band of strolling musicians dressed in native costumes
- D. *Procedures/Activities*
1. Gather the children around you. *Tell them, so far we have studied many aspects of Mexico: the Spanish-Indian heritage, their traditions like the fiesta and the piñata, we have studied their religion, their art and even some of their stories. Today we are going to talk about their music. Music is a big part of the Mexican culture. There is a special kind of band that they like to listen to. It is called a mariachi band. A mariachi band is a group of three or more Mexican men who play music at celebrations and funerals. I’m going to show you a picture of a mariachi band while I read to you about what instruments they play. Listen carefully and be ready to tell me what you learned about the mariachi band.*
 2. Read pages 14 and 15 from *Look What Came From Mexico* by Harvey Miles.
 3. When finished ask the following questions:
 - a. What is one of the most famous kinds of music from Mexico called? (Mariachi)
 - b. What is the special uniform called that Mariachi members wear? (a charro suit)
 - c. What is the instrument called that looks like a guitar, but has a larger body and smaller neck? (a guitarron)
 - d. What kind of sound does the guitarron make? (a deep, clear sound)
 - e. What is the instrument called that looks like tiny guitar? (vihuela)
 - f. How many strings does the vihuela have? (five)
 - g. How many strings does a guitar have? (six)
 - h. What kind of sound does the vihuela have? (a high pitched, beautiful sound)
 - i. When does the Mariachi band play? (at fiestas, weddings and funerals)
 4. *Explain to the children that although they did not see them on these pages, Mariachi band members also play violins and trumpets.*
 5. *Tell the children that they will have a chance to listen to a Mariachi band as they later as they do a follow-up activity but first you are going to teach them a song that they sing in Mexico. The song is called La Cucaracha. Does anyone know this song? Tell the children that La Cucaracha means the cockroach in Spanish and that this song is about a cockroach. Does anyone know what a cockroach is? That’s right a cockroach is a bug. Show them the chart paper where the words to the song have been pre-written. Point to each word as you say them. Read them through one time for the children. This time say the words in phrases and have the children repeat the words after you. Repeat this procedure again. Now say the words all the way through with the children without stopping. Now sing the words as the children listen to the tune. Have the children sing the words with you.*
 6. Ask the children to take out their journals and find the vocabulary page with a 5 on the bottom. Put the transparency of Appendix B5 on the overhead, go through each of the words with the children: La Cucaracha, mariachi band, guitarron, and vihuela. Draw a symbol next to each word and write a brief definition.
 7. Take out the “what we have learned” chart and ask the children if they have learned anything new today? Record their answers.

8. Give a copy of Appendix Y to each child, read the questions to the children while they write T for true and F for false.
9. Now ask them to write one to two sentences in their journal reflecting what they have learned. Pass out Appendix X. Tell the children that you will play the video of the Mariachi band as they write in their journals. When they finish their journals they should color the picture of the Mariachi band.
10. Optional Extension Activities:
 - a. Teach the children the Mexican Hat Dance while counting to twenty along with the music. You will need a sombrero or straw hat and Appendix T Counting to Twenty.
 - b. Teach the children to sing the Hokey Pokey in Spanish, here are the words that match the body parts in the beloved children's song. (Terms: Mano (mon-oh)=arm, Codo (koh-doh)=elbow, Rodilla (roh-dee-yah)=knee, Pie (pea-ay)=foot, Cabeza (kah-bay-sah)=head)

Sing it like this:

Put your mano in, you put your mano out,
 You put your mano in and shake it all about.
 Do the Hokey Pokey and turn yourself about.

Repeat this procedure using the Spanish word for the body parts.

- c. Make a vihuela arts and crafts project. Directions for a Vihuela: A Vihuela is a tiny guitar played by members of a Mariachi band. You can make a replica of this five, stringed instrument following these directions:
 - i. Cut a hole in one end of the ends of the tissue box (the short end of the rectangle) large enough to slide the paper towel tube in.
 - ii. Slide the paper towel tube in the hole, don't push it so far that you can see it through the large hole in the tissue box. Secure it with tape. You now have the body of your vihuela.
 - iii. Paint the box and the tube brown like a guitar or make it colorful if you like.
 - iv. Punch 5 holes in the tissue box just below the large opening in the box (opposite of the handle).
 - v. Thread yarn through the hole in the top of the handle and connecting through the hole you punched at the bottom of the opening. Tie it. Continue this procedure until you have five strings on your vihuela. Pull the strings so the knots are on the inside and can't be seen. Your vihuela is now ready for stroll
- d. Write the words to your own lament or love song. Most mariachi songs are written in rhyming verse so make up words that rhyme and put them to the mariachi tunes on the video or set them to your own melody. Here's an idea:

Dear little one of my life,
 Joy amidst my sorrows,
 I ask you not to forget me,
 For the rest of our tomorrows,
 I ask you not to forget me,
 Wherever you might be.
- e. Writing prompt—"If I were a member of a Mariachi band, I would play..."

E. *Assessment/Evaluation*

1. Observe journal entries to reflect what children have learned (use rubric found in Appendix Z at the end of the unit)

2. Appendix R: True/False Assessment

Lesson Ten: Pencil/Paper Assessment

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding of maps, globes and other geographic tools to locate information about people places and environments.
 - b. Students will recognize there are families and cultures around the world.
 - c. Students will recognize various forms of artistic expression.
 - d. Students will develop a basic knowledge of the earth , people places and environments.
2. Lesson Content
 - a. Modern Civilization and Culture: Mexico (p. 28)
 - i. Geography
 - a) North American continent, locate Mexico in relation to the U.S. and Canada
 - b) Central America, Yucatan Peninsula
 - c) Pacific Ocean, Rio Grande, Gulf of Mexico
 - ii. Culture
 - a) Indian and Spanish Heritage
 - b) Traditions: fiesta, piñata
 - a. Language Arts (p. 25)
 - i. Stories
 - a) *Medio Pollito*
 - b. Music (p. 34)
 - i. Songs
 - a) La Cucaracha
 - c. Visual Arts
 - i. Color (p. 31)
 - a) Diego Rivera-*Piñata*
 - ii. Kinds of Pictures (p. 32)
 - a) Diego Rivera-*The History of Medicine in Mexico*
 3. Skill Objective(s)
 - a. The students will identify all the major countries in North America in relation, to each other.
 - b. The students will demonstrate expanded knowledge of topographical features, such as peninsula and locate such feature within and bordering North America.
 - c. The students will label country boundaries.
 - d. The students will study aspects of a culture that is not there own.

B. *Materials*

1. Appendix U: Review Game (one copy)
2. Appendix V: Study Guide, one per child
3. Appendix W : Assessment, one per child
4. Appendix W1: Answer Key (one)
5. Pencil, one per child
6. Appendix X: Pesos for Mexican Market Place

C. *Key Vocabulary*

No new vocabulary today

- D. *Procedures/Activities*
1. Choose a way to review for the assessment with the children. You can play the assessment review game on the day of the assessment. If you choose to send home the study guide be sure to do this a few days prior to the assessment.
 2. Hand out the assessment.
 3. Go through the assessment, reading each question and the answer choices to the children.
 4. Reread any questions the children need repeated.
 5. Collect the assessments, correct them, record the grade and hand them back.
- E. *Assessment/Evaluation*
1. Paper – pencil assessment

VI. CULMINATING ACTIVITY

- A. Mexican Marketplace- At a time when the children are out of the room (at recess, lunch, a special, etc.) display all their art/craft projects (gods' eyes, sombreros, serapes etc.) that they have completed for this unit. Put them in large baskets on tables or desks resembling a Mexican market. When you pick up the children to come back to the classroom, divide the children into two groups. One group will be the merchants selling the goods the other group will be Mexicans purchasing the goods. Give the shoppers a packet of money from Appendix FF and a plastic grocery bag. Once in the classroom, *explain to the children that today is the last day of your unit on Mexico and they will have a chance to purchase all the items they made during this unit. They will purchase them from a Mexican Market just like they would in Mexico. Tell the group that is merchants to go pick out a booth where they would like to sell what's there. Next tell them to decide on a price: 1, 5, or ten pesos. Tell them pesos are Mexican money. Tell them that we are not going to use real pesos but pretend pesos that we made for our classroom. Tell the other group that they are going to walk around to each booth and buy their craft items. Tell them each of the merchants has set a price but that might be able to get the merchant to go for a different price. This is called bartering. Once they settle on a price they should put their items in their bag and move on to the next booth. Walk around and watch the children bartering, and paying for their items (you may want to ask a couple of parent volunteers to come and help you). If time allows, have the group's trade places and the shoppers become the merchants and the merchants become the shoppers. When you have allowed all the time you're willing to allow for this activity, have the children put all their craft items in their backpack or cubbie area to be taken home at the end of the day.*
- B. A Mexican Fiesta: Have a party time where you listen to Mexican Mariachi music and eat foods that came from Mexico such as tacos, tortilla chips and salsa, and don't forget hot chocolate (the Aztec King Montezuma loved hot chocolate and used to drink as much as 40 cups a day out of small, golden mugs). **Note: You can choose to do both of these culminating activities or just one. Let parents know if you need or want their help with this in your weekly newsletter.*

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Journal Cover
- B. Appendices B1, B2, B3, B4, and B5: Vocabulary Pages
- C. Appendix C: Topographical Map
- D. Appendix D: Map
- E. Appendix E: Primary Writing Page for Journal
- F. Appendix F: Blank Outline of Mexico
- G. Appendix G: Mexican Flag

- H. Appendix H: T chart
- I. Appendix I: Color Page-Day of the Dead
- J. Appendix J: Color Page-Pinata
- K. Appendix K: Color By Number Page- China Poblana
- L. Appendix L: Color Page-Sombrero, Serape, and Rebozo
- M. Appendix M: Sombrero Pattern
- N. Appendix N: Color Sheet of Our Lady of Guadalupe
- O. Appendices O and O1: Biography Interview Questions, Paper to Write On
- P. Appendix P: Weather Vane Pattern
- Q. Appendix Q: Mariachi Band Color Sheet
- R. Appendix R: True/False Mariachi Assessment
- S. Appendix S: Mexican Hat Dance Color Page
- T. Appendix T: Counting to 20 in Spanish
- U. Appendix U: Assessment Review Game
- V. Appendix V: Assessment Study Guide
- W. Appendix W & W1: Final Assessment & Key
- X. Appendix X: Classroom Pesos
- Y. Appendix Y: Checklists for Activities
- Z. Appendix Z: Rubric to Assess Mexico Journal
- AA. Appendix AA: Mexican Serape Directions and Sombrero Pattern

VIII. BIBLIOGRAPHY

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- Q. Winter, Jonah. *Frida*. New York: Arthur A. Levine Books, Scholastic Press, 2002. ISBN 0-590-20320-7
- R. *Sounds of Mexico Video*

MY JOURNAL OF MEXICO



Name _____

Appendix B1

Mexico:

Plateau:

gulf:

chain:

peninsula:

volcano:

Appendix B2

Cinco De Mayo:

Day of the Dead:

Fiesta:

Pináta:

Tourist:

Appendix B3

China poblano:

sombrero:

serape:

rebozo:

morral:

Appendix B4

primary colors:

line:

shape:

mural:

folktale:

weather vane:

medio pollito:

-4-

Appendix B5

la cucaracha:

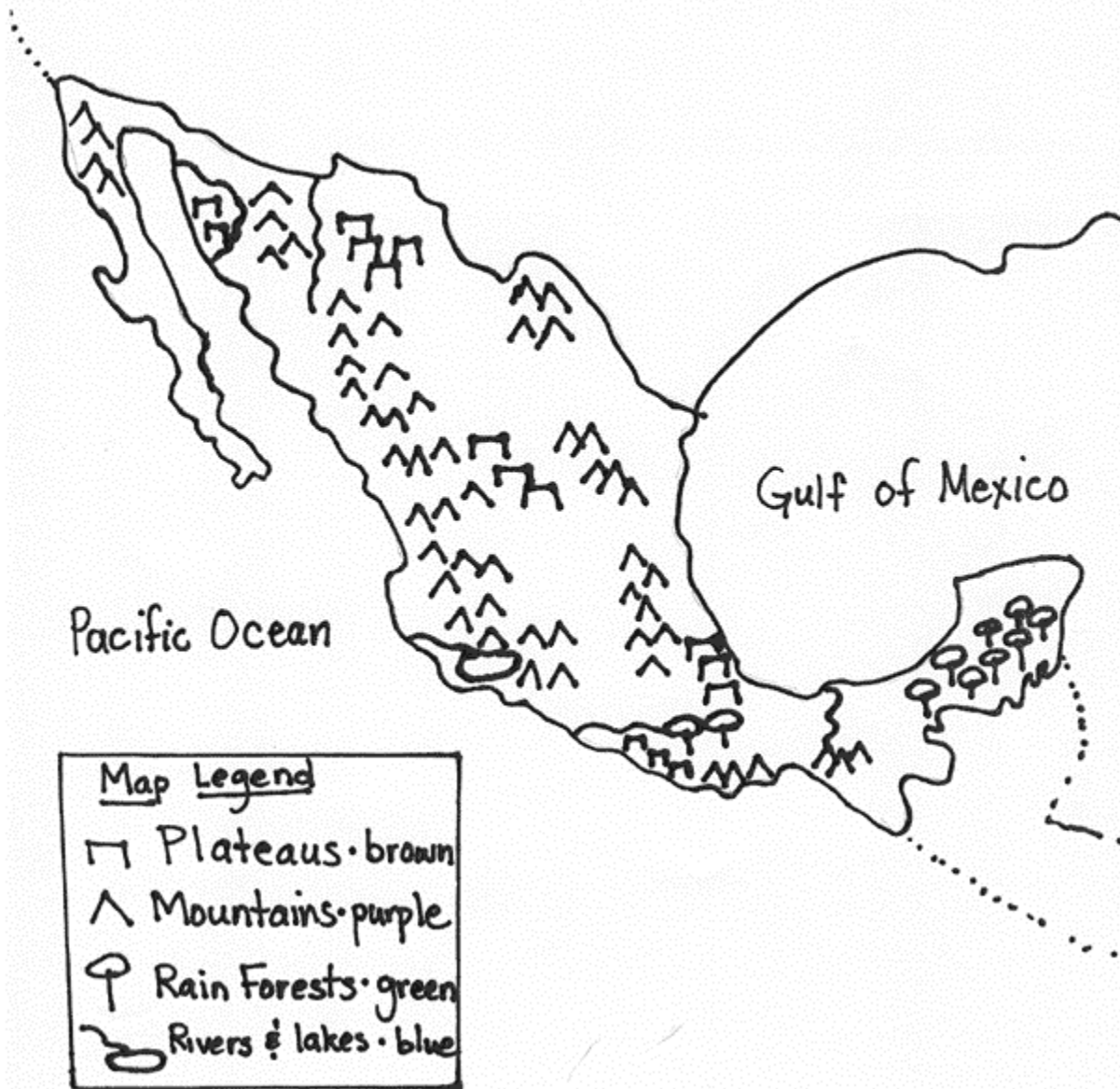
Mariachi band:

guitarron:

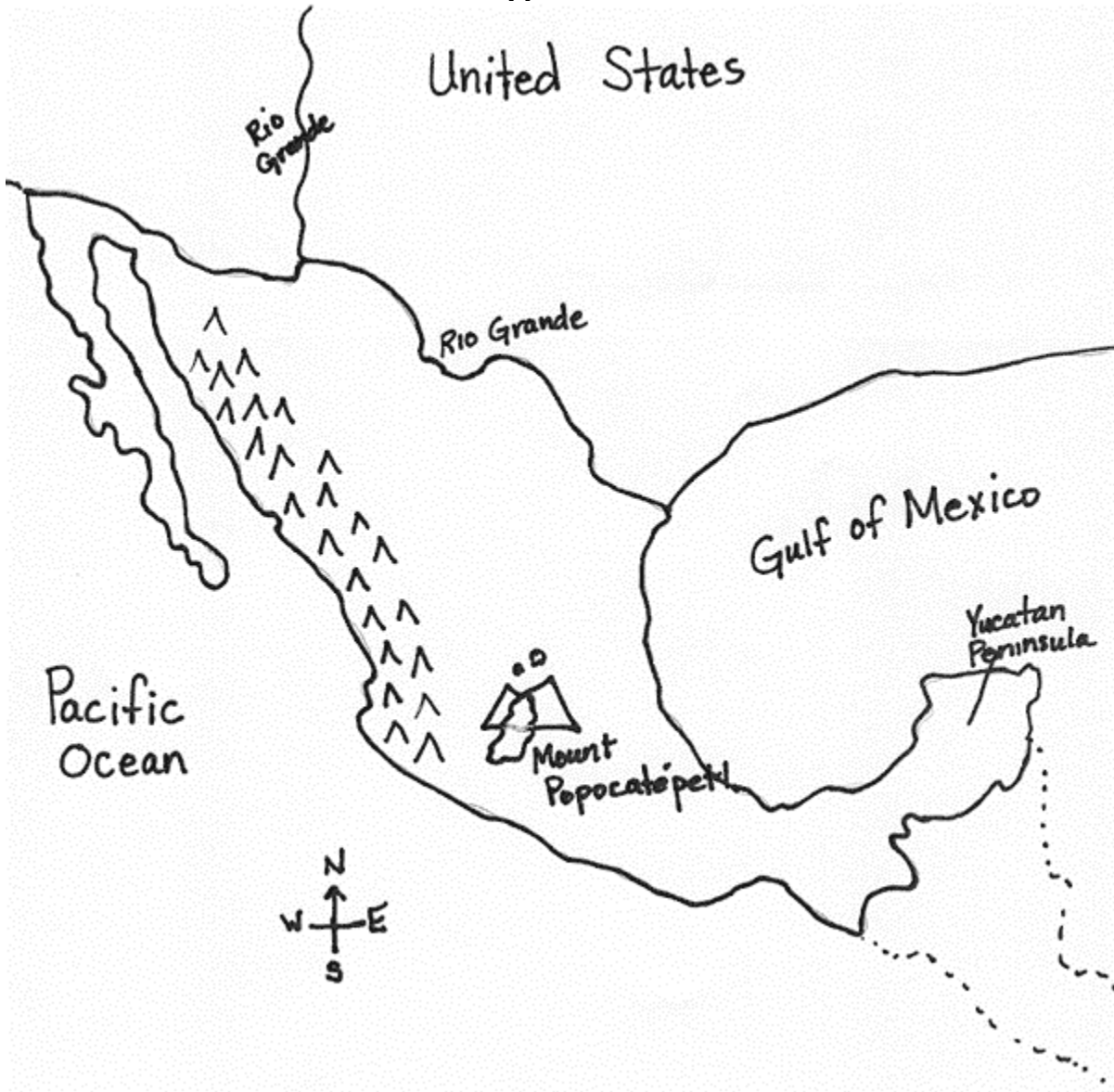
vihuela

Appendix C

United States



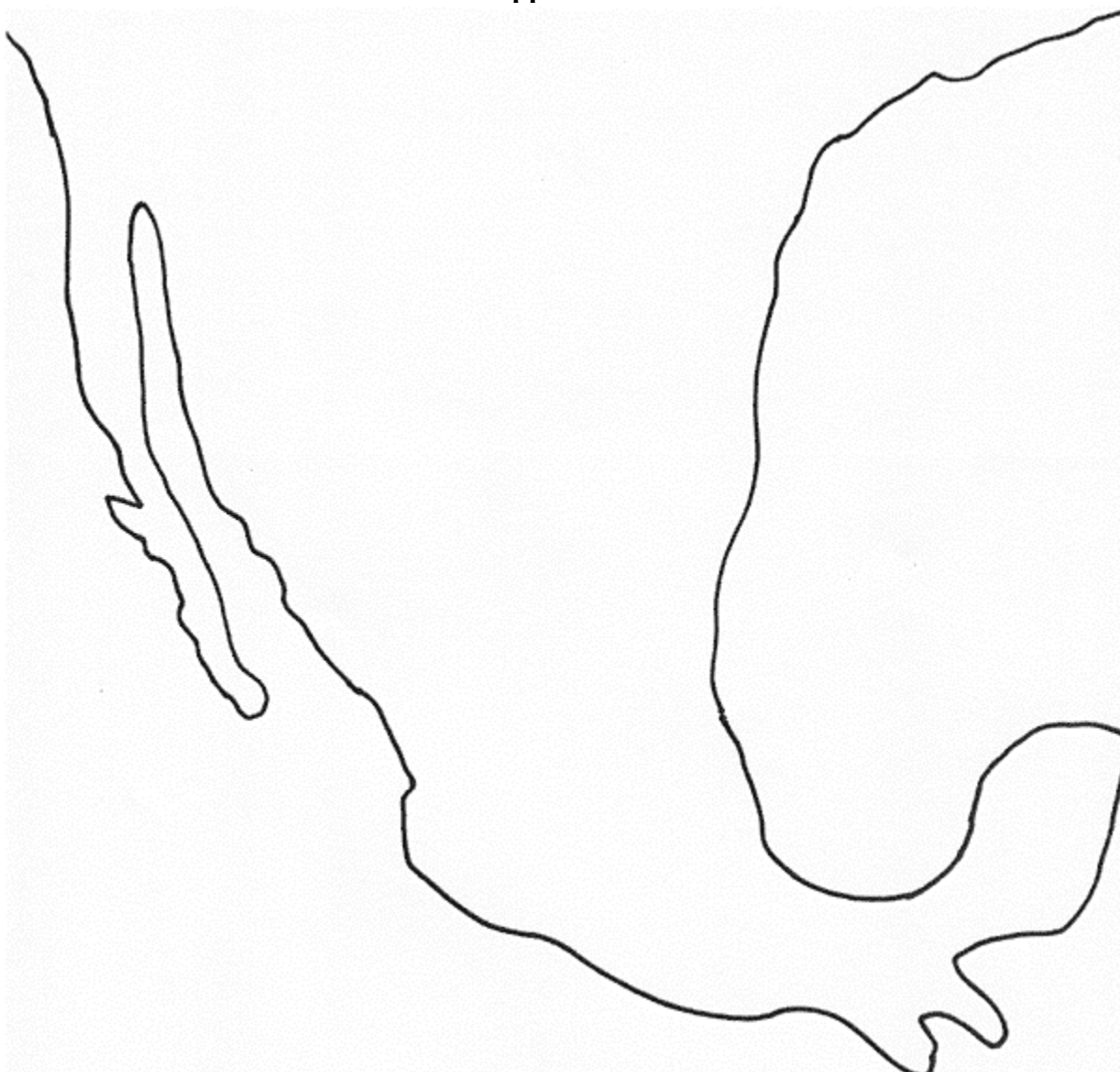
Appendix D



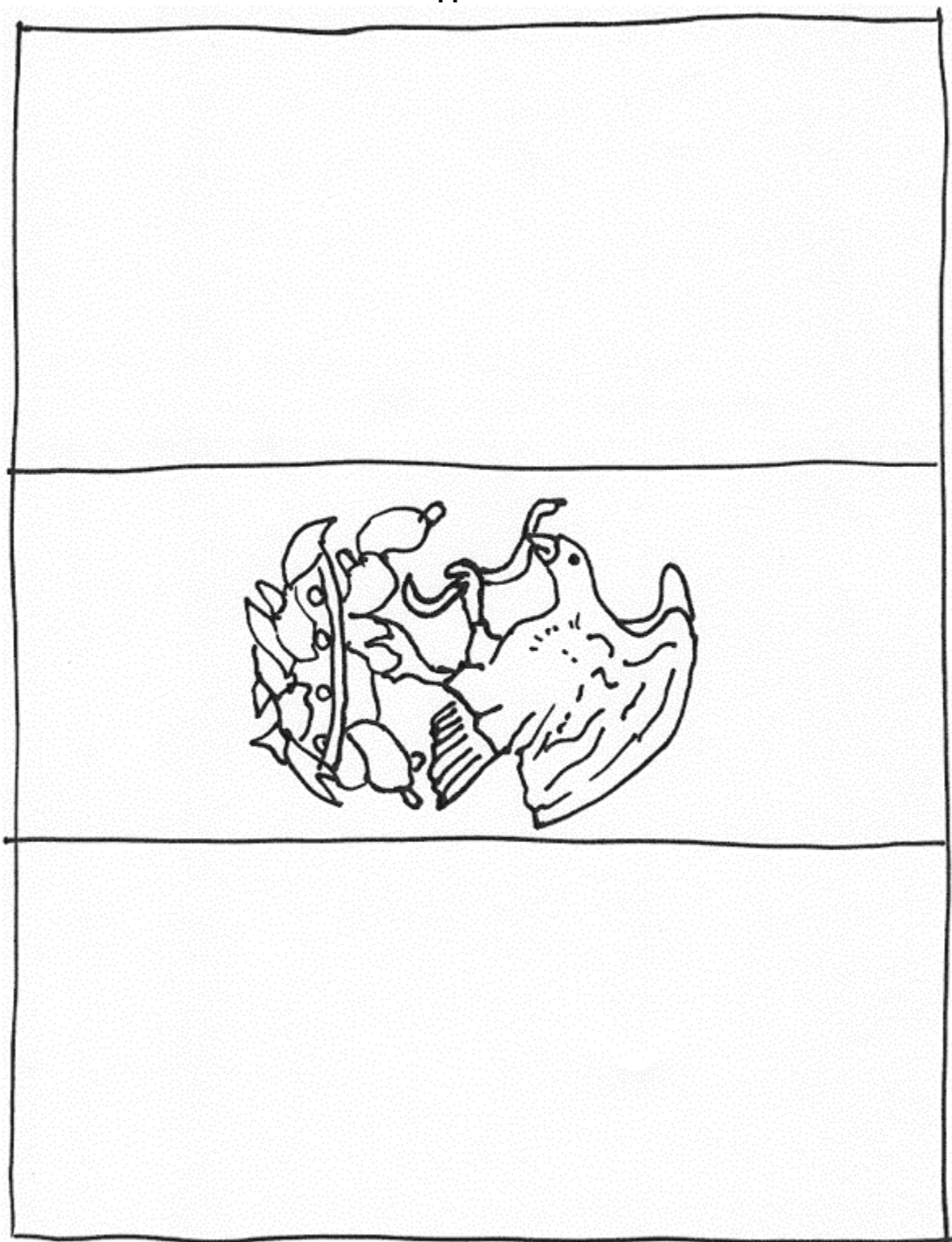
Appendix E

This section contains 15 sets of primary-ruled lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Appendix F



Appendix G



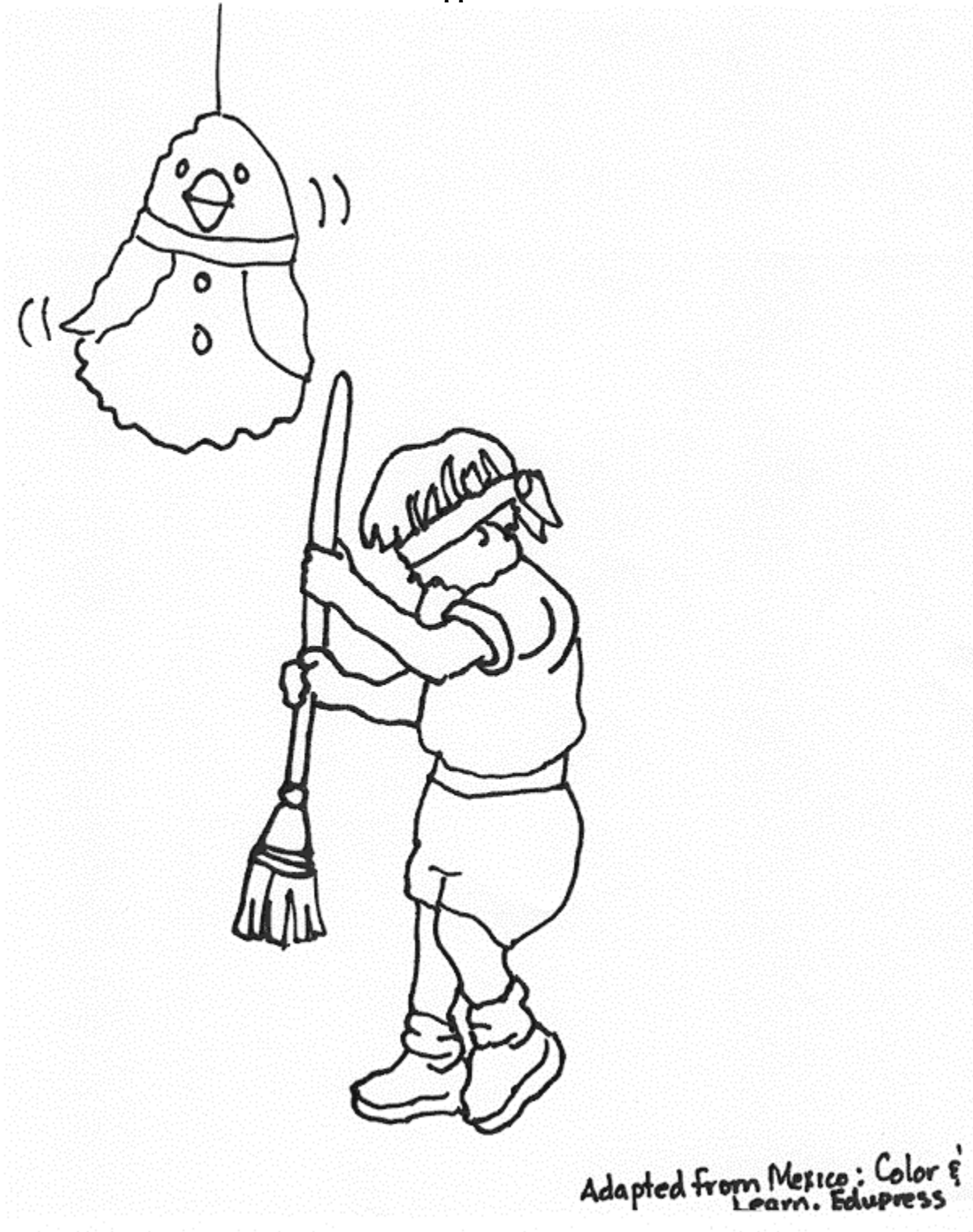
Appendix I



Day of the Dead

Adapted from Mexico: Color and Learning Address

Appendix J

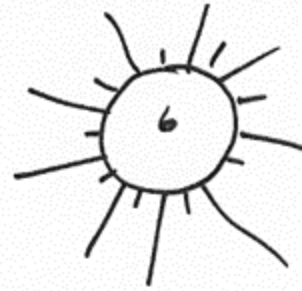


Appendix K

Color each area according to the number key.

- 1 = black
- 2 = green
- 3 = red
- 4 = brown
- 5 = blue
- 6 = sun
- 7 = white

China Poblana



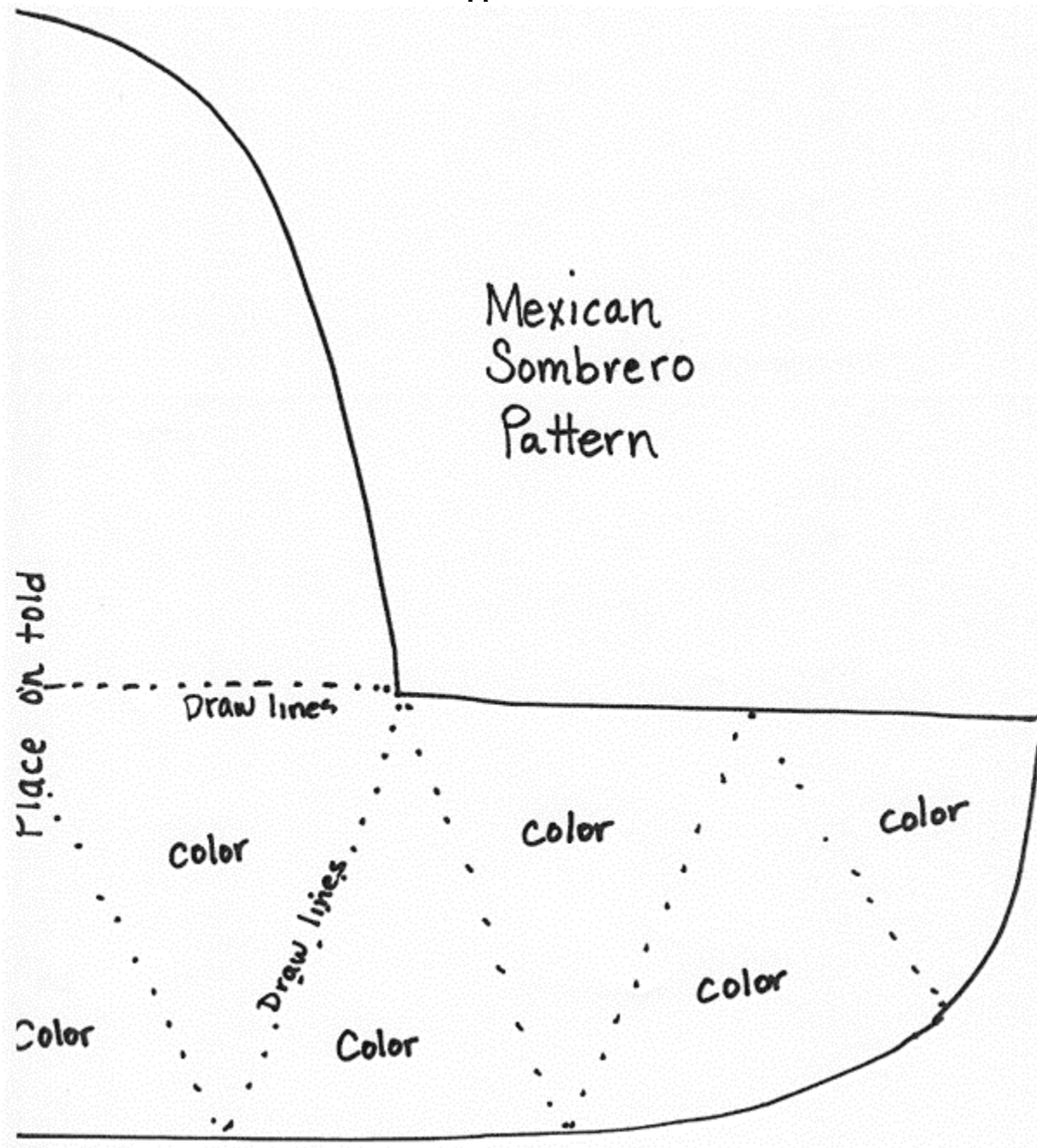
5



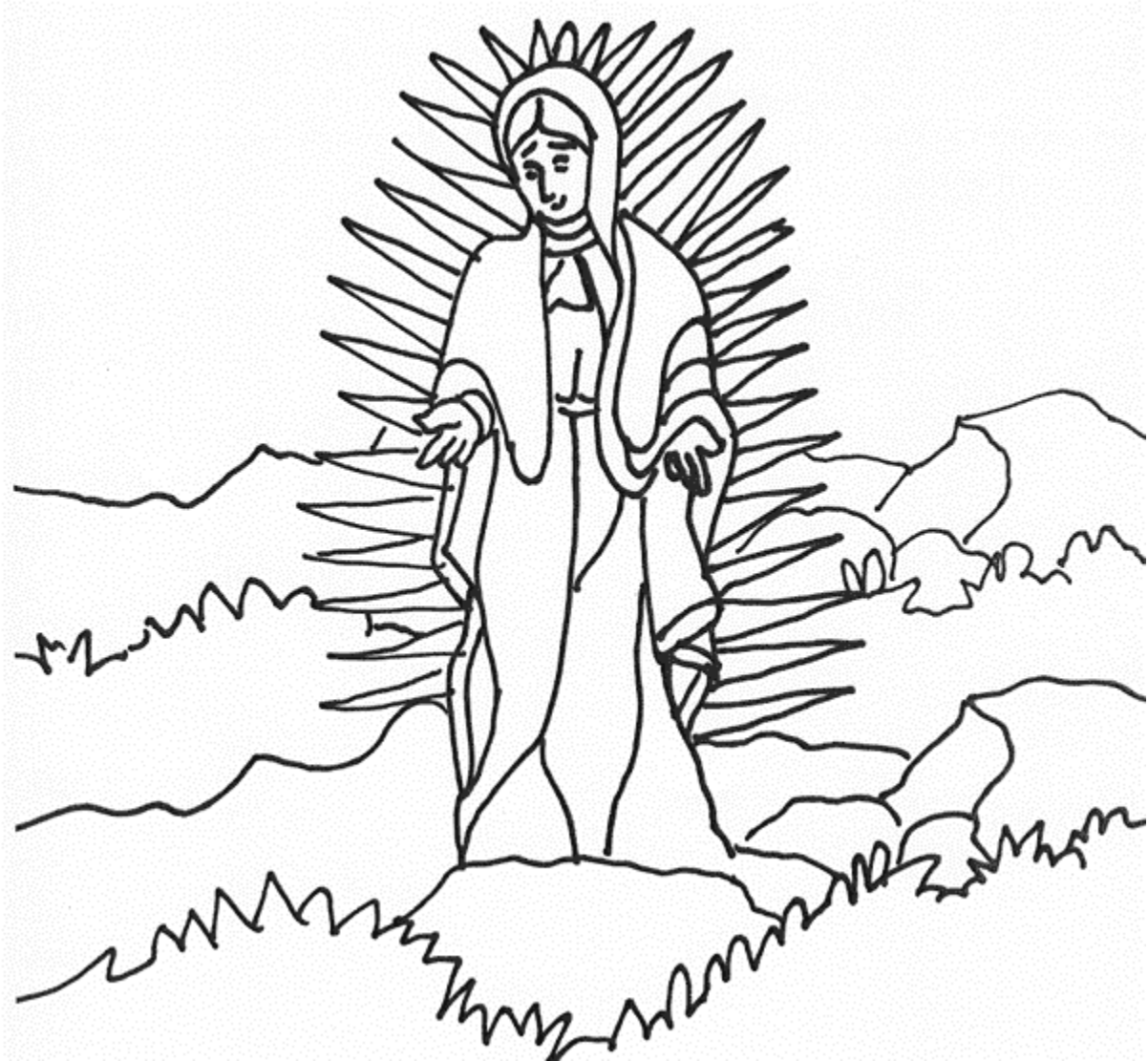
Appendix L



Appendix M



Appendix N



Appendix O

Biography Interview Questions

Please ask your partner the following questions and write down the answer.

1. What is your full name (first, middle and last)?

2. Where were you born? _____

3. How many people are in your family? _____

4. Do you have any pets? If so what are they?

5. What is your favorite color? _____

6. What is your favorite food? _____

7. Do you think you will be famous? If yes, what

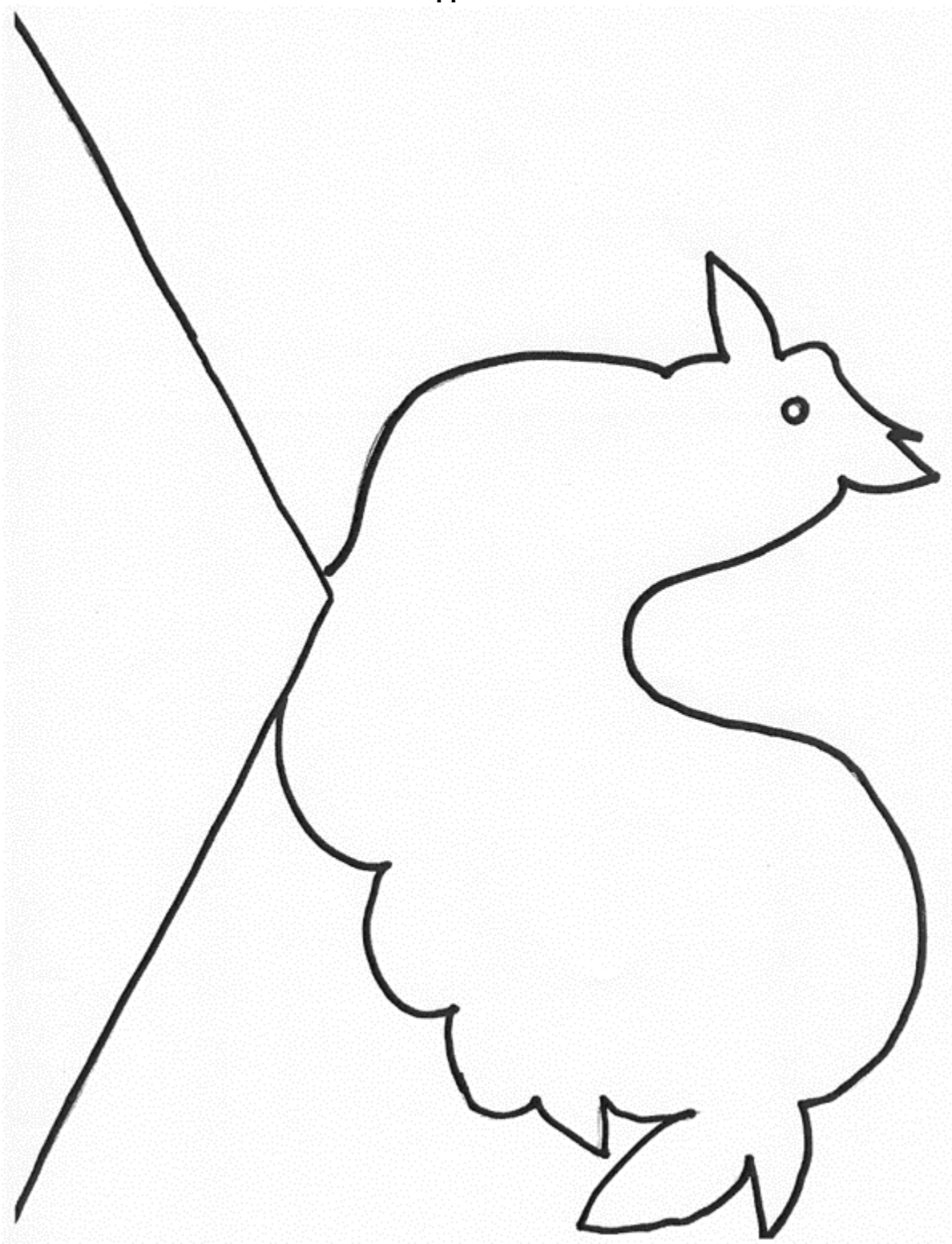
for? _____

Now take these questions and answers and turn them into a story about your partner. This is called a biography; write your biography on the next page.

Appendix O1

This section contains 15 sets of primary-ruled lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Appendix P



Appendix Q



Appendix R
What is a Mariachi Band?

Name _____

Write a T in the blank if the sentence describes a Mariachi band.
Write an F if it does not.

1. _____ A trumpet is an instrument used in this band.
2. _____ The members of the band wear Mexican costumes called Charros.
3. _____ This is a band that always marches when it plays.
4. _____ Violins are used in this band.
5. _____ Trumpets are never used by this band.
6. _____ This band plays only electric guitars.
7. _____ This band plays a guitar called a guitarron.
8. _____ People in Mexico love to listen to this music.
9. _____ This band usually plays during celebrations.
10. _____ This band plays music for funerals.
11. _____ These band members always sit to play their music.
12. _____ The band plays Hanukkah music.
13. _____ There is usually only two people in this kind of band.

Answer Key: 1. T, 2. T, 3. F, 4. T, 5. F, 6. F, 7. T, 8. T, 9. T, 10. T, 11. F, 12. F, 13. F

Appendix S



Appendix T

Counting to Twenty in Spanish

1. uno (oo-no)
2. dos (dose)
3. tres (trace)
4. cuatro (kwa-tro)
5. cinco (sing-ko)
6. seis (sase)
7. siete (see-eh-tay)
8. ocho (oh-cho)
9. nueve (new-way-vay)
10. diez (dee-ez)
11. once (ohn-say)
12. doce (doe-say)
13. trece (tray-say)
14. catorce (ka-tor-say)
15. quince (keen-say)
16. dieciseis (dee-ez-see-ays)
17. diecisiete (dee-ez-see-e-tay)
18. dieciocho (dee-ez-oh-cho)
19. diecinueve (dee-ez-ee-new-ay-vay)
20. veinte (vee-en-tay)

Appendix U

Assessment Review Game

To help your class review for an assessment this is a fun game to play.

You will need:

- Piece of poster board
- 16 library pockets (self-adhesive if you have access to them)
- Marker
- 16 small size index cards (lined or unlined) or as many as needed for the test questions

Directions:

1. Place the poster board with the short side facing up horizontally and the longer side facing vertically. (see figure 1)
2. Glue down the library pockets, 4 in a row horizontally and 4 in vertical column. (see figure 2)
3. Label the horizontal rows 1 point, 2 points, 3 points, and 4 points. (see figure 3)
4. Be sure to laminate this board for continued use throughout the year.
5. Write one test review question on each of the index cards (these can change according to your test) *Use the questions on Appendix DD for the purposes of this unit
6. Place the cards in the pockets according to how easy you feel the answers are based on the knowledge of your kids. (i.e. What country have we been studying? Mexico-might be 1 point)
7. Divide the class into teams or table groups. Take turns calling on a team, the team decides what point value they want to go for and they choose a card from that row.
8. The team collaborates on the answer, but one person tells it to you.
9. If right, the team earns that point value. If wrong, the team loses that point value. (or you can count it as nothing if you choose)

*The kids will choose the bigger points to start saving the easy ones for last.

Decide on a reward for the winning team before you start!

Appendix V

Mexico: One Land, Many Cultures Assessment Study Guide

For the assessment your child should be able to answer the following questions.

1. How did the Aztecs know where to build their city? (a god told them they would see an eagle sitting on a cactus eating a snake)
2. Where is Mexico in relation to the United States? (south)
3. Name something you would see in the Plaza of Three Cultures. (ruins of an Aztec temple; a Spanish church; or a modern office building)
4. What is the name of the river that is the border between the United States and Mexico? (the Rio Grande)
5. Who was Miguel Hidalgo? (a Spanish priest that wanted the Indians to fight to be free)
6. When we celebrate Halloween what do the people in Mexico celebrate? (The Day of the Dead)
7. What does the phrase Medio Pollito mean? (half chick)
8. The story Medio Pollito explains how we get a device that helps us determine weather, what is it? (the weather vane)
9. What kind of music do they play at most Mexican celebrations? (Mariachi)
10. During celebrations, what do children hit with a stick while wearing a blindfold? (a piñata)
11. What is the name of the largest city in Mexico? (Mexico City)
12. Where is the Yucatan Peninsula? (on the coast of the Gulf of Mexico)
13. What kind of painting is Diego Rivera's, The History of Medicine in Mexico? (a mural)
14. Why is September 16 important in Mexico? (it's their Independence Day)
15. What does the phrase la cucaracha mean? (the cockroach)

Mexico: One Land, Many Cultures Final Assessment

Name _____ # _____ Date _____

Read each sentence. Circle the letter of the correct answer.

1. The Aztecs built their city on the spot where they found _____.
 - a. a red, white and green flag
 - b. a snake eating a cactus
 - c. an eagle eating a snake

2. Mexico is _____.
 - a. south of the United States
 - b. north of Canada
 - c. north of the United States

3. One of the things you see in the Plaza of Three Cultures is _____.
 - a. a Spanish explorer
 - b. a Spanish church
 - c. an Aztec office building

4. The river that is the border between the United States and Mexico is the _____.
 - a. Rio Mexico
 - b. Rio Altiplano
 - c. Rio Grande

5. Miguel Hidalgo wanted the Indians to _____.
 - a. fight to be free from the Spanish
 - b. stop going to church
 - c. cut down all their trees and vines

6. When we celebrate Halloween, the people in Mexico celebrate _____.
 - a. Cinco de Mayo
 - b. The Day of the Dead
 - c. Independence Day

7. Medio Pollito means _____.
 - a. medium chicken
 - b. little chicken
 - c. half chick

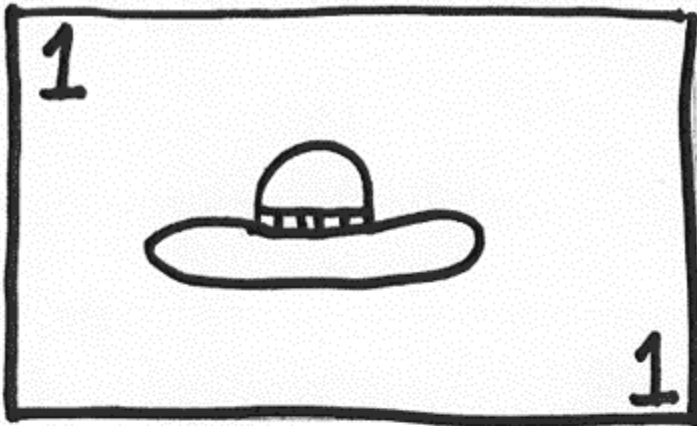
Appendix W, page 2

8. In the story Medio Pollito we learn how we get the _____.
 - a. weather vane
 - b. wind
 - c. river
9. In Mexico, what kind of music is played at most celebrations?
 - a. guitar
 - b. trumpet
 - c. Mariachi
10. During celebrations, Mexican children wear blindfolds and use sticks to try and break a container full of candies known as _____.
 - a. a fiesta
 - b. a Mariachi
 - c. a piñata
11. The largest city in Mexico is _____.
 - a. Guadalajara
 - b. Mexico City
 - c. Puebla
12. The Yucatan Peninsula is on the coast of the _____.
 - a. Pacific Ocean
 - b. Rio Grande
 - c. Gulf of Mexico
13. Diego Rivera's painting *The History of Medicine in Mexico* is called _____.
 - a. a mural
 - b. a piñata
 - c. a song
14. September 16 is an important day for Mexicans because they celebrate _____.
 - a. Cinco de Mayo
 - b. Day of the Dead
 - c. Independence Day
15. La Cucaracha means _____.
 - a. the cockroach
 - b. half chick
 - c. the land of the shaking earth

Assessment Key

1. c 2. a 3. b 4. c 5. a 6. b 7. c 8. a 9. c 10. c 11. b 12. c 13. a
14. c 15. a

Appendix X
Classroom Pesos



Appendix Y
Checklists for Activities
Checklist for Checking the Maps in Lessons One and Two

Put a check next to items colored correctly.

Lesson One:

- _____ Colored Plateaus Brown
- _____ Colored Mountains Purple
- _____ Colored Rainforest Green
- _____ Colored Rivers & Lakes Blue

Lesson Two:

- _____ Colored Yucatan Peninsula Orange
- _____ Colored Rio Grande Blue
- _____ Colored Mnt. Popocatepetl Red
- _____ Colored U.S. Green
- _____ Colored Gulf of Mexico & Pacific Ocean Blue
- _____ Colored Mountains Purple

Circle the appropriate percentage for each lesson:

- | | |
|----------|----------|
| 4/4=100% | 6/6=100% |
| 3/4=75% | 5/6=83% |
| 2/4=50% | 4/6=67% |
| 1/4=25% | 3/6=50% |
| | 2/6=33% |
| | 1/6=17% |

Checklist to Assess Mexican Flag in Lesson Three:

Put a check next to each item colored correctly.

- | | |
|---------------------------------|------------------------------------|
| _____ The left stripe is green. | _____ The middle stripe is white. |
| _____ The right stripe is red. | _____ The eagle is brown. |
| _____ The cactus is green. | _____ The snake is black or brown. |

Circle the appropriate percentage:

- 6/6= 100% 5/6=83% 4/6=67% 3/6=50% 2/6=33% 1/6=17%

Checklist to Assess Appendix K

Put a check next to each item colored correctly:

- | | | |
|-------------------------|-------------------------|--------------------------|
| _____ Colored 1's black | _____ Colored 2's green | _____ Colored 3's red |
| _____ Colored 4's brown | _____ Colored 5's blue | _____ Colored 6's yellow |
| _____ Colored 7's white | | |

Circle the appropriate percentage:

- 7/7=100% 6/7=86% 5/7=71% 4/7=57% 3/7=43% 2/7=29% 1/7=14%

Appendix Z

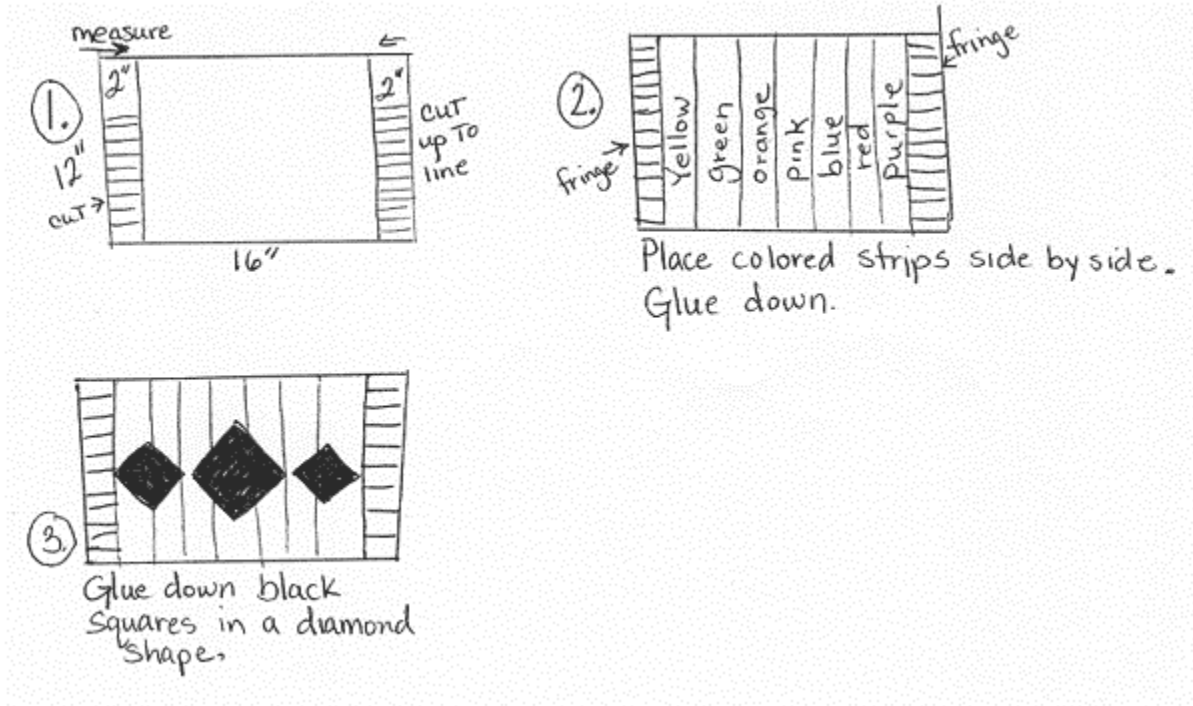
Rubric to Assess Mexico Journal

Assign the appropriate points for each response.

1	2	3	4
The student has completed 3 of the 10 journal entries.	The student has completed 5 of the 10 journal entries.	The student has completed 8 of the 10 journal entries.	The student has completed 10 of the 10 journal entries.
The student has written a few words to reflect what he has learned.	The student has written one complete sentence in his own words to reflect what he has learned.	The student has written two complete sentences in his own words to reflect what he has learned.	The student has written two complete sentences using specific vocabulary from the unit to reflect what he has learned.
Each word is written with lower case letters.	The student writes a complete thought occasionally using capital letters.	The student writes two complete thoughts using occasional capitals and endmarks.	The student writes two complete sentences using capitals and endmarks 80% of the time.

Appendix AA

Mexican Serape Directions



Sombrero Pattern

