



¡Piñatas!

Goals 2000 - Partnerships for
Educating Colorado Students

In Partnership with the **Denver Public Schools**
and the **Metropolitan State College of Denver**

El Alma de la Raza Project



¡Piñatas!

By Kristina Riley

Grade 3

Implementation Time
for Unit of Study: 3 weeks

Goals 2000 - Partnerships for
Educating Colorado Students
El Alma de la Raza Curriculum
and Teacher Training Project

Loyola A. Martinez, Project Director



Denver Public Schools, Denver, Colorado

ABOUT 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 of study (ECE-12) 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. 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.

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 and other predominant ethnicities represented in the Denver Public Schools' student population.

The Project has reaped numerous benefits from partnerships with various colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly with the Project. As the Project continues, these partnerships will allow us to broaden the range of topics to be developed.

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 (ECE-12) tied to state and district standards into the curriculum at every grade level in language arts, social studies, history, 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 and other predominant ethnicities represented in the student population.
- ◆ The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that utilize these resources or replicate the project.
- ◆ A formal link has been developed between the Denver Public Schools and various colleges and universities throughout the state of Colorado.

The instructional units were developed by teachers (ECE-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 is used in the development of the instructional units.

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

For more information on the Alma Project, please contact:

ALMA PROJECT

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The undertaking of a project of this magnitude and importance would not have been possible without the Goals 2000 grant awarded to Denver Public Schools in July 1996. We are indebted to former superintendent Irv Moskowitz, the assistance and support of the Colorado Department of Education, members of the Board of Education, Department of Educational Services, and the Metropolitan State College at Denver.

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 in the 2002-2003 school year with the combined efforts of the following people:

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Virginia Castro for *Richard T. Castro Commemorative Exhibit*
Steve Garner for *Richard T. Castro Commemorative Exhibit*
Gil Munoz, Social Studies Coordinator, Curriculum Department, Denver Public Schools for *Richard T. Castro Commemorative Exhibit*
Darius Smith, Curriculum Specialist, The Alma Project, Denver Public Schools
Teresa Torres, Chief Editor, The Alma Project, Denver Public Schools

INSTRUCTIONAL FRAMEWORK

The Alma instructional units are *not* to be used in isolation, but rather to be infused or integrated into the adopted Scope and Sequence for ECE-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 provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL).

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.

Preteaching

Concepts or skills that may need review or introduction.

Preliminary Lesson Preparation

Concepts and/or skills that the teacher should reinforce before beginning.

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.

Vocabulary

Definitions and translations of specialized words and concepts in English and Spanish that may be unfamiliar to the students and even to teachers are provided in this section. This is your opportunity to focus attention on vocabulary development and on the understanding of critical concepts you want the students to learn.

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.

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
- Preteaching (optional)
- 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 preview the study guides and check out materials for integration into their curriculums. Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Yuma Street Center. The Center is located at 2320 West 4th Avenue, Denver, Colorado. Contact the Alma office for checkout procedure.

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

CONTRIBUTING AUTHORS

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		
Contributing Author	Topic	School
Flor Amaro	Exploring Literary Genre Through Latin American Literature	Cheltenham Elementary
	Hispanic Literature	
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for Among the Volcanoes by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: 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
	Heart of Aztlan Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea 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	Schenk 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	Cheltenham Elementary
	Piñatas!	
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescascas	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

1999-2000		
Contributing Author	Topic	School
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Garcia Baca	Study Guide for Walking Stars	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	Early Childhood Education Specialist
Debbie Frances	La Mariposa/The Butterfly	Kaiser Elementary
	The Desert	
	Easter/Spring Celebration	
	From Corn to Tortillas	
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	Kaiser Elementary
	Plants/Las Plantas	
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	Haiky and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization	Alma Project Curriculum Specialist
	The Mexican American War	

2000-2001		
Contributing Author	Topic	School
Denise Engstrom	Thanksgiving - An American Tradition	ECE Specialist
	Denver March Powwow	
	American Indian Storytelling: A Tradition	
Astid Parr	Cinco de Mayo - A Historical Celebration	Swansea Elementary
Sandra Miller	Mercado - Trading at the Marketplace	Samuels Elementary
Nina Daugherty	Aztec Folk Literature - Two Legends and a Folktale	Centennial Elementary
	Three Latin American Folktales	
Ron Ingle II &	Celebration of Mexicanos through Music,	Kaiser Elementary
Dan Vallescas	Dance & Art	Alma Curriculum Development Specialist
Deborah Francis	The Cowboys/Vaqueros	Grant Ranch Elementary
Barbara J. Williams	Lessons in Courage: Maritin Luther King, Rosa Parks and Ruby Bridges	Maxwell Elementary
Jessica Schiefelbein	Faith Ringgold	University Park Elementary

2001-2002		
Contributing Author	Topic	School
Deborah Francis	Alma Flor Ada: An Author Study	Grand Ranch Elementary
	Pat Mora: An Author Study	
	Jan Romero Stevens: 1953-2000	
	Carmen Lomas Garza: Chicana Author and Illustrator	
Sara Hensen	Good Intentions, Misunderstanding, Betrayal: A study of the first encounters between Native Americans and Pilgrims	Goldrick Elementary
Stephanie A. Herrera	Fiesta Mexicana: A Summer Latin Dance Experience	DPS Latin Dance Coordinator
Tania Hogan	Alma Flor Ada: Latina Author	Goldrick Elementary
Kathy Hoops	Beyond the Glass Slipper: Cinderella Stories from Around the World	Goldrick Elementary
Barbara Williams	Infinite Skies: Bessie Coleman, Mae Jemison, and Ellen Ochoa	Maxwell Elementary

2002-2003

Contributing Author	Topic	School
Melanie Bertrand	A Comparison of Holidays: Ramadan, Hanukkah, and Kwanzaa	Philips Elementary
Steve Garner	Shaping the Law of the Land: Hispanics in the Colorado Legislature	Polyglot, Inc.
Lisa Simms	Poetry and the Chicano: A Semantic Study of Chicano Identity Through Poetry	Horace Mann Elementary
Darius Smith	American Indian Mascots: Hype, Insult, or Ignorance	Alma Project Curriculum Development Specialist
Arthur L. Campa, Ph.D., Ellen J. Campa, and Steve Garner	Conquerors and Victims: An Exploration of Race, Identity, and Advocacy through Latino History	Metro State College and Polyglot, Inc.

¡Piñatas!

Unit Concepts

- History of piñatas
- Use of piñatas
- Importance of piñatas in Hispanic culture
- How to create a piñata
- Creating a presentation

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)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

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

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW7)

Visual Arts

Students recognize and use visual arts as a form of communication. (A1)

Students know and apply visual arts materials, tools, techniques, and processes. (A3)

Students relate the visual arts to various historical and cultural traditions. (A4)

Introduction: History of the Piñata

Piñatas are a Mexican tradition at most *fiestas* or celebrations, especially Christmas and birthdays. However, the tradition actually started in Italy over 400 years ago. The game was the same, involving a blindfolded child trying to break the candy-and-toy-filled piñata with a stick. In Italy they used a clay pot and called it a “pignatta.”

The piñata was also used in Spain. They used the piñata on the first Sunday of Lent. They held a ball on this day and danced and broke the piñata. Similar to the Italians, they used a clay pot called an “olla.” The tradition of decorating the piñata was started in order to dress up the ugly clay pot. It is believed that settlers from Spain brought the tradition of the piñata to Mexico. In the Mexican tradition, piñatas are mostly used at Christmas rather than Easter.

About 50 years ago, the piñata came to be as we know it today, appearing in many colors and shapes and being used for different events.

The piñata game:

The piñata is strung up on a pulley or hung over a balcony. All guests stand in a circle at a safe distance from the piñata. One child is chosen and brought to the middle of the circle. They are blindfolded, handed a broomstick, spun three times, and led to the piñata. They swing at the piñata trying to break it. As the child swings at the piñata, another person pulls it up and down. Usually each person gets three tries. If the piñata is not broken, the blindfold and stick are given to the next person. The game continues until the piñata is broken. At this point, all guests gather up as many candies and toys as they can. While in the circle, children can sing and/or dance.

Implementation Guidelines

It is recommended that this unit be taught in the third grade, primarily as an art unit or in Hispanic studies. This unit incorporates art, reading, and writing. Students will be working in cooperative groups to make the piñata and present their information. Some preteaching on cooperative groups and/or practice may be necessary. In the culminating activity, each group presents their information and piñata to another class. Prior arrangements with other classrooms will need to be made.

Instructional Materials and Resources

The following books and resources are required for implementing this unit as written:

- Lesson 1 *Christmas Stories Round the World* by Lois Johnson
Lesson 2 *Piñatas* by Virginia Brock
Lesson 3 *Hooray, a Piñata!* by Elisa Kleven
 Family Pictures by Carmen Lomas Garza
 Fiesta! by Ginger Foglesong Guy
 Piñatas by Virginia Brock
Lesson 5 *The Piñata Maker* by George Ancona
 Look What I Made: Paper Playthings and Gifts (video)
 Piñatas by Virginia Brock

Lesson Summary

- Lesson 1 All About Piñatas
 Assesses prior knowledge and what students want to learn about piñatas.
 Listen to story about piñatas.
- Lesson 2 History of Piñatas, part 1
 Taking notes on a specific passage about piñatas.
- Lesson 3 History of Piñatas, part 2
 Taking notes on independent reading on the history of piñatas.
- Lesson 4 Writing the Report
 The compilation of note-taking records into a report format.
- Lesson 5 Creating the Piñata
 The creation of a piñata in small groups.
- Lesson 6 Presentations
 Presentations of reports and piñatas to other classes.

Lesson 1: All About Piñatas

What will students be learning?

STANDARD(S)

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

BENCHMARK(S)

Students will make connections between prior knowledge and what they need to know about the topic before reading about it.

OBJECTIVE(S)

Students will recognize what they know and what they want to know about piñatas.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

KWL

Group discussion/charting

Read aloud

ACTIVITIES

Fill out the first page of the KWL worksheet (the “K” and the “W”). Read your answers to the class. Then listen to your teacher read the story, “A Piñata for Pepita” from *Christmas Stories Round the World*. Organize all your papers on piñatas under your Piñata Journal cover sheet.

VOCABULARY

piñata	Festively decorated papier-mâché object filled with candy and toys
Mexico	Country in North America that is south of the United States and north of Central America

RESOURCES/MATERIALS

Christmas Stories Round the World by Lois Johnson

reproduced copies of Lesson 1 Worksheet

reproduced copies of My Piñata Journal cover sheet

ASSESSMENT

Read each KWL worksheet to assess how much your students already know about piñatas and what they want to learn.

My Piñata Journal

By _____

A large, empty rounded rectangular box with a thin black border, intended for the student to write their name and other information.

Lesson 2: History of Piñatas, part 1

What will students be learning?

STANDARD(S)

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

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

BENCHMARK(S)

Students use comprehension strategies.

Students paraphrase, summarize, organize, evaluate, and synthesize information.

OBJECTIVE(S)

Students will be able to synthesize information by taking notes.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Main idea organizer

Paired reading

PRELIMINARY LESSON PREPARATION

Discuss what a paragraph is and the techniques of summarizing, main idea, and paraphrasing. Preliminary teaching on location of Italy and Spain.

ACTIVITIES

With a partner, read page 9 in *Piñatas* by Virginia Brock. Fill out the Note Taking Organizer, writing down the main idea from paragraph one in the left column. Write three sentences that support this main idea in the second column.

VOCABULARY

Italy	Country in Europe east of France
Spain	Country in Europe south of France
fiesta	Party
celebration	Party or ceremony to commemorate an event or occasion
Spanish settlers	People who came from Spain to begin a life in Mexico

RESOURCES/MATERIALS

reproduced copies of Note Taking Organizer

Piñatas by Virginia Brock

Teacher Key for *Piñatas*

ASSESSMENT

Use teacher-made key to evaluate Note Taking Organizer in the Piñata Journal.

Lesson 3: History of Piñatas, part 2

What will students be learning?

STANDARD(S)

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

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

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

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

BENCHMARK(S)

Students will use comprehension strategies.

Student will use reading, writing, speaking, listening, and viewing to gather data.

Students will paraphrase and summarize information.

Students will read literature representing various cultural and ethnic traditions.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

OBJECTIVE(S)

Students will gather information from a variety of sources.

Students will understand that the piñata came originally from Italy.

Students will understand that piñatas are used in Spanish-speaking countries to celebrate birthdays and at Christmas and Easter.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read alouds

Book response

Independent reading

Note taking

PRELIMINARY LESSON PREPARATION

A prelesson on note taking may be necessary. See Lesson 2.

ACTIVITIES

1. Listen to your teacher read the passage about Carmen's birthday party in *Family Pictures* and then *Hooray, a Piñata!* Fill out the Lesson 3 Worksheet.
2. Get out your Piñata Journal. Read pages 9–17 in the book *Piñatas* by Virginia Brock and take notes on the Note Taking Organizer. Do this with as many sources as possible. Use as many sheets as needed.

Lesson 3 cont.

VOCABULARY

blindfold	Piece of material used to cover the eyes
Pascual	Easter holiday in Spanish-speaking countries
olla	Clay pot
explorer	Person who travels to new places

RESOURCES/MATERIALS

Piñata Journals

reproduced copies of Lesson 3 Worksheet

Note Taking Organizer (see Lesson 1)

Family Pictures by Carmen Lomas Garza

Piñatas by Virginia Brock

Hooray, a Piñata! by Elisa Kleven

Fiesta! by Ginger Foglesong Guy to increase Spanish language vocabulary

ASSESSMENT

Evaluate notes for key components listed in objectives.

Lesson 3 Worksheet

Piñata Celebrations

1. Describe the scene at Carmen's birthday. What is needed at a piñata party? How do you play the piñata game?

2. What did the girl need for her birthday party in *Hooray, a Piñata!?*

3. What is one celebration/holiday in which a piñata is used?

Lesson 4: Writing the Report

What will students be learning?

STANDARD(S)

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)

BENCHMARK(S)

Students will write and speak to peers.

Students will plan, draft, revise, proofread, edit, and publish written communications.

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will apply formal usage in speaking and writing.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will use the most appropriate method, handwriting or word processing, to produce a product that is legible.

OBJECTIVE(S)

Students will write a written report on piñatas.

Students will have notes from at least three sources.

Students will have a pre-writing plan and first draft.

Students will meet grade-level standards for punctuation.

Students will meet grade-level grammar standards.

Students will revise their reports.

Students will publish their work using the computer.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared writing

Guided writing

Independent writing

PRELIMINARY LESSON PREPARATION

Demonstrate how to organize notes and put them into paragraph format. Utilize shared writing to demonstrate.

ACTIVITIES

Reread all your notes in your Piñata Journal and begin to organize them into sections for your report. Take your main ideas and supporting details and begin to write them into sentences and in paragraph format. When you are done you should have a report about piñatas.

Lesson 4 (cont.)

RESOURCES/MATERIALS

Piñata Journals

Teacher Checklist #1

ASSESSMENT

Formal checklist assessment of final written report. See Teacher Checklist #1.

Teacher Checklist #1

Checklist for Written Report

Student Name _____ Total Score _____

1. _____ Student has notes from at least three sources.
2. _____ Student has a pre-writing plan and first draft.
3. _____ Student meets grade level standards for punctuation.
4. _____ Student report meets grade level grammar standards.
5. _____ Student revised and had teacher conference.
6. _____ Student published the work using the computer.

Lesson 5: Creating the Piñata

What will students be learning?

STANDARD(S)

Students recognize and use the visual arts as a form of communication. (A1)

Students know and apply visual arts materials, tools, techniques, and processes. (A3)

Students relate the visual arts to various historical and cultural traditions. (A4)

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW7)

BENCHMARK(S)

Students will identify ideas for works of art.

Students know and are able to use materials, tools, techniques, and processes to make works of art.

Students will use appropriate technologies to increase literacy through a variety of formats.

OBJECTIVE(S)

Students will chose a design and create a piñata in a cooperative group.

Students will create piñatas.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES:

Read aloud

Brainstorm

Guided discussion

Cooperative groups

PRELIMINARY LESSON PREPARATION:

Have a prelesson on how cooperative groups work and practice if necessary. Divide students into groups and assign two tasks: paper cutting and paper gluing. Prepare paste solution for each group. Solution: Mix 2 cups flour with water until it is the consistency of pancake batter. See pages 56–69 in *Piñatas* by Virginia Brock on how to make a piñata.

ACTIVITIES

Watch the video *Look What I Made* to get ideas for a design and learn how to make a piñata.

Brainstorm out loud with your class some ideas for your piñata. You can also get ideas from pages 49–55 in the book *Piñatas*. Decide with your group on your design. Now, discuss with the class how you are going to make the piñata. Listen to your teacher read the book *The Piñata Maker*. Then, follow the directions on the worksheet with your group and create your piñata!

Lesson 5 (cont.)

VOCABULARY

papier-mâché	Technique for creating art forms out of newspaper
tissue paper	Light, colorful paper from China
pinatero	Piñata maker

RESOURCES/MATERIALS

The Piñata Maker by George Ancona

Look What I Made: Paper Playthings and Gifts (video)

Piñatas by Virginia Brock

reproduced copies of Lesson 5 Worksheet

materials for the piñata:

- paste mixture
- colored tissue paper
- balloons
- newspaper
- tag board

ASSESSMENT

Assessment of the process of creating piñatas.

Lesson 5 Worksheet

Making a Piñata

Name:

b:

_____	_____
_____	_____
_____	_____
_____	_____

What is your design?

Materials Checklist:

- ___ paste mixture ___ 1 balloon
- ___ colored tissue paper ___ newspaper
- ___ tag board

Directions, part 1:

1. Tear many newspaper strips and put aside.
2. Cut any shapes out of tag board you need to create your design (star points, clown hat, nose, ears, etc.).
3. Cut long strips of colored tissue paper. Keep your design in mind.

Lesson 5 Worksheet (cont.)

Directions, part 2:

1. One person blows up the balloon.
2. Everyone dips newspaper strips into the paste liquid.
3. Everyone places them onto the balloon creating a nice layer. Paste at least four layers.
4. Let dry.
5. Repeat steps 2–4 at least three times or until the balloon has a thick, stiff covering.

Directions, part 3:

When dry:

1. Paste on your shapes made out of tag board.
2. The paper cutters need to fold their strips in half and cut from the folded side toward the open side all along the strip. (Look at page 65 in *Piñatas*.)
3. Paper gluers need to glue the two halves of the strips together. Then glue the strip in a pattern on the balloon.
4. Let it dry.
5. Have an adult cut an opening in the top and place a coat hanger through to hang.

Lesson 6: Presentations

What will students be learning?

STANDARD(S)

Students recognize and use the visual arts as a form of communication. (A1)

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)

BENCHMARK(S)

Students will select and use visual images to communicate meaning.

Students will write and speak to peers, teacher, and the community.

Students will prepare written and oral presentations.

Students will use formal grammar in speaking.

Students will express point of view orally.

OBJECTIVE(S)

Students will give an oral presentation of their written report.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Group presentations

Cooperative groups

ACTIVITIES

Prepare to present your reports and piñatas to other classes. With your group, organize and practice the presentation of your piñata reports. Designate specific students to read specific parts of their reports. Be creative with visuals. After your presentation, grade your group using the Group Grade Worksheet.

RESOURCES/MATERIALS

student journals, visual aids, and piñatas

reproduced copies of Lesson 6 Worksheet

Teacher Checklist #2

ASSESSMENT

Formal assessment of presentation. See Teacher Checklist #2. Student assessment of self and group.

Teacher Checklist #2

Checklist for Presentation

Name of Student _____ Final Score _____

1. ____ The student participated in the presentation.
2. ____ The group had visual aids.
3. ____ The group had a piñata.
4. ____ The presentation was effective.
5. ____ The student worked cooperatively with group members.

Lesson 6 Worksheet

Group Effort Grade (Cooperative Group Evaluation)

Name _____ Date _____

My job was to _____

The students in my group were _____

Answer **yes** or **no**.

1. _____ We finished our piñata on time.

2. _____ We did our best work.

3. _____ We all helped each other and cooperated.

4. We did best at _____

5. Next time we could work on _____

6. Circle your grade for your group:

Excellent!! Very good OK Could have done better

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

Students will write answers to the following questions on page 2 of Lesson 1 Worksheet, “This is what I learned about Piñatas.”

1. Describe when and why piñatas are used.
2. Describe why piñatas are important to Mexican culture.
3. Briefly explain the history of the piñata.
4. Explain how to make a piñata.
5. Name three possible piñata designs.

SCORING RUBRIC

Use the rubric below to score answers 1–5 and compile a total score. Combine all three formal assessment scores to compile overall score.

4. Exceeds correct answer in some way.
3. All questions answered completely and correctly.
2. Partially correct answers/or correct answers to most of the questions.
1. Lacks understanding of task/little, if any, correct information.

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Web Sites:

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<http://www.ibs~net.com/phoenix/rest/pinata.htm>
<http://mexico.udg.mx/Tradiciones/posadas/pinatas.html>
http://family.disney.com/Categories/Activities/Features/family_1997_04/famf/pinata1/pinata1.htm

About the Author

Kristina Riley received her Masters in Education from the University of Colorado at Denver, specializing in bilingual education. Her Bachelor of Arts degree is in Spanish from the University of Oregon. She has traveled through Europe and Mexico and has lived for a time in Seville, Spain. Her work with Hispanic children in two Denver area schools has given her an appreciation of the impact that noble and heroic Hispanic role models can have on children's lives. She currently works as a third grade bilingual teacher in Denver, Colorado.