



Viva Mexico!

A Celebration of *Diez y Seis de Septiembre*, Mexican Independence Day

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



Viva Mexico!

A Celebration of *Diez y Seis de Septiembre*, Mexican Independence Day

By Janet Hensen

Grades K-2

Implementation Time
for Unit of Study: 2 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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ACKNOWLEDGEMENTS

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.

Viva Mexico!

A Celebration of *Diez y Seis de Septiembre*

Unit Concepts

- Compare Mexican Independence Day to Independence Day in the United States.
- Compare the flags of the United States and Mexico.
- Experience songs, games, dances, folk art, and tales from Mexico.
- Celebrate *Diez y Seis de Septiembre* with cultural activities that culminate in a traditional Mexican fiesta.

Standards Addressed by This Unit

Reading and Writing

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

Mathematics

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, and graphs in problem solving situations and communicate the reasoning used in solving these problems. (M2)

History

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

Geography

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

Visual Arts

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

Introduction

On September 16th, 1810, in the small town of Dolores in the province of Guanajuato, Mexico, a handful of people were called together when the parish priest, Father Miguel Hidalgo y Costilla, rang the church bell. He told the people to take up arms against the Spanish colonial government and fight for independence and land. This speech became known as *Grito de Dolores* or “Cry of Dolores,” the fight for independence and an end to 300 years of Spanish rule. Unfortunately Father Hidalgo, who also became known as the “Father of Mexican Independence,” did not live to see independence in Mexico. He was killed in 1811; Mexico won its independence in 1821, eleven years after *Grito de Dolores*.

To this day, the church bell that was used to call people to revolt hangs in the National Palace in Mexico City and it is rung every year by the President of the Republic on the eve of September 16th. The people of Mexico, in small villages and large cities alike, celebrate a national patriotic day. This day has great meaning for many persons of Hispanic and Mexican heritage.

Implementation Guidelines

It is recommended that this unit be taught in the primary grades (K–2) as part of a broader thematic study of world cultures and celebrations. The lessons are intended to show the contributions of the Mexican cultural heritage in language, music, art, dress, food, customs, and history.

Resources

- | | |
|----------|--|
| Lesson 1 | Audiotape of Mexican mariachi music
Expository text about Mexico |
| Lesson 2 | <i>Some Independence Days Around the World</i> by Alma Kehoe Reck |
| Lesson 3 | <i>Family Pictures/Curadros de Familia</i> by Carmen Lomas Garza |
| Lesson 5 | <i>Mexican Independence Day and Cinco de Mayo</i> by Dianne M. MacMillan |
| Lesson 7 | Text on crafts from Mexico |
| Lesson 8 | Expository texts on traditional Mexican food |

Lesson Summary

- Lesson 1 Where Is Mexico?
 Locating Mexico on a map and completing a KWL chart.
- Lesson 2 Mexican Independence Day and the Fourth of July
 Comparing two patriotic holidays and learning about historical events.
- Lesson 3 Family Traditions
 Learning and writing about family celebrations and events.
- Lesson 4 Where Have We Been?
 Finding families' places of origin.
- Lesson 5 Planning the Celebration
 Planning a class celebration of Mexican Independence Day.
- Lesson 6 The Flag of Mexico
 Learning about and constructing a Mexican flag.
- Lesson 7 *Papel Picado* (Paper Banners)
 Making decorations for the Independence Day celebration.
- Lesson 8 *Rebozos/Serapes*
 Learning about and creating traditional Mexican costumes.
- Lesson 9 Food of Mexico
 Learning about traditional foods and creating an invitation to the fiesta.

Lesson 1:Where Is Mexico?

What will students be learning?

STANDARD(S)

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

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

BENCHMARK(S)

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

Students develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES(S)

Students will be able to locate Mexico on the North American map.

Students will use their prior knowledge about Mexico to begin the KWL Chart.

Students will understand that Mexico is a country.

Students will be able to add specific information to the KWL chart.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

KWL worksheet

Read aloud of expository text

Teacher-directed questioning

Direct interaction

ACTIVITIES

Listen to mariachi music. Discuss how it makes you feel, and where you think it's from. Locate the United States and Mexico on a map of North America. Talk about what you already know about Mexico and what you would like to know. The teacher will put this information on a chart. Finally the teacher will read to you about Mexico and this information will be added to the chart (which will be ongoing as the unit progresses). Color a map of Mexico and add it to your portfolio of work.

RESOURCES/MATERIALS

Mexico KWL Chart

Mexican mariachi audiotape

current wall map of North America

expository text on Mexico that includes pictures

reproduced copies of the map of Mexico

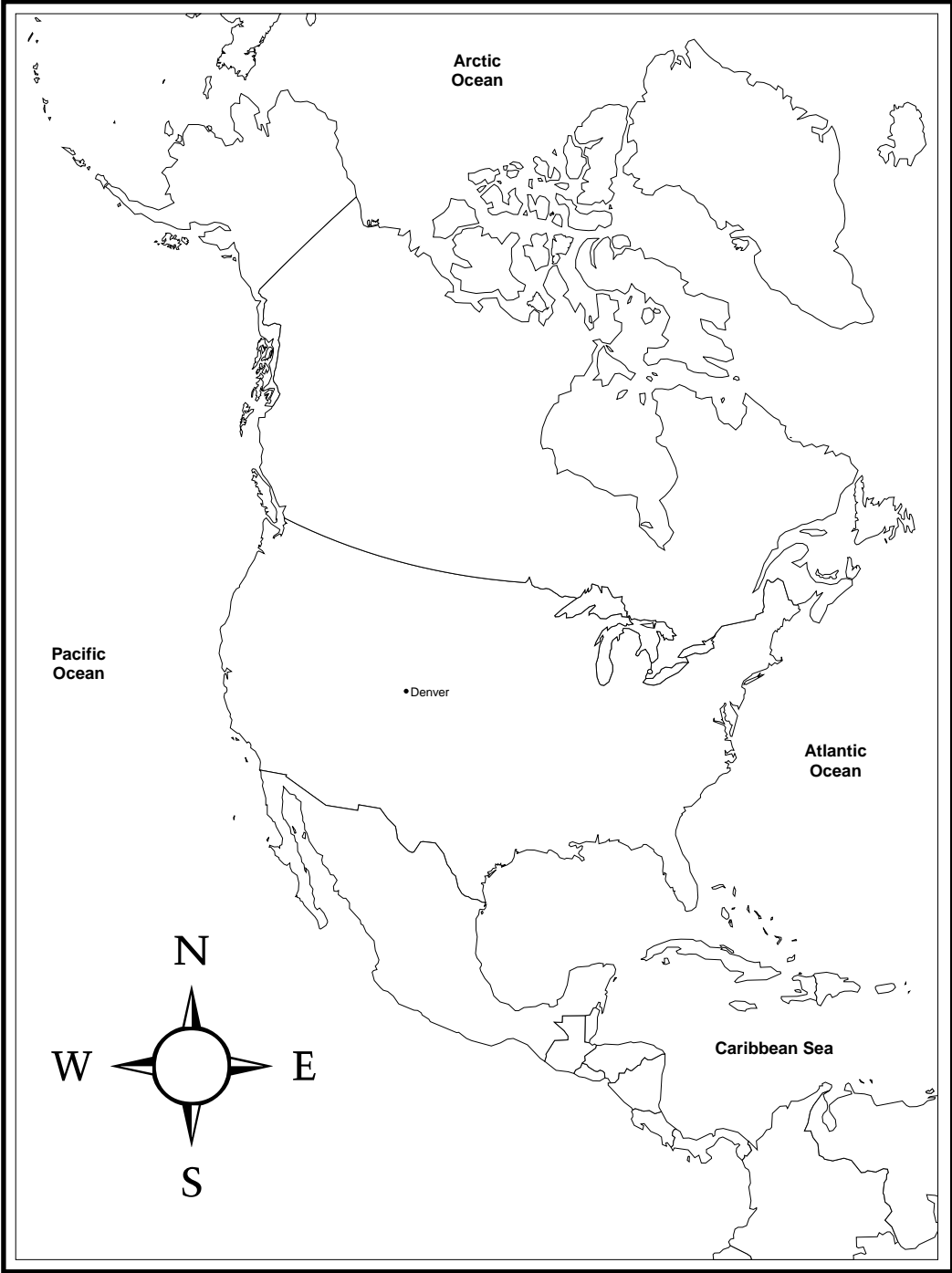
ASSESSMENT

Assess ability to locate the U.S. and Mexico on a map. Students able to add information to the Mexico KWL Chart derived from the read aloud.

Trace the outline of Mexico. Color.



Map of North America



Lesson 2: Mexican Independence Day and The Fourth of July

What will students be learning?

STANDARD(S)

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)

BENCHMARK(S)

Students use comprehension strategies.

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

Students write and speak for a variety of purposes.

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

OBJECTIVE(S):

Students will understand the historical events that made *Diez y Seis de Septiembre* a significant patriotic Mexican celebration.

Students will compare Mexican Independence Day to the Fourth of July.

Students will learn that patriotic holidays are celebrated all over the world and have many similarities.

SPECIFICS

Diez y Seis de Septiembre (September 16th) is Mexican Independence Day, a national patriotic holiday. Five hundred years ago, the Spanish came to look for gold in Mexico and conquered the Mexican people. Padre Miguel Hidalgo y Costillo began the revolution against the Spanish rulers. His famous speech, *El Grito De Dolores*, is still commemorated as part of the celebration of this holiday.

What will be one to help students learn this?

INSTRUCTIONAL STRATEGIES

Read aloud

Venn Diagram

Teacher-directed questioning

PRELIMINARY LESSON PREPARATION

Teacher will make a large Venn Diagram on chart paper (see sample Compare and Contrast chart).

Lesson 2 (cont.)

ACTIVITIES

After the teacher reads aloud from the introduction to *Some Independence Days Around the World* by Alma Kehoe Reck, discuss what you know about celebrating Independence Day, July 4th, here in the United States. Record the information on sentence strips. The teacher will then read aloud the chapter about the Fourth of July. Record the new information on sentence strips. The teacher will read aloud the chapter on Mexican Independence Day. Record this information on sentence strips as well. Now read aloud each sentence strip. Decide which holiday the sentence strip describes. Write, illustrate and/or dictate information showing what you have learned about the national patriotic holidays in Mexico and the U.S. This information should be placed in the appropriate place in the Compare and Contrast chart.

RESOURCES/MATERIALS

sentence strips

Some Independence Days Around the World by Alma Kehoe Reck

Compare and Contrast chart

Optional extension activity:

medium jingle bells, 1–3 per student

white, red, blue, and green yarn

ASSESSMENT

Assess degree to which students understand the similarities and differences between the historical patriotic events.

EXTENSION ACTIVITY

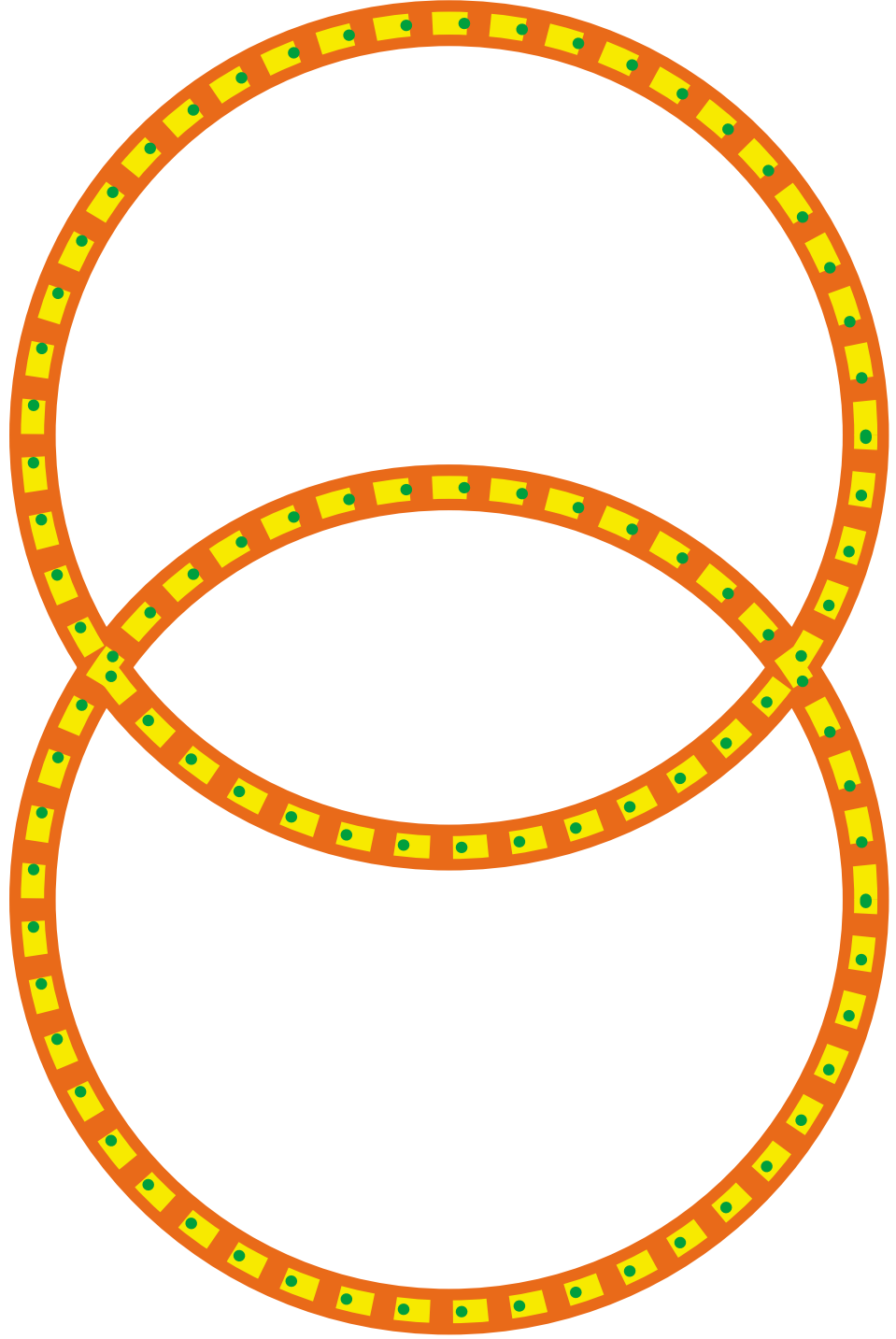
Ringling of bells play an important part in many patriotic celebrations. Using the colors of the Mexican flag (red, white, green) or the American flag (red, white, blue), string jingle bells on yarn to make necklaces. (Save for culminating celebration to ring and say “Grito de Dolores” as the festivities begin.) At the primary level, this activity may be included at a student-directed learning center.

Research the patriotic celebrations of other countries and record results on a Venn Diagram, comparing the celebrations with festivities in Mexico or the U.S. These Venn Diagrams can be saved and used in a broader unit that looks at the traditions and cultures of other countries.

Compare and Contrast

Independence Day Independence Day

Mexico *United States*



Lesson 3: Family Traditions

What will the students be learning?

STANDARD(S)

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

BENCHMARK(S)

Students prepare written and oral presentations using strategies.

OBJECTIVE(S)

Students understand that families have different celebrations and traditions.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read aloud

Modeled writing

ACTIVITIES

Read aloud *Family Pictures/Cuadros De Familia* by Carmen Lomas Garza. Illustrate and write/dictate a story about a favorite family celebration or event. Share your stories with the class. These stories will be compiled into a class book to be placed in the classroom library.

The teacher will send home the Family Traditions form to be completed for the student by a family member. The teacher may model both activities by completing their own story and form. Completed Family Traditions forms will be used in Lesson 4.

RESOURCES/MATERIALS

Family Pictures/Cuadros De Familia by Carmen Lomas Garza

white construction paper for stories

Family Traditions form

ASSESSMENT

Record anecdotal information at this time on comprehension, reading skills, writing skills, and oral presentation.

Lesson 4: Where Have We Been?

What will students be learning?

STANDARD(S)

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

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

BENCHMARK(S)

Students develop knowledge of Earth to locate people, places, and environments.

Students describe the connections among representations of patterns and functions, including words, tables, graphs, and symbols.

OBJECTIVE(S)

Students will use the information on the Family Traditions form to locate families' places of origin on a world map in order to understand that our families came from many different countries.

Students, as a group, will use the information from the map to sort, classify, and create a graph to reflect their families' places of origin.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher guided

Graphing

Sorting

Classifying

PRELIMINARY LESSON PREPARATION

If graphing has not yet been introduced or review is needed, begin with a pre-activity such as sorting, classifying and then graphing the different types of shoes students are wearing, favorite foods, etc.

ACTIVITIES

As a group, share your completed Family Tradition forms. The teacher will help you find family places of origin on the map. Use pushpins to mark each location. Make a large graph using each country's flag as a label. Color the number of spaces to correlate with the number of pushpins in each country. Make mathematical observations about the graph.

Lesson 4 (cont.)

RESOURCES/MATERIALS

large wall map of the world

small reproducible flags of each country

chart paper for graph

ASSESSMENT

Completed student Family Traditions form. Students able to give mathematical observations about the graph.

Lesson 5: Planning the Celebration

What will the students be learning?

STANDARD(S)

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

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

BENCHMARK(S)

Students will adjust reading strategies for a variety of purposes.

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

OBJECTIVE(S)

Students will use the information from the read aloud to develop a plan for their own classroom celebration of *Diez y Seis de Septiembre*.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read aloud

Teacher guided

Summarizing

Categorizing

PRELIMINARY LESSON PREPARATION

Teacher should prepare a celebration planning chart with the headings: Decorations, Food, Clothing, Music, Dance and Crafts. Use this with the students to guide the fiesta preparations.

ACTIVITIES

After reading about Mexican Independence Day in *Mexican Independence Day and Cinco de Mayo* by Dianne M. MacMillan, the students will brainstorm a list of items for each category in the celebration planning chart. A vocabulary word list should be created at this time.

VOCABULARY

sombreros

Large wide-brimmed hats

churros

Fried cinnamon/sugar dough

serapes

Ponchos, usually worn by men

tacos

Hard, folded corn tortillas with fillings of meat, cheese, beans, lettuce, and salsa

Lesson 5 (cont.)

RESOURCES/MATERIALS

chart paper

Mexican Independence Day and Cinco de Mayo by Dianne M. MacMillan

ASSESSMENT

Students able to give teacher specific information to add to the celebration planning chart.

Lesson 6: The Flag of Mexico

What will the students be learning?

STANDARD(S)

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

BENCHMARK(S)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills.

OBJECTIVES(S)

Students will make a flag of Mexico using the correct colors and placement.

SPECIFICS

The left hand band of the Mexican flag is green, for independence. The band in the middle is white for religion and the red band on the right is for union. The eagle, which resembles a “coat of arms,” is dark brown. The eagle holds a snake in its beak and claws and is standing on a cactus. It is symbolic of an ancient Aztec legend.

The flag of the United States has seven red and six white stripes that represent the thirteen original colonies. Each of the stars represents a state.

What will be done to help the students learn this?

INSTRUCTIONAL STRATEGIES

Read aloud

Teacher modeling

PRELIMINARY LESSON PREPARATION

Select a passage to read aloud that provides information about the flag of Mexico.

ACTIVITIES

After the teacher reads aloud about the flag of Mexico, discuss the visual similarities and differences between the flag of Mexico and the flag of the United States. The teacher will model the correct placement of the colors of the flag of Mexico. Make your own flags for the fiesta and to place later in your unit portfolios.

RESOURCES/MATERIALS

passage on the flag of Mexico

real flags or pictures

precut red, green, and white construction paper pieces

reproduced copies of the center of the Mexican flag

Lesson 6 (cont.)

ASSESSMENT:

Students able to assemble flags in correct order and use appropriate colors for the center “coat of arms.”

EXTENSION:

Duplicate the flag of the United States, or research and duplicate the flag from your family’s country of origin.

Lesson 7: *Papel Picado* (Paper Banners)

What will students be learning?

STANDARD(S)

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual art. (A2)

OBJECTIVE(S)

Students will use tissue paper and scissors to create a traditional *papel picado* to use as a fiesta decoration.

SPECIFICS

Papel picados are small paper banners. They are strung together and hung as traditional fiesta decorations. Simple shapes are cut into folded paper and opened to reveal designs (not unlike making snowflakes). Experienced artists are able to cut designs to depict scenes of everyday life, religious themes, butterflies, and flowers.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher directed

Directionality (top, bottom, left, right)

ACTIVITIES

Take a pre-measured piece of tissue paper. Fold the paper into fourths and cut shapes into the folded edges. The paper unfolds to reveal a design. The top and bottom edges may be finished by scalloping the edges. When each *papel picado* is finished, glue them in a row onto a long piece of string. Hang the strings across the room or a hall.

VOCABULARY

papel picado Paper banner

RESOURCES/MATERIALS

text on crafts from Mexico

bright colors of tissue paper (30 × 20 inches)

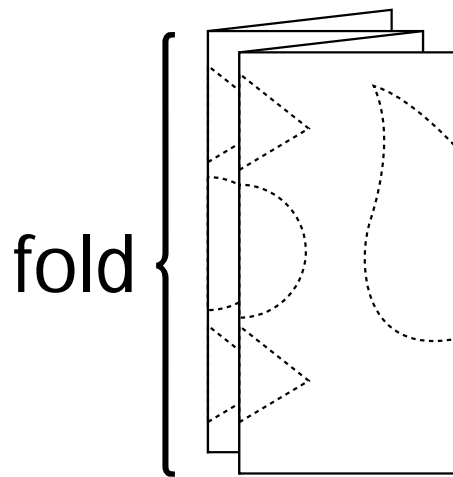
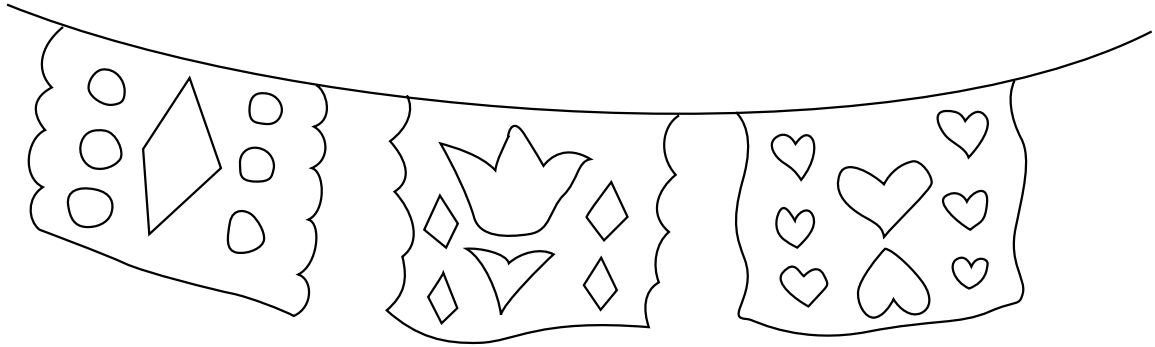
scissors

yarn or heavy string

ASSESSMENT

Students able to follow teacher directions. Students able to demonstrate knowledge of directionality and fine motor skills.

Papel Picado Sample



Lesson 8: Rebozos/Serapes

What will students be learning?

STANDARD(S)

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem solving situations and communicates the reasoning used in solving these problems. (M2)

BENCHMARK(S)

Students identify, describe, analyze, extend, and create a wide variety of patterns in numbers, shapes, nature and data.

OBJECTIVE(S)

Students will identify, create, extend, and translate a pattern on a serape or rebozo to be worn at the fiesta.

SPECIFICS

On fiesta days, many people in Mexico choose to wear traditional costumes. Both men and women often select the costume of the *charro*—a Mexican rodeo performer who does tricks on horseback. Men also wear woven, blanket like garments called *serapes*. The women wear *rebozos*, which are long scarves fringed on both ends, used as both head wraps or shawls.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-directed

PRELIMINARY LESSON PREPARATION

Pre-cut one-foot-wide by three-feet-long strips of fabric for the *rebozos*. Use brown paper bags or brown butcher paper and pre-cut into “poncho” shapes for the *serapes*.

ACTIVITIES

After viewing pictures of traditional Mexican garments, decide whether you want to make a *serape* or a *rebozo* to wear to the fiesta. Complete the tasks described below to decorate your costumes with patterns you create.

Task 1

The teacher will show the class a pattern card and ask students to reproduce and extend the pattern four times with manipulatives.

Task 2

The teacher will show the students a pattern card and ask them to use paper and crayons to reproduce and extend the pattern. Students will repeat the pattern four times.

Lesson 7 (cont.)

Task 3

Students will be asked to create two or more different complex (more than three repeating parts) patterns using crayons on paper. Students will then recreate these patterns on a serape or rebozo with paint or fabric crayons.

VOCABULARY

translate Read pattern in another way

RESOURCES/MATERIALS

brown paper bags/brown butcher paper

fabric crayons or paint

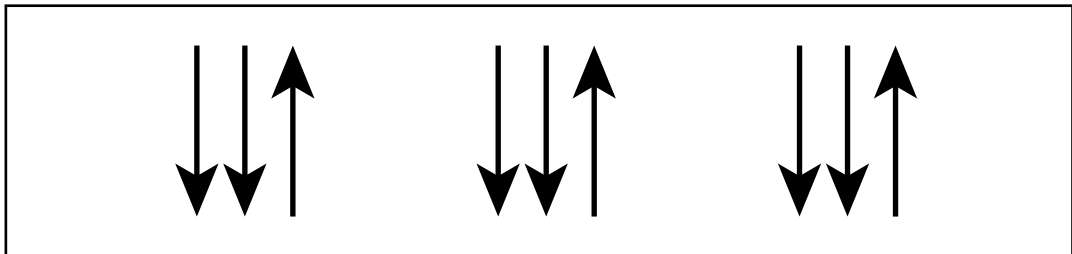
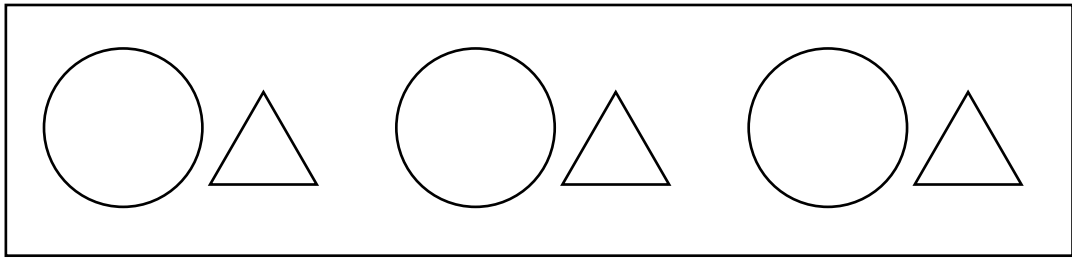
pattern cards

Algebraic Concepts Assessment

ASSESSMENT

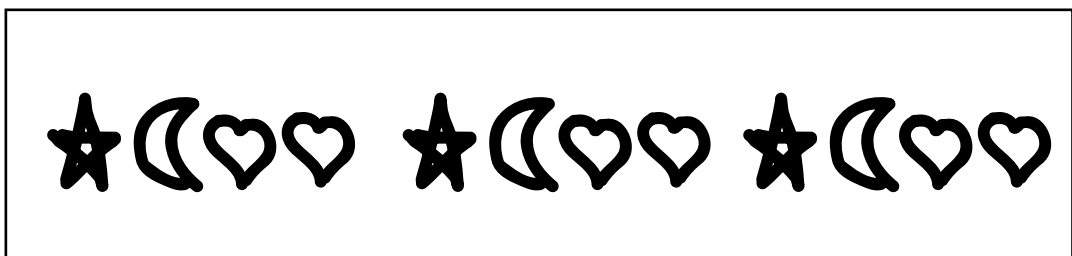
Assess patterns using the Algebraic Concepts Assessment form.

Sample Pattern Cards



AABC AABC AABC

XOO XOO XOO XOO



Algebraic Concepts Assessment

(Teacher-directed tasks)

Name _____ Date _____

Task 1		
Not Understanding Unable to reproduce with manipulatives on paper.	Developing Accurate with manipulatives, but not on paper. Is not clear on four repeats.	Understanding Accurate with manipulatives and on paper. Accurately repeats pattern four times.
Task 2		
Not Understanding Unable to translate; reproduces.	Developing One error in translation, but not clear on four repeats.	Understanding Translates and extends accurately four times.
Task 3		
Not Understanding Makes simple patterns (repeat of 2) or complex patterns.	Developing Has at least two complex repeating patterns with one error or incorrect repeat.	Understanding Creates two or more accurate, complex patterns with repeat.

Lesson 9: Food of Mexico

What will students be learning?

STANDARDS(S)

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

BENCHMARK(S)

Students write and speak to peers, teachers, and the community.

OBJECTIVE(S)

Students will reread expository texts to create a fiesta menu and supply list.

Students will write letters to parents inviting them to the celebration, requests for classroom assistance and ingredients.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Expository text

Discussion

Writing

PRELIMINARY LESSON PREPARATION

Review expository texts that describe the traditional foods of Mexico.

ACTIVITIES

The teacher will lead a discussion regarding which food(s) to prepare and serve at the culminating fiesta. The teacher will also model writing an invitation to parents and family members.

Copy or write your own invitations.

RESOURCE/MATERIALS

several expository texts on traditional Mexican food

chart paper

ASSESSMENT

Completeness and accuracy of invitation.

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

Hold the culminating fiesta. After the celebration, the students will demonstrate what they learned by drawing a detailed picture of fiesta events. Students will be asked to label, write, or dictate an explanation of the picture.

SCORING RUBRIC

4. Able to identify all the concepts taught. Completes quality work, pays attention to detail. Can express learning in own words.
3. Able to identify most concepts taught. Completes work, follows directions, generally neat. Can express some learning in own words.
2. Able to identify some of the concepts taught. Completes work, follows directions, work may be messy and lacking in detail. Has difficulty expressing learning in own words.
1. Does not complete work. Work is messy and of poor quality. Cannot identify unit concepts; cannot express learning in own words.

Bibliography

- Arnold, Helen. *Postcards from Mexico*. Steck-Vaughn Company, 1996.
Juvenile literature with interesting photographs. This is an inexpensive book and multiple copies could be purchased for the classroom library center.
- Berendes, Mary. *Mexico Faces and Places*. The Child's World, Inc., 1968.
Describes travel to Mexico, the social life, and customs. Includes beautiful photographs. The book describes the geological setting of Mexico and the physical characteristics such as climate, and plant and animal life. Indicates what schools are like and compares life in the city to life in the country. Holiday celebrations are described as well as pastimes.
- Dahl, Michael. *Mexico, Countries of the World*. Capstone Press, 1997.
Contains actual photographs of the geography, landmarks, people, and cultural celebrations. Also contains a glossary of Spanish words and terminology.
- Garza, Carmen Lomas. *Family Pictures/Cuadros De Familia*. Children's Book Press, 1990.
A story that portrays memorable family moments in the author's Hispanic-American home as a child.
- Haskins, Jim. *Count Your Way through Mexico*. Carolrhoda Books, Inc., 1989.
Presents the numbers one to ten in Spanish, using each number to introduce concepts about Mexico and its culture.
- Heinrichs, Ann. *A True Book of Mexico*. Children's Press, 1997.
Discusses Mexico's ancient history along with modern-day culture. Contains illustrations and photographs.
- Kalman, Bobbie. *Mexico the People*. Crabtree Publishing Company, 1993.
Contains interesting photographs. Good resource for all aspects of this unit.
- Linse, Barbara. *Art of the Mexican Folk—Arts and Crafts for Boys and Girls*. Art's Publications, 1991.
Instructional guide that includes almost every type of craft that originated in Mexico. The author categorizes each by region. Each activity is intended to develop the student's conceptual, inquiry, and affective learning. Highly recommended!
- MacMillan, Diane M.. *Mexican Independence Day and Cinco de Mayo*. Enslow Publishers, Inc., 1997.
This text is a must for this unit. It is an easily understood expository text, highlighting all points of the traditional celebration.
- Olawsky, Lynn Ainsworth. *Colors of Mexico*. Carolrhoda Books, Inc., 1997.
Explores the colors found in Mexico's nature and history. Good read aloud before an art/craft lesson. Vocabulary development of color words.
- Reck, Alma Kehoe. *Some Independence Days Around the World*. Elk Grove Press, Inc., 1968.
This is an older book that gives an historical account of many independence day celebrations around the world. In each chapter, a modern-day family is preparing to attend the festivities while discussing the actual historic events. Each chapter describes the current aspects of each celebration. This book lacks good illustrations, but is written in a literary style that enhances the visual imagination of the student. The historical events are told simply and are easy for primary-level children to understand.

Bibliography (cont.)

Silverthorne, Elizabeth. *Fiesta!* The Millbrook Press, 1992.

Includes some craft ideas and recipes. More of a teacher's informational guide rather than a read aloud. Very "wordy," but has some good illustrations that students would like.

Streissguth, Tom. *A Ticket to Mexico*. Carolrhoda Books, Inc., 1997.

Excellent pictures and simple text. A good expository read aloud and center resource. Also contains a small chapter on crafts with illustrations. Instructions for making paper banners, *papel picado*.

About the Author

Janet Henson is also a woman and a teacher for the Denver Public Schools. She wrote this lesson. She lives in Colorado and probably has some sort of family somewhere in the world. Other than that, we don't know a whole lot about her.