



Celebration of Mexicanos Through Music, Dance, and Art

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Celebration of Mexicanos Through Music, Dance, and Art

By Ron Ingle II and Dan Villegas

Grades K–2

Implementation Time
for Unit of Study: 3 weeks

Denver Public Schools
El Alma de la Raza Curriculum
and Teacher Training Program

Loyola A. Martinez, Project Director

DENVER PUBLIC SCHOOLS

THE ALMA PROJECT

The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. The instructional units have been developed for Early Childhood Education (ECE) through Grade 12.

As instructional units are developed and field tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study. Feedback obtained in the spring of 1999, from 48 teachers at 14 sites, was compiled, documented and provided vital information for the field testing report presented to the Board of Education. The information gathered was also instrumental in the design and planning of the 2001-2002 of Alma unit development.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a various of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project and who will provide a broad, diverse, and inclusive vision of curriculum development. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into the curriculum at every grade level or courses in language arts, social studies and history, and art and music.
- It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that was used in the development of the instructional units. A second round of units was developed in March 1998. There is a distinct difference in the instructional framework of the units developed in 1997 as compared to those developed in 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards.

Alma instructional units are currently available on the Alma Project website (<http://almaproject.dpsk12.org>).

For more information on the Alma Project, please contact:

ALMA PROJECT

Loyola A. Martinez, Project Director
1330 Fox Street
Denver, Colorado 80204
Telephone: (303) 405-8186
Fax: (303) 405-817
Email: Loyola_martinez@dpsk12.org

Dr. Luis Torres
Chicana/o Studies C.B. 41
Metropolitan State College
P.O.Box 173362
Denver, CO 80217
Telephone: (303) 556-3121
Email: Torresl@mscd.edu

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Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair
Metropolitan State College of Denver

Dr. Vincent C. De Baca, Assistant Professor of History
Adjunct Professor of Chicano Studies
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish
Latin American and Chicano Literature
University of Denver

Dr. Arthur Leon Campa, Associate Professor of Anthropology
Department of Sociology, Anthropology and Social Work
Metropolitan State College of Denver

Dr. Brenda Romero, Assistant Professor of Ethnomusicology
University of Colorado at Boulder

Dr. Priscilla Falcon, Professor of International Relations
Department of Hispanic Studies
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English
Metropolitan State College of Denver

The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Patty Dennis, Editor
Bessie Smith, authenticator for *Introduction to Navajo Culture* instructional unit
Richard W. Hill, Sr, authenticator for *Exploring Northeast Native Americans*
The Iroquois instructional unit

The following Denver Public Schools teachers' are to be commended for their significant contributions to the Alma Project. their contributions will greatly benefit all students both in Denver Public Schools and other school districts in the nation.

1998-1999

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Flor Amaro	Exploring Literary Genre Through Latin American Literature Hispanic Literature	Cheltenham Elementary
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for <i>Among the Volcanoes</i> by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Culures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Dia de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions Denver School of the Arts <i>Heart of Aztlan</i> Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorotha Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Dia de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenck Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School
Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos Piñatas!	Cheltenham Elementar
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

The following topics were developed in Rounds IV and V of the curriculum development process. Special thanks to the following authors for their quality work and their commitment to the Alma Project. Their contributions will greatly benefit all students in the Denver Public Schools.

1999-2000

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Baca	Study Guide for <i>Walking Stars</i>	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	ECE Specialist
Debbie Frances	La Mariposa/The Butterfly The Desert Easter/Spring Celebration From Corn to Tortillas	Kaiser Elementary
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families...A Celebration Plants/Las Plantas	Kaiser Elementary
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiku and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization The Mexican American War	Alma Project Curriculum Specialist

2000-2001

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Nina Daugherty	Three Latin American Folktales Aztec Folk Literature	
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	American Indian Storytelling: A Tradition Thanksgiving: An American Indian Celebration The Denver March Powwow	ECE Specialist
Deborah Francis	The Cowboys/Vaqueros	Kaiser Elementary
Ron Ingle II and Dan Villescascas	Celebrations	Smith Elementary Former ALMA Project Curriculum Specialist
Sandra Miller	Mercado Only What We Need: Living in Harmony and Nature	Samuels Elementary
Astrid Parr	Cinco de Mayo: A Historical Celebration	Swansea Elementary
Jessica Schiefelbein	Faith Ringgold	Doull Elementary School
Barbara J. Williams	Lessons in Courage: Martin Luther King, Rosa Parks, and Ruby Bridges	Jessie Whaley Maxwell Elementary

Instructional Framework

The Alma instructional units are *not* to be used in isolation, but rather should be infused or integrated into the adopted Scope and Sequence for K-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was originally provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL). The framework of the initial round of units consists of a **Title Page**, which includes the title, author's name, recommended grade levels, and a timeframe for implementation; an **Introduction**, which has content-focused background information that the teacher should know before starting to teach the unit; **Standards Addressed**, which gives the basic knowledge and skills that the unit will teach; an **Annotated Bibliography**, which lists the sources used for the development of the topic; and a short **Biography** of the author.

The individual lesson components contain the following:

Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

Specifics

Identification of relevant supporting knowledge that will help students understand the information.

Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

The second round of the Alma units of study were modified and expanded to provide a more comprehensive instructional framework tailored to state and district standards.

These units have all the components that the initial units have. The **Title Page** still has the same information, but it is formatted differently. New components are the **Unit Concepts** section, which gives the general themes and concepts that when taken together describe the entire unit; the **Implementation Guidelines**, which provide guidance on recommended grade levels, adaptations, specific classes into which the topic can be infused, and any other information important to teaching the specific topic; and a **Lesson Summary**, which is a snapshot of the content covered in the lesson.

Each lesson contains a set of key components, which are listed below.

What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

What will be done to help students learn this?

- Instructional strategies
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to integrate into their curriculums the Latino cultural and historical contributions in literature, history, art, science, and music (<http://almaproject.dpsk12.org>). Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Classroom Resource Library to help them in teaching the units. The Center is located at 1330 Fox Street, Denver, Colorado.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

Celebration of Mexicanos Through Music, Dance, and Art

Unit Concepts

- Holidays
- Songs/dances
- Family
- Celebrations/fiestas
- Music
- Art

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

History

Students understand that societies are diverse and have changed over time. (H3)

Math

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. (M5)

Music

Students will listen to, analyze, evaluate, and describe music. (MU4)

Students will relate music to various historical and cultural traditions. (MU5)

Introduction

Celebrations signify the good things in life. Above all else, they mean a day off from work, and offer time to spend with family and friends and connect with a culture. People have celebrated in many ways through dance, art, and music. Traditions are what keep a society of people together. This is a bond, which has been passed down through generations. Many people can recall a song, which was sung to you by rote when you were a child, and in turn you have taught it to your children and one day they may pass it on to their children. The music from Mexico has influenced the culture today. Mexicanos have used their rich history, from the beginning of the 16th century through present day, to help carry on those traditions. In the 16th century, the Europeans came to rule Mexico and Central America and brought with them their music and art. Latin music has evolved from the Europeans into a distinct sound. Latin music is prevalent in the United States today, whether it is as pop music, R&B, or the traditional Latin sound.

Implementation Guidelines

This unit is based on 30-minute classes that will meet three times a week and can be used in any primary grades, kindergarten through second grade. These lessons can be shortened or lengthened depending on the time available and the preparation of the teacher. This unit should be taught as an interdisciplinary unit of Social Studies and English and could be used to introduce students to holidays, celebrations, family, and music of the Latino culture.

Instructional Materials and Resources

CD/cassette player

Large wall map, or globes

Books:

- A World of Holidays: Cinco de Mayo* by Sarah Vasquez
- Celebrating Cinco de Mayo: Fiesta Time!* by Sandi Hill
- Cinco de Mayo* by Janet Riehecky
- Cinco de Mayo: Yesterday and Today* by Maria Cristina Urrutia and Rebeca Orozco
- De Colores and Other Latin-American Folk Songs for Children* by Jose Luis Orozco
- En Mi Familia* by Carmen Lomas Garza
- Fiesta: Mexico's Great Celebrations* by Elizabeth Silverthorne
- Fiesta USA* by George Ancona
- Hooray, A Piñata* by Elisa Kleven
- Hooray for Three Kings' Day* by Lori Carlson
- Los Mariachis: An Introduction to Mexican Mariachi Music* by Patricia Harpole
- Made in Mexico* by Peter Laufer and Susan Roth
- Magda's Tortillas* by Becky Chauarria-Chairez
- Making Magic Windows* by Carmen Lomas Garza
- Mexico* by David F. Marx
- Mexico* by Ann Heinrichs
- Pablo's Tree* by Pat Mora
- Piñatas and Paper Flowers* by Lila Perl
- The Piñata Maker* by George Ancona
- The Song of El Coqui and Other Tales* by Nicholesa Mohr
- The Tortilla Factory* by Gary Paulson
- Ticket to Mexico* by Tom Streissguth
- Too Many Tamales* by Gary Soto
- Una Tortilla Para Emilia* by Maria Angeles

Video:

- Families of Mexico*
- Mexican-American Heritage*

Music (CDs):

- De Colores and Other Latin-American Folk Songs for Children* by Jose Luis Orozco
- Fiestas/Holidays Canciones Para Todo El Año* by Jose Luis Orozco y *Las Hormiguitas*

Lesson Summary

Lesson 1	<p>An Introduction to Mexico..... 5</p> <p>This lesson will teach the students basic information about Mexico. Where is it? What language is spoken there? What are the colors of the Mexican flag?</p>	5
Lesson 2	<p>Celebrations: Celebrating Cinco de Mayo..... 11</p> <p>Celebrations are important in any country. There are many reasons to celebrate including special holidays, events, and days. Cinco de Mayo is a holiday deeply rooted in Mexican history. Students will learn of its importance and why it is celebrated today.</p>	11
Lesson 3	<p>Families of Mexico 14</p> <p>The importance of family is one of the most basic and important concepts in Mexico and throughout Latin America today. This lesson will examine the common thread of family through celebrations.</p>	14
Lesson 4	<p>Music of Mexico..... 17</p> <p>Music is one of the key aspects in celebration. In Mexico there are many different types of music, with the most well known being mariachi music.</p>	17
Lesson 5	<p>Food 21</p> <p>Food is an integral part of the Mexican culture and celebrations. Students will learn about different kinds of Mexican food and learn to make tortillas too.</p>	21
Lesson 6	<p>Holiday Celebrations: Three Kings Day 24</p> <p>Religious celebrations are common throughout Mexico. Often these celebrations revolve around times of years or specific patron saints. Three Kings Day is a holiday which begins before Christmas and ends on January 5th.</p>	24
Lesson 7	<p>Art of Mexico 29</p> <p>This lesson will introduce students to some basic art used and seen throughout Mexican celebrations.</p>	29
Unit Assessment—Piñatas: Symbols of Celebration	<p>..... 31</p> <p>Piñatas are an important part of celebration in Mexico. This unit assessment brings aspects together from the various lessons of the unit into a culminating celebration for the students.</p>	31

LESSON 1: An Introduction to Mexico

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Students understand that societies are diverse and have changed over time. (H3)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students will sing or play on instruments a varied repertoire of music, alone or with others. (MU1)

BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Student will write and speak for a variety of purposes.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

OBJECTIVES

Students will learn where Mexico is on a map in comparison to the United States.

Students will learn the colors of the Mexican flag.

Students will learn the national language of Mexico.

Students will learn the words to and sing a popular Mexican song “Ceilito Lindo.”

Students will learn the lyrics to a popular Mexican song and sing along with the video.

SPECIFICS

Mexico is bordered on the north by the United States and Belize and Guatemala on the south. To the East lies the large Gulf of Mexico and to the west the beginnings of the Pacific Ocean. Mexico is a country of extremes from the high plateaus of Mexico City to the rain forest and jungles of the Yucatan Peninsula. The country is the perfect example of geographic extremes.

Mexico is also country full of many cultures and languages. For thousands of years, Mexico flourished with thousands of different native tribes, customs, and cultures. In the mid-14th century, the Aztec Indians came to power and ruled approximately two-thirds of present day Mexico. The Aztecs were a strong, powerful tribe that established their capital city, Tenochtitlan, on the basis of a legend. This legend directed the Aztecs to leave their homeland

of Aztlan and search for a new place to live. The legend directed the Aztecs to wander and search until they came upon an eagle eating a snake perched on the top of a cactus. They finally found this eagle, snake, and cactus in the valley of Mexico and established their capital city. When the Spanish arrived in 1519 they went to war with the Aztecs so they could conquer all of Mexico for the Spanish reign. The Aztecs were driven back and systematically defeated. In this defeat the city was demolished, and upon its ruins began the construction of the current Mexico City.

The colors of the Mexican flag are red, green, and white. According to one source, the color red represents parenthood and the blood of national heroes, green represents hope, and the color white is representative of unity, purity, and honesty. The symbol on the Mexican flag is an eagle perched on the cactus, eating a snake—this comes from the legend of the Aztecs

The national language of Mexico is Spanish. However, there are hundreds of other dialects in the country because of the many different native Indian tribes throughout the country.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Active Listening

Singing

Group Discussion

Map Usage

Questioning

Comparison/Contrast

PRELIMINARY LESSON PREPARATION

The teacher needs to get a large wall map of the western hemisphere or a world map. This will be used to discuss the geography and location of Mexico. A television with a VCR is needed to show the video, *Mexican-American Heritage*. A class set of copies of the Mexican flag is needed so the students can color it later.

PRETEACHING

It is important that the teacher review the vocabulary words before the activity. All vocabulary words should be written on the chalkboard in English and in Spanish and allow space on the side so that they can draw a symbol or drawing to help them remember the word and its meaning.

ACTIVITY

After reviewing the geography terms, show the video *Mexican-American Heritage* to introduce students to Mexico and its landscape, history, and culture. Discuss the video with students. Teach the students the lyrics to “Ceilito Lindo” (see page 10) and sing the song together. Use the piece from the video where the students sing along to the song with the musicians.

Following the video and song, lead a discussion about Mexico. Read *A Ticket to Mexico* to the class.

Read Chapter 1 (pages 9 through 15), “The Three Cultures,” to the class. Begin a discussion about the three cultures of Mexico: the Indians, Spaniards, and the Mexicans. Divide a piece of chart paper into three columns to write down information about the three groups. (For additional background information, read two other books that provide brief overviews about Mexico: *Read About Geography: Mexico* by David F. Marx and *A True Book: Mexico* by Ann Heinrichs.)

Make copies of the Mexican flag worksheet on page 9 and pass it out to the students. Instruct the students to color the flag using red, green, and white. Use the information from the “Specifics” section (above) to tell the students the meaning of the flag.

Review the information from the video and various books regarding the geography of Mexico. Give each student a blank piece of paper to draw the country of Mexico, including mountains and oceans. (First- and second-grade students will need to label geographic features.)

VOCABULARY

Map	Mapa
Spanish	Español
Mountains	Montañas
Desert	Desierto
Plains	Llano
Hurricane	Huracan
Rain forest	Bosque de Lluvia
Mextizo	Mestizo
Valley	Valle
Peninsula	Peninsular
Volcanoes	Volcanes
Country’s capital	Capital del pais

RESOURCES/MATERIALS

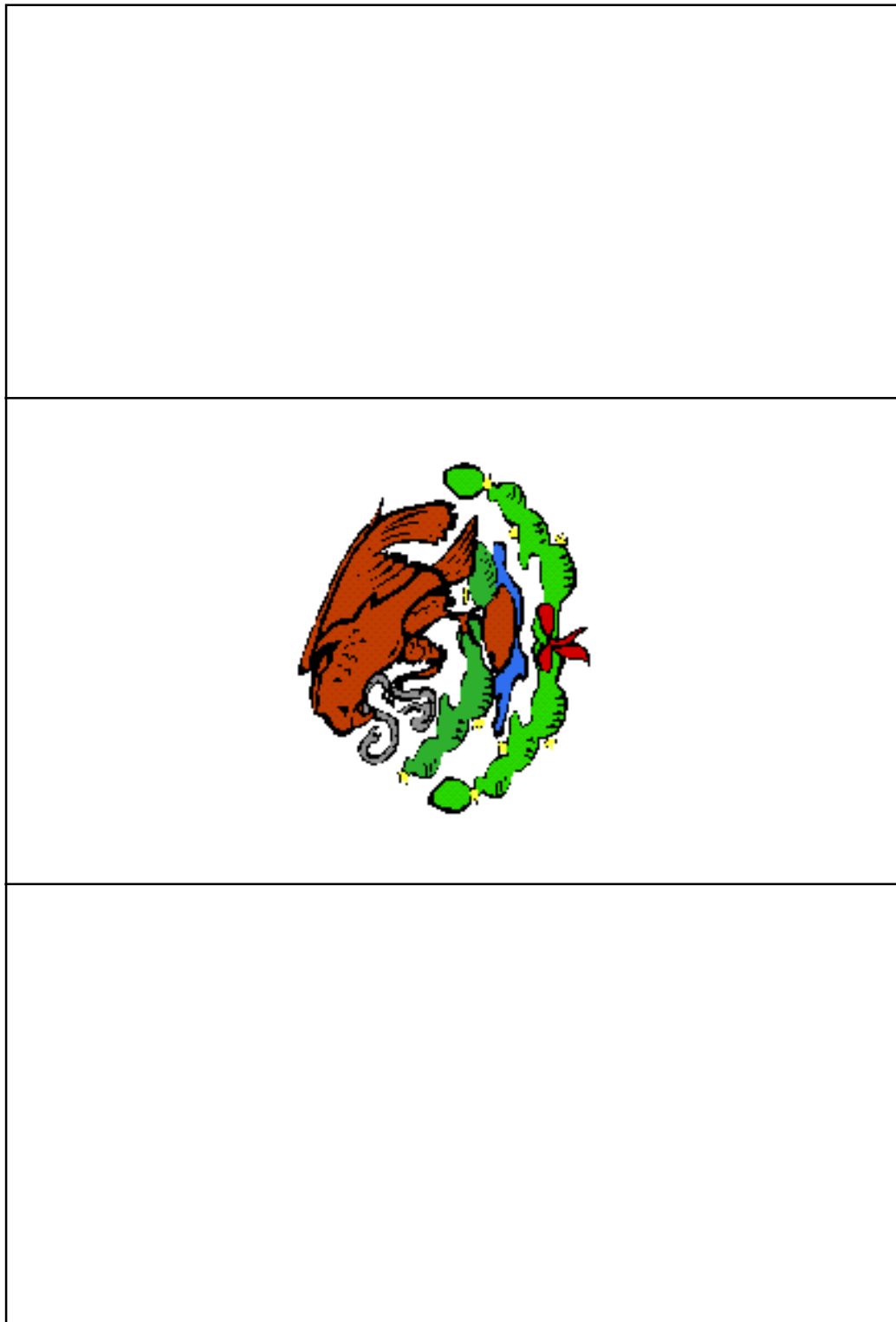
Crayons
Copies of the Mexican flag
Drawing paper
Classroom map of the western hemisphere or North America
Mexican-American Heritage (video)
Fiesta: Mexico’s Great Celebrations by Elizabeth Silverthorne
A Ticket to Mexico by Tom Streissguth
A True Book: Mexico by Ann Heinrichs
Read About Geography: Mexico by David F. Marx

ASSESSMENT

The students have done many activities within this lesson. The teacher should assign a participation grade for each student based on his or her overall participation, effort, and work using the assessment form on page 8.

Name _____

The Flag of Mexico



“Ceilito Lindo” Lyrics

Verse 1:

*De la sierra Moreno,
ceilito lindo vienen bajando un par de ojitos negros
ceilito lindo de contrabando*

Chorus:

*ay ay ay ay
canta y no llores
porque cantando se alegran ceilito lindo los corazones.*

Verse 2:

*Ese lunar que tienes ceilito lindo junto a la boca no se lo des a nadie
ceilito lindo que a mi me toca*

Sing each verse two times and then the chorus

LESSON 2: Celebrations: Celebrating Cinco de Mayo

What will students be learning?

STANDARDS

Students will read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students will sing or play on instruments a varied repertoire of music, alone or with others. (MU1)

Students will relate music to various historical and cultural traditions. (MU5)

BENCHMARKS

Students read literature to understand places, people, events, and vocabulary.

Students will use comprehension strategies.

Students will write and speak for a variety of purposes.

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading.

Students read literature to understand places, people, events, and vocabulary.

Students know the general chronological order of events and people in history.

Students use the chronology to present historical events and people.

OBJECTIVES

Students will learn the importance and significance of celebrations in Mexico.

Students will learn about one significant holiday in Mexico: Cinco de Mayo.

Students will learn about the holiday of Cinco de Mayo.

Students will sing a song often associated with Cinco de Mayo.

SPECIFICS

Celebrations are important in any society. They are important because this is the way we acknowledge special days, holidays, or events. Celebrations in Mexico, like any country, have their own style and flair. Mexican celebrations often include music, dance, and art.

One such celebration is Cinco de Mayo. Cinco de Mayo is an important day in Mexican history because it signifies a historic battle and victory that occurred on May 5, 1862. French forces, under the reign of Napoleon, began to occupy Mexico to secure unpaid debt owed to them. As the occupying army began to enter the gates of the city of Puebla, they were met by an undermanned, poorly armed Mexican army consisting of farmers, peasants, and Indians. The battle between the two sides raged on for over two hours. In the end, the well-equipped French army retreated. Eventually, the French army reversed routes and was able to move on and occupy Mexico City, but the spirit and determination of those who fought in Puebla lives on through the Mexican people.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Singing

Read Aloud

Viewing

Large-Group Discussion

PRELIMINARY LESSON PREPARATION

Have a VCR available to show the video and a CD/tape player to play the music. Write the lyrics to “De Colores” on the chalkboard so students can follow along. If you (or para) can play the piano, study the sheet music provided in the book *De Colores*.

ACTIVITY

Discuss that celebrations are a part of every culture. They are used to remember important days, holidays, or events. List responses from students to questions taken from the text read in this lesson. Students may say things like: birthdays, Easter, Christmas. The teacher may need to give one or two answers to facilitate the discussion. Explain that celebrations are like big parties, also known as fiestas. Ask students, “What kinds of activities are associated with fiestas?” List responses on the chalkboard or butcher paper

Discuss the history of Cinco de Mayo (information from “Specifics”) and the importance of this holiday in Mexico. Show the video, *Holidays For Children, Cinco de Mayo*. After watching the video, lead a discussion on the important facts of the holiday, songs, and activities associated with the holiday. For additional background information, read *Cinco de Mayo* by Sarah Vasquez, *Celebrating Cinco de Mayo, Fiesta Time* by Sandi Hill or *Cinco de Mayo: Yesterday and Today* by Maria Cristina Urrutia and Rebeca Orozco.

Play “De Colores” and “Duermete, Mi Niño” from the *De Colores* CD by Jose Luis Orozco. For first- and second-grade students, write down or hand out copies of the lyrics to use to sing along. Play each song twice through before having the class try to sing it.

RESOURCES/MATERIALS

Holidays for Children: Cinco de Mayo (video)

De Colores and Other Latin American Folk Songs for Children (CD) by Jose Luis Orozco

De Colores and Other Latin American Folk Songs for Children by Jose Luis Orozco

Cinco de Mayo by Sarah Vasquez

Celebrating Cinco de Mayo, Fiesta Time by Sandi Hill

Holidays for Children: Cinco de Mayo by Schlessinger Media

Cinco de Mayo: Yesterday and Today by Maria Cristina Urrutia and Rebeca Orozco

ASSESSMENT

The teacher can choose between an oral assessment or a drawing assessment or a combination of each. Students must be able to provide the following:

<u>Points Possible</u>	<u>Description</u>
2	Two reasons why there are celebrations. Possible answers: Holidays, birthdays, special events, historic days, religious days.
2	Two ways we celebrate: Possible answers: song, dance, artwork.
2	Two facts about the holiday Cinco de Mayo: Possible facts: 1862, France, Mexico, Benito Juarez, Puebla.
1	One line of lyrics for the song "De Colores." Any line in the song is a possible answer (check song lyrics for accuracy).

Based on a total of 7 points possible, use the rubric below to evaluate students.

<u>Rubric Points</u>	<u>Description</u>
7	Student has grasped the concepts of the unit.
5-6	Student has been done well in remembering information from the lesson.
3-4	Student has done adequate in remembering facts from the lesson.
1-2	Student has done poorly in remembering facts and should have the concepts of the lesson reviewed so that they have a better grasp of the information provided in this lesson.

LESSON 3: Families of Mexico

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use comprehension strategies.

Students will write and speak for a variety of purposes.

Students will read literature to understand places, people events, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

Students will identify the characteristics of a family unit of a family in Mexico.

Students will understand that family is an integral part of any celebration.

Students will be introduced to the works of Carmen Lomas Garza and her works on the family.

SPECIFICS

Family is one of the most important parts of any society. In Mexico the family is a vital part of the community. The family unit is very strong and one of respect. Parents and grandparents are not only treated with respect, but looked to for guidance as well. Families take an active part in every celebration, many times they are the wedding coordinators, the flower girls, the best men, the one who arranges the family get-togethers. Without family there can be no celebrations.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Guided Reading

Individual Groups

Oral Language

PRELIMINARY LESSON PREPARATION

Make photocopies of the worksheets for students to take home.

PRETEACHING

Introduce the words from the vocabulary section. Work with the students to try to remember the Spanish translation to the words. Use these words throughout the lesson activities.

ACTIVITY

Discuss with students the importance of family and list their responses. Emphasize the roles of the family members and their relationships to them. Encourage students share information about their families, including number of siblings, if other family members—such as aunts, uncles, or grandparents—live with them, who is respected in their family, etc. Read the books, *En Mi Familia/In My Family* and *Family Pictures* by Carmen Lomas Garza and also *Pablo's Tree* by Pat Mora. Also watch the video *Families of Mexico* to get a perspective on the Mexican family. Handout and explain the homework worksheets to the class. Tell them that their parents need to help them fill it out.

VOCABULARY

Mother	Mama
Parents	Padres
Father	Papa
Family	Familia
Brother	Hermano
Sister	Hermana
Grandmother	Abula
Grandfather	Abuelo
Uncle	Tio
Aunt	Tia
Cousin	Primo

RESOURCE/MATERIALS

En Mi Familia/In My Family by Carmen Lomas Garza

Family Pictures by Carmen Lomas Garza

Families of Mexico (video)

Pablo's Tree by Pat Mora

Homework worksheet (see page 16)

Butcher paper

ASSESSMENT

Students are assessed on their response to teacher's questions about their families and completion of their homework worksheet on page 16.

Oral responses—5 points each, maximum of 25 points

Homework—10 points complete, 5 points partial, 0 points undone

Name _____

Celebrations of Mexicanos: Take-Home Family Worksheet

Directions: Draw a picture of your family. Include your brothers, sisters, parents, uncles, aunts, cousins, and pets.

LESSON 4: Music of Mexico

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Students will sing or play instruments a varied repertoire of music, alone or with others. (MU1)

Students will listen to, analyze, evaluate, and describe music. (MU4)

Students will relate music to various historical and cultural traditions. (MU5)

BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students write and speak for a variety of purposes.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

The student will be learning the names of five of the instruments used in mariachi music.

The student will listen to mariachi music and try to name the various instruments that are playing.

The students will create an oral and written/drawing story using vocabulary words.

The students will learn the lyrics to two traditional Mexican songs, “De Colores” and “Las Mañanitas.”

SPECIFICS

Music is a constant in the Mexican cultures. In almost any occasion you can find melodies and notes being played together in harmony; weddings, baptisms, funerals, anniversaries and birthdays seldom pass without music being part of the celebration. One of the most popular types of Mexican music is known as mariachi provides some most distinctive music of Mexico. The instruments provide the dynamic sound of the mariachi tradition and are heard more and more outside of Mexico. Many states throughout the Southwest, including California, New Mexico, Texas, Arizona, and Colorado have many mariachi ensembles.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher Guided/Student Directed

Student Response

Active Listening

Drawing

PRELIMINARY LESSON PREPARATION

Begin by playing mariachi music from *Los Mariachis* or other types of Mexican music. Make copies of the lyrics for “De Colores” and “Las Mañanitas.”

PRETEACHING

Introduce the vocabulary words to the students. If possible, show them pictures of the instruments.

ACTIVITIES

Introduce mariachi music to the students. Explain that they are like a band/group. Mariachi groups do not have electric equipment such as synthesizers or electric guitars, or drums. Read page 8 in the *Los Mariachis* music set to familiarize the students with descriptions of the instruments. The main instruments in a mariachi group are the vihuela, guitar, guitarron, violins, and trumpets. Use the pictures in the *Los Mariachis* packet to show the students pictures of the instruments. As you introduce the instruments say the name of the instrument three times and have students repeat the words. Listen to the music and try to identify which instrument is playing in various parts of the music.

Gather students in a large circle. Instruct students that they are going to create a story using the instrument vocabulary words, and examples of celebrations they have participated in or have attended. For example, start the story by saying, “One day I went to a graduation party,” the next person (a student) could say “at the graduation party there was a mariachi group.” This story will continue around the circle. Encourage students to use the vocabulary words they have just learned. Continue this story circle until each student has had an opportunity to add to the story.

Keeping the students in a large circle, play the *De Colores* CD. Let the first few songs play so the students get into the mood of the music. Pass out the lyrics to the students. Turn the music off and slowly pronounce each lyric. Have the students repeat the lyrics with you so that pronunciation is appropriate. Practice this at least five times before trying to sing along with the music. It will take several times for the students to be able to sing fast enough to follow along with the song.

Use the *Fiesta! Mexico and Central America* text and tape to introduce the next song the students will sing, “Las Mañanitas.” Pass out the lyrics and read through them with the students. Remember to pronounce the words slowly and clearly as the students will follow the lead of the teacher. After reading through the lyrics at least five times, have students try to sing along with the audiotape.

VOCABULARY

- Guitar a 6-string wooden instrument.
- Guitarron a 6-string wooden instrument, with a V-shaped back and a deep bass sound.
- Vihuela a 5-string wooden instrument, that is much smaller than a guitarron, it too has a V-shaped back.
- Violin a 4-stringed instrument that has one end rested on the musicians shoulder as it is being played.
- Trumpet the only brass instrument in a mariachi band, it provides a distinct contrasting sound compared to the other instruments.

RESOURCES/MATERIALS

- Los Mariachis!* (Tape/CD packet)
- Fiesta! Mexico and Central America* (book and tape)
- De Colores and Other Latin-American Folk Songs for Children* by Jose Luis Orozco
- De Colores and Other Latin-American Folk Songs for Children* (CD) by Jose Luis Orozco
- Drawing paper
- Crayons/colored pencils

ASSESSMENT

Assess the students on two items: 1) Their participation in singing the songs, and 2) their knowledge of the instruments in a mariachi band/group.

<u>Rubric Points</u>	<u>Description</u>
4	Students read through the lyrics and participated in singing the song.
3	Students read through the lyrics and participated somewhat in singing the songs.
2	Students read through the lyrics but did not sing the songs.
1	Students did not read the lyrics or sing the song.

Name _____

Matching Worksheet for Lesson 4

Directions: Match the correct instrument name with correct definition

- | | |
|-------------------|---|
| 1. ____ Vihuela | A. The only brass instrument in a mariachi band/group. |
| 2. ____ Guitarron | B. A 6-string wooden instrument. |
| 3. ____ Guitar | C. A 5-string wooden instrument, that is much smaller than a guitarron, it too has a V-shaped back. |
| 4. ____ Violin | D. A 6-string wooden instrument, with a V-shaped back and a deep bass sound. |
| 5. ____ Trumpet | E. A 4-stringed instrument that has one end rested on the musicians shoulder as it is being played. |

LESSON 5: Food

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

Students will learn how to make corn tortillas.

Students will learn about the process of making the tortillas, from planting to harvesting.

Students will learn about foods from other countries.

SPECIFICS

As in many cultures, food is an important aspect in Mexican culture as well. Celebrations and food go hand in hand. For example, at Christmas time there are special cookies like biszcochitos, sopapillas, and tamales. By far one of the more popular Mexican foods is the tortilla. Tortillas are used to make burritos, sometimes tacos, and quesadillas.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Guided Reading

PRELIMINARY LESSON PREPARATION

Gather all of the ingredients and measuring cups ahead of time and place them at two different workstations around the room.

PRETEACHING

Introduce vocabulary terms.

ACTIVITY

Read *The Tortilla Factory* to the students. Discuss the process of making tortillas, from planting to mixing. Ask if anyone has harvested corn or other foods from a farm. Ask if anyone has ever made tortillas. If so, who did they make them with and for what occasion?

Read *Too Many Tamales*. Discuss how holidays, such as Christmas, Easter, and Cinco de Mayo, are usually accompanied by special foods that are usually made only one or two times a year. Ask the students what special foods they have in their families and for what celebrations they are made. Write down their answers on the chalkboard.

If you can read in Spanish, read *Una Tortilla Para Emilia*. Discuss different foods from different countries. Ask the students what other kinds of foods they have eaten from other countries and make a list of their responses.

Demonstrate how to make tortillas. Mix the ingredients together and prepare the tortillas using the directions below. Have only two stations to make the tortillas, this way you can monitor for safety purposes. Help students make their own tortilla—emphasize safety and that the skillets are hot.

1. Mix 2 cups of Masa Harina and 1-1/4 cups of water; knead to form your masa (dough).
2. Pinch off a golf-ball sized piece of masa and roll it into a ball.
3. Set the masa on a piece of plastic in the tortilla press, and cover with another piece of plastic. Press the masa so that it is flattened and that it is about the same width throughout. If you do not have a tortilla press, cover a rolling pin with a light layer of flour and smooth out the golf-ball sized piece of masa so that the tortilla is thin and circular.
4. Transfer the tortilla to a hot, dry skillet.
5. Cook for about 30 seconds on one side and gently turn.
6. Cool for about 60 seconds (it should puff slightly); turn back to the first side.
7. Cook for another 30 seconds on the first side.
8. Remove and keep the tortilla warm.

This recipe should make 12-14 tortillas about 6 inches in diameter. They can be served plain, or with butter, salt or salsa.

VOCABULARY

Harvest when crops, such as corn, are done growing, and they are picked from the planting fields.

Skillet a pan that is used for cooking tortillas and other foods, it is circular and had a wooden or metal handle.

RESOURCE/MATERIALS

The Tortilla Factory by Gary Paulsen

Una Tortilla Para Emilia by Maria Angeles

Too Many Tamales by Gary Soto

2 cups of Masa Harina

1-1/4 cups of water

Measuring cups

ASSESSMENT

Good listening and discussion, as well as participation in the making of tortillas, are essential. Award points for the students who have listened and interacted during the reading portions of the lesson, and who have help make the tortillas.

	Very good	good	satisfactory	poor
Participation in reading and discussion	5	4	3	0
Participation in making tortillas	5	4	3	0

LESSON 6: Holiday Celebrations—Three Kings Day

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students will sing or play on instruments a varied repertoire of music, alone or with others. (MU1)

Students will listen to, analyze, evaluate, and describe music. (MU4)

Students will relate music to various historical and cultural traditions. (MU5)

BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

Students will sing the song “El Coqui,” a song associated with the Three Kings Day.

Students will write a poem or chant using five examples about the holiday.

Students will learn how to make Rosca de Los Reyes (King’s Bread).

SPECIFICS

In Mexico and Central America, the celebration of Christmas begins on December 16, but young children receive gifts on January 6, the Day of the Three Kings. Traditionally children write letters to the wise men (Magi) and put them in their shoes. The shoes are placed outside on the evening of January 5 along with a bundle of hay for the Kings’ camels. This tradition is much like the tradition of the United States and Santa Claus, where children place cookies and milk for Santa to eat and send a letter to the North Pole wishing for a toy for Santa to bring them. The Day of the Three Kings is as much a part of Central America as Christmas or Thanksgiving is a part of the United States.

PRELIMINARY LESSON PREPARATION

Write down the recipe directions on butcher paper or the chalkboard and review math/measurement skills. Share the information with the students about the Day of the Three Kings celebration. “El Coqui” is sung with the family in the evening after a meal. Review how to write a poem before doing the activity.

Gather the ingredients to make King’s bread at the end of the lesson. Have one demonstration station at the front of the room and five other bread stations throughout the room for small groups.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Listening

Group Discussion

Shared Reading

Baking

Singing

Comparison/Contrast

ACTIVITIES

Share with the students the background of Three Kings Day (from the “Specifics” section). Read *Hooray for Three Kings Day*, *The Song of El Coqui and Other Tales*, and *Fiesta U.S.A* and Chapter 2 from *Piñatas and Paper Flowers*. After reading, ask students questions about *Hooray for Three Kings Day*. Why were the children dressed that way? What were some things the children ate throughout the night? What is the difference between this holiday and Christmas? What is the shoebox of hay and water for? What are puppets used for in the parade? What is the name of the cookies that are being eaten?

Pass out the lyrics for “El Coqui” and practice saying the words at least five times. Play the “El Coqui” from the tape *Fiesta! Mexico and Central America* and have the students try to sing along. Try singing it five times.

Use the bread recipe on page 27, or make copies of the recipe for Rosca De Los Reyes on page 149 of *Fiesta! Mexico and Central America*. Demonstrate how to make the bread using the following instructions and then let the students try. Have four bread-making stations set up around the room.

VOCABULARY

Bread pan

King Rey

Balthazar One of the three kings

Kaspar One of the three kings

Melchior One of the three kings

Lyrics words to a song

RESOURCES/MATERIALS

- CD Player
- Butcher paper
- Chalkboard
- Measuring cups
- Fiesta U.S.A.* by George Ancona
- Hooray for Three Kings Day!* by Lori Marie Carlson
- Piñatas and Paper Flowers: Holidays of the Americas in English and Spanish* by Lila Perl
- Fiesta: Mexico's Great Celebrations* by Elizabeth Silverthorne (audiotape)
- Frozen bread dough—2 packages
- Flour
- Granulated sugar
- Cinnamon
- Chopped pecans
- Powdered sugar
- Vanilla
- Milk
- Candied fruits
- Waxed paper
- Cookie sheets
- Scissors

ASSESSMENT

Students will use the comparison contrast worksheet to compare and contrast Three Kings Day and Christmas.

<u>Rubric Points</u>	<u>Description</u>
5	Student has listed five things that are the same, or five things that are different about Christmas and Three Kings Day.
3	Student has listed three things that are the same, or three things that are different about Christmas and Three Kings Day.
1	Student has listed one thing that is the same, or one thing different about Christmas and Three Kings Day.

King's Bread Recipe

1. Thaw the frozen bread dough according to the instructions on the package.
2. Divide the dough in half.
3. On a floured surface, roll the dough into a 9" x 15" rectangle.
4. In a small bowl, mix together 1/4 cup granulated sugar and 1/2 teaspoon of cinnamon.
5. Sprinkle the dough with the sugar mixture, 1/2 cup chopped pecans, and candied fruits (save some candied fruits to use as "jewels" to top the bread after it has been frosted).
6. Roll up the rectangle of dough, beginning on the long side. Pinch the rolled edge to seal well.
7. Place the dough, sealed edge down, on a cookie sheet. Shape the dough into a ring and pinch the ends together. Make cuts in the ring of the dough at even intervals with scissors.
8. Cover the dough with waxed paper and let rise for 30 minutes.
9. Bake for 30 minutes or until brown.
10. While bread is baking, mix 1/2 cup powdered sugar and 1/4 teaspoon vanilla. Add enough milk so the consistency of the frosting is easy to spread or dribble.
11. Carefully remove the bread from the oven and cook on a rack.
12. Dribble the frosting over the cooled loaf and add "jewels" (candied fruits) on the "crown."

This recipe could be prepared the night before. Have students eat the bread in the classroom while they share the chants they have written.

Name _____

Three King's Day and Christmas: What is the same and what is different?

Directions: Write or draw five things that are the same or five things that are different between the two holidays?

Same:

Christmas

Three Kings Day

1.

2.

3.

4.

5.

Different:

Christmas

Three Kings Day

1.

2.

3.

4.

5.

LESSON 7: Art of Mexico

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use comprehension strategies.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

Students will learn that art plays a major role in Mexican celebrations.

Students will learn how to make god's eyes.

Students will learn how to make papel picado.

SPECIFICS

Art is a strong tradition in Mexico. Whether it is the great murals of Diego Rivera or paintings of Frida Kahlo, art is important to the Mexican people. God's eyes and papel picado are types of art that students are able to make because they are fairly simple and require few supplies to get a finished product. Plus, students will have the satisfaction of seeing their finished product.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Listening

Following Directions

PRELIMINARY LESSON PREPARATION

Set up several different workstations throughout the room so that the students can make god's eyes and papel picado. Gather the supplies needed for the activities and set them out at the workstations. Select one of the tapes or CDs to play during the activity time while the students are constructing their crafts.

PRETEACHING

Explain to the students the importance of safety when using scissors.

ACTIVITY

Read pages 42-43 in *A Ticket to Mexico* to the class. Talk about different crafts and artwork the students have done in their other classes or at home. Ask if any of the students have ever made papel picado or god's eyes before.

Divide the students into groups to make papel picado or god's eyes. Eventually the students will change the workstations so that each student can make both crafts. Use the directions from *Fiesta: Mexico's Great Celebrations*.

RESOURCES/MATERIALS

A Ticket to Mexico by Tom Streissguth

Fiesta: Mexico's Great Celebrations by Elizabeth Silverthorne

Making Magic Windows by Carmen Lomas Garza

Craft sticks

Yarn in several different colors

Scissors

Tissue paper in several different colors

CD/tape player

ASSESSMENT

Students will be assessed on whether or not they participated in the crafts and came up with a final product.

<u>Rubric Points</u>	<u>Description</u>
4	Student has participated and completed a god's eye and papel picado.
3	Student has participated however not completed one of the two pieces of art.
2	Student has participated however not completed either of the two pieces of art.
1	Student has not participated in any of the art/craft activities.

Unit Assessment: A Celebration of Their Own

Celebrations in Mexico and throughout the world are way to gather for important days, holidays or events. This unit assessment is a culmination of the celebration activities from the lessons. The performance aspect of this unit assessment is the making of a piñata. The teacher will need to read the following books with the students to provide background information on pinatas. When the students finish their piñatas, hold a celebration with music, dance, food and art learned about in previous lessons.

Books:

Hooray a Piñata by Elisa Kleven

The Piñata Maker by George Ancona

Piñatas and Paper Flowers by Lila Purl

Materials:

1/2-inch newspaper strips

wheat paste

tempera paint

large balloons

paintbrushes

crepe paper, tissue, feathers, beads, or any other decorative material

strong cord

scissors or a knife (for adults to use)

Directions:

Inflate and tie a large balloon

Have students dip newspaper strips in the paste and apply all over the surface of the balloon. Apply each layer in a different direction to make it easier to tell if you have covered the balloon. Apply only three layers or the breaking of the piñata will be difficult.

Add features such as legs and a head, with wads of paper or paper cups covered with papier-mâché strips

Let the figure dry for several days

Cut an opening in the top or bottom of the piñata. Pop the balloon inside and remove it.

Fill the piñata with goodies (candy, toys, or other trinkets) and then close the opening with a bit of tissue.

Punch two small holes in the top of the piñata and insert a strong cord as a hanger for the piñata.

Paint and decorate the piñata.

Annotated Bibliography

Ancona, George. *Fiesta U.S.A.*

The book describes four fiestas that are celebrated in the USA.

Ancona, George, *The Piñata Maker*.

Introduction to the Latin American art of piñata making and a glimpse of life in a Mexican village.

Angeles, Maria. *Una Tortilla Para Emilia*.

A Spanish picture book students will be introduce to foods from other countries.

Carlson, Lori Marie. *Hooray for Three Kings Day*. Morrow Junior Books 1999

A picture book which combines many observances of Three Kings Day.

Chavalier, Debbie. *Mexican Folk Dances*.

A book with step-by-step directions of the dances and a CD of the music.

Chavez, Becky Chaverria. *Magda's Tortillas*.

A tortilla-making adventure told through a young girl's eyes.

Garza, Carmen Lomas. *Family Pictures*.

Garza, Carmen Lomas. *Making Magic Windows*.

An introduction to traditional Mexican craft of papel picado, the folding and cutting of tissue paper.

Harpole, Patricia. *Los Mariachis: An Introduction to Mexican Mariachi Music*.

An introduction to understanding the Mariachi.

Heinrichs, Ann. *Mexico*.

An easy reader book about the geography of Mexico.

Hill, Sandi. *Celebrating Cinco de Mayo*.

An easy reader book about Cinco de Mayo.

Kleven, Elise. *Hooray, A Piñata*.

A young girl wants a piñata for her birthday, she gets one in the shape of a puppy.

Laufer, Peter. *Made in Mexico*.

A story about guitars made in Paracho and the community that sends them around the world.

Marx, David. *Mexico*.

A colorful easy reader book about the geography of Mexico.

Mohr, Nicolasa. *The Song El Coqui and Other Tales*.

Three Puerto Rican Folktales

Mora, Pat. *Pablo's Tree*.

A special bond between a grandparent and a grandchild

Orozco, Jose-Luis. *De Colores and Other Latin-American Folk Songs for Children*.

This book/CD features many Mexican folk songs written in music form with the lyrics.

Palacios, Argentina. *Viva! Mexico!*

A story about Benito Juarez and Cinco de Mayo.

Paulson, Gary. *The Tortilla Factory.*

A story from seed to plant and to tortilla.

Perl, Lila. *Piñatas and Paper Flowers/Piñatas y Flores de Papel.*

An introduction to eight of the liveliest, most popular holidays.

Riehecky, Janet. *Cinco de Mayo.*

A colorful book about Cinco de Mayo.

Silverthorne, Elizabeth. *Fiesta! Mexico's Great Celebrations.*

An introduction to fiestas and ways in which they are celebrated.

Soto, Gary. *Too Many Tamales.*

Maria was feeling grown-up as she helps her mother prepare the tamales for the Christmas dinner. Maria loses her mother's ring in one of the tamales.

Streissguth, Tom. *A Ticket to Mexico.*

A general overview of Mexico.

Urrutia, Maria Christina, and Orozco, Rebecca. *Cinco de Mayo: Yesterday and Today.*

A book which uses historical facts and real-life photos of a contemporary reenactment of what the holiday means today.

Vazquez, Sarah. *A World of Holidays: Cinco de Mayo.*

A book with real life photographs about Mexico.

Videos

Cinco de Mayo, Schlessinger Video Productions

Mexican-American Heritage, Schlessinger Video Productions

About the Authors

Ron Ingle II

Ron Ingle II has lived in Denver all of his life. He is a product of the Denver Public School system. Ron is at Kaiser and University Park Elementary schools teaching music. Growing up, he went to the symphony, the theater, and several other arts related events. He was involved with those theater productions because his father taught drama in the Denver Public Schools. While in college he traveled around the country and has played with many famous people. Ron's love for Spanish music came while he was traveling in a salsa band, even though he does not speak Spanish the music moves him to do so.

Dan Villescas

Dan Villescas was born in El Paso, Texas, and moved to Denver in the late 70s. He attended Metropolitan State College of Denver and graduated with a bachelors of arts degree in History. In May of 2001, Dan completed his Masters degree in Administration, Supervision and Curriculum Development, from the University of Colorado at Denver. In addition, Dan completed and received his principal license program and received his principal license for the state of Colorado.

Dan has taught in the Denver Public Schools for three years as a 6th grade bilingual Social Studies teacher. He also coached flag football and basketball at Lake Middle School. In 1999, Dan left the classroom to work as a Curriculum Development Specialist for the Alma Curriculum and Teacher Training Program. Before leaving the classroom, Dan received the Crystal Apple Teaching Award. This award is based on peer nomination for outstanding teachers in the classroom and the community.

Dan recently accepted the assistant principal position at Swanson Elementary in Jefferson County Public Schools, beginning July 2001.

Most importantly, Dan is a proud husband and father of two children and resides in southwest Denver.