

Gaining a Basic Understanding of What it Means to Be Indigenous in Mexico Today: Using Online Documents for Research and Learning

Fulbright-Hays 2009 Seminar Abroad in Mexico

Down the Roads of Southern Mexico: History, Traditions, and Modern Challenges

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Introduction

This curriculum unit is a requirement for my participation in the 2009 Fulbright-Hays Seminars Abroad Program to Mexico. This 2009 Mexico Program, entitled *Down the Roads of Southern Mexico: History, Traditions, and Modern Challenges* followed an itinerary through seven states, which included visiting archaeological sites, indigenous communities, and several schools. All along the way, I met people who graciously and patiently entertained my curiosities about the peoples and great nation of Mexico. I am grateful and indebted to everyone whom I met along the way, as I realized in the end how much I did not understand about the great country south of my home state of New Mexico.

Philosophical Foundations of this Unit

This unit is largely constructivist in nature. Throughout the unit, I allocated room for teacher creativity and flexibility in modifying the segments to meet teacher and student needs. This creativity and flexibility appear where the teacher and students create presentation options and rubric together as well as modification of time segments. All assignments have individual and group member components.

The primary documents for this unit come from the CDI: *The National Commission for the Development of Indigenous Peoples/ Comisión Nacional para el Desarrollo de los Pueblos Indígenas* (http://www.cdi.gob.mx/index.php?option=com_content&task=view&id=2&Itemid=4). I do not consider myself an expert on the indigenous peoples of Mexico so I believe it is important to use materials presumably created by and for the people of Mexico. Along this same line of thinking, I encourage you and your students to question the possible motivations and reasons the CDI materials were created, as well as questioning by whom and for whom the materials were written. I created this unit with the hopes to broaden U.S. students' understanding that indigenous peoples of Mexico are not peoples of the past but are very much alive in present day Mexico. Since I believe that no one source holds the ultimate information on anything, I have also included an *Annotated Webography* and *Appendices* with an extensive listing of monographs and online books specific to the different indigenous peoples of Mexico because not all indigenous groups in Mexico are the same.

Established Goals

New Mexico Social Studies Content Standards and Benchmarks (NMSSCSB)¹

Standards: Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Grades 5–8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

*Identify different points of view about an issue or topic.

*Understand and apply the problem-solving skills for historical research, to include:

- use of primary and secondary sources
- sequencing

¹ <http://www.ped.state.nm.us/standards/>

- posing questions to be answered by historical inquiry
- collecting, interpreting, and applying information
- gathering and validating materials that present a variety of perspectives.

National Council for the Social Studies Thematic Strands²

Following are select thematic strands recommended by the National Council for the Social Studies (NCSS). These following themes inform this curriculum unit.

1. Social studies programs should include experiences that provide for the study of culture and cultural diversity.
2. Social studies programs should include experiences that provide for the study of people, places, and environments.
3. Social studies programs should include experiences that provide for the study of individual development and identity.
4. Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
5. Social studies programs should include experiences that provide for the study of global connections and interdependence.
6. Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Questions

1. What does it mean to be *indigenous* in Mexico?
2. Who are some of the contemporary indigenous groups in Mexico?

Required Materials

1. Students will need daily access to computers to conduct Internet research, and produce compositions and presentations.
2. Each student (or pair of students) will need an electronic copy or a hard copy of the book [*Los Pueblos Indígenas de México: Pueblos Indígenas del México Contemporáneo*](#) (144 pp) and one additional reference book specific to an individual indigenous group in Mexico. The second reference book will depend on the group student pairs choose to learn about. It is my recommendation that students be provided with hard copies in the event they do not have Internet access at home. All books listed in Appendix A are available in PDF format and you can choose different printing options, e.g., print two pages per page, to reduce paper use.
3. Students will present research in partners and will need one tri-fold presentation poster per pair.

Understandings

Students Will Understand That...

The peoples of Mexico include various indigenous groups who share common cultural elements *and* are distinct cultural and ethnic groups at the same time.

² <http://www.socialstudies.org/standards/strands>

Potential Misunderstandings...

1. All Mexicans are mestizos.
2. Indigenous peoples of Mexico are extinct.
3. All Mexicans share one culture and one language.

Students Will Know (have a basic understanding of)...

1. What it means to be *indigenous* in Mexico.
2. Historical background for indigenous peoples of Mexico.
3. The political and social concerns of indigenous peoples of Mexico.
4. Cultural realities of indigenous peoples of Mexico.
5. Socioeconomic situations of indigenous peoples of Mexico.
6. The relationship between the nation of Mexico and the indigenous peoples of Mexico today and in the future.

Students Will Be Able to...

Apply knowledge and skills listed in “students will know” section and produce a research poster about a specific indigenous group.

Assumptions

Spanish and English Bilingualism

Although this unit is composed in English, many of the resources needed (i.e., reference books from the Web) are in Spanish. My assumption in planning this unit is that it will be used in bilingual classrooms where the teacher is bilingual. I have provided this curriculum unit in English as requested by program administrators so that non-Spanish speakers will have access to the concepts and general information within.

Prior Knowledge and Skills to Complete this Unit

Assumption of Prior Knowledge

1. Teachers know how to construct rubrics to assess student performance.
2. The countries now known as Mexico and the United States of America were one contiguous land, with peoples sharing many cultural elements. The U.S.-Mexico border and the resulting differences of peoples are in part a result of conquest, violence, and war.
3. Teachers and students are fluent bilingual speakers and writers of Spanish and English.

Assumptions of Prior Skills

Students know how to utilize computers to conduct online research, produce written reports, produce presentations, etc.

Overview & Estimated Timeline

<i>Based on approximately 45–60 minutes/day—modify as needed</i>	
Week One	
Monday	Activate & survey students’ prior knowledge; curiosities: Think, write, pair, share (Lesson Sequence—Segment I)
Tuesday	Jigsaw Groups: <i>Pueblos Indígenas del México Contemporáneo</i> : six groups (Lesson Sequence—Segment II)
Wednesday	Students work on presentation (Lesson Sequence—Segments III & IV)
Thursday	Presentations of section from <i>Pueblos Indígenas del México Contemporáneo</i> ; All students take notes (Lesson Sequence—Segment V)
Friday	Presentations of section from <i>Pueblos Indígenas del México Contemporáneo</i> ; All students take notes (Lesson Sequence—Segment V)
Week Two	
Monday	Introduce assignment to apply knowledge learned in Segments I–V; Form research partnerships, general survey of indigenous groups for online research (Lesson Sequence—Segment VI)
Tuesday	Review & Customize Poster Session Rubric (Lesson Sequence—Segment VII)
Wednesday	Partners Complete Poster Presentation Planning and List Responsibilities for Completion (Lesson Sequence—Segment VIII)
Thursday	Students researching & working on their presentations (Lesson Sequence—Segment IX)
Friday	Students researching & working on their presentations (Lesson Sequence—Segment IX)
Week Three	
Monday	Students researching & working on their presentations (Lesson Sequence—Segment IX)
Tuesday	Students researching & working on their presentations (Lesson Sequence—Segment IX)
Wednesday	Students researching & working on their presentations (Lesson Sequence—Segment IX)
Thursday	Students researching & working on their presentations (Lesson Sequence—Segment IX)
Friday	Begin poster presentation sessions (Lesson Sequence—Segment X)
Week Four	
Monday	Poster presentation sessions (Lesson Sequence—Segment X)
Tuesday	Poster presentation sessions (Lesson Sequence—Segment X)
Wednesday	Poster presentation sessions (Lesson Sequence—Segment X)
Thursday	Poster presentation sessions (Lesson Sequence—Segment X)
Friday	Review and Complete K-W-L Chart & Self-Assessments (Lesson Sequence—Segment XI)

Lesson Sequence—Segment I

Activate and Survey Students' Prior Knowledge and Curiosities

Materials Needed:

1. Reflection Journals³
2. Butcher/chart paper for K-W-L Chart

Instructional Strategy: Think, Write, Pair, Share; K-W-L Chart

Student Grouping/s: Individual, Partners, Whole Class

Lesson Sequence:

1. Teacher poses the question to whole class "What does it mean to be indigenous in Mexico?"
2. Students, individually, do not speak, but **think** about the question and what it means to them.
3. Students **write** their responses in their Reflection Journals, knowing that they will share their thoughts with a classmate (allow about 7–10 minutes).
4. Teacher assigns or students **pair** up with a partner to discuss their responses to the question (allow 10–15 minutes; make sure each partner has an opportunity to speak). Based on their conversations, partners decided one item to **share** with the whole class.
5. Each partnership shares with the class something from their conversation. The teacher records this information in the "K" column on a K-W-L chart.⁴
6. Teacher repeats the above sequence asking this question: "What would you like to know about what it means to be indigenous in Mexico?" Follow the steps 2–5, recording students responses in the "W."
7. Teacher collects student Reflection Journals and reads each entry **before beginning the unit**. The teacher reads the students' responses to learn what the students didn't share aloud with the class. As the teacher implements the unit, s/he will have a better understanding of what the students already know and what they're interested in learning. As the teacher incorporates these two facets into the instruction, students will have more buy-in.
8. For teacher only: Based on students' class discussions of what they know and what they want to know in conjunction with their Reflection Journal entries, modify the "Overview & Estimated Timeline" and "Lesson Sequences II–XI" to give to students in Lesson Sequence—Segment II.

Teacher Notes:

³ Students will need a notebook of some sort to use as a reflection journal for this unit. The teacher will also use student journals to monitor students' thinking and growth throughout the unit. It is suggested that the teacher occasionally write non-evaluative responses/comments to the students in their journals. Teachers are to read student journals periodically.

⁴ See Appendices for directions and information about a K-W-L chart

Lesson Sequence—Segment II

Introduction of Unit

Materials Needed:

1. Copies of “Overview & Estimated Timeline” and “Lesson Sequences II–XI” for students
2. Copies of [*Los Pueblos Indígenas de México: Pueblos Indígenas del México Contemporáneo*](#) for each student⁵
3. Reflection Journals

Instructional Strategy: Jigsaw

Student Grouping/s: Small groups, at computers would be best, or with hard copies of books

Lesson Sequence:

1. Review K-W-L chart from Segment I .
2. Discuss previously learned information about indigenous peoples of the U.S. to connect to new material students will be learning (format/grouping according to teacher’s choice).
3. Review and discuss “Overview & Estimated Timeline” and all “Lesson Sequences” with students so they have an idea of the format and timeline of the unit.
4. Distribute [*Los Pueblos Indígenas de México: Pueblos Indígenas del México Contemporáneo*](#).
5. Allow students 3–5 minutes to leaf through book to become familiar with text.
6. Call on students randomly and ask what they noticed or have questions about regarding the book, record on the board.
7. Draw students’ attention to the table of contents and the six topics listed.
8. Divide students into 6 groups and assign each group a section from the table of contents:
 - a. *¿Qué significa ser indígena en el México de hoy?*
 - b. *Las herencias históricas*
 - c. *Las comunidades indígenas: su vida política y social*
 - d. *Las realidades culturales indígenas*
 - e. *La situación socioeconómica de los indígenas*
 - f. *Los indígenas y la nación, hoy y mañana*
9. Each group (and member of each group) is to begin worksheet titled “Jigsaw Report-Out” (available in Appendices).
10. At end of period, allocate 10 minutes for students to write in their Reflection Journal. Topic: free-write about what they’re learning so far in this unit.

Teacher Notes:

⁵ Available in PDF at http://www.cdi.gob.mx/index.php?option=com_docman&Itemid=24

Lesson Sequence—Segment III

Continue Segment II

Materials Needed: Reflection Journals
Instructional Strategy: Continue Segment II
Student Grouping/s: Small Groups, working on jigsaw assignment from Segment II
Lesson Sequence: <ol style="list-style-type: none">1. Teacher and students choose format to present their work to the class: poem, song, PowerPoint presentation, artwork, etc. Depending on what presentation formats teacher approves, teacher and students create a rubric⁶ for scoring of presentation.2. Small groups work together to complete worksheet for their assigned section. Students are responsible to have their own sheet completed to submit for a grade.3. Students begin planning for 10-minute presentation.4. At end of period, allocate 10 minutes for students to write in their Reflection Journal. Topic: Teacher determines.

Teacher Notes:

⁶ See References for rubric Web sites, or go to <http://www.rubrics4teachers.com/index.php>

Lesson Sequence—Segment IV

Preparation for Presentation to Whole Group

Materials Needed: Based on needs for student presentation formats
Instructional Strategy: Presentation Preparation
Student Grouping/s: Small groups
Lesson Sequence: Students finalize presentations for classmates.

Teacher Notes:

Lesson Sequence—Segment V

Presentations: Groups Report-Out Jigsaw Information

Materials Needed:

1. Based on needs for student presentation formats
2. Each student has “Jigsaw Report-Out Form” to take notes for each presentation (students will use these notes for subsequent partner research)
3. Minute Papers

Instructional Strategy: Student Presentations

Student Grouping/s: Small Group Presentations to Whole Class

Lesson Sequence:

1. Each small group presents their information, teacher assesses presentation using rubric created in Segment III.
2. All students take notes on “Jigsaw Report-Out Form.” At end of presentations, students will have notes on all six sections of *Pueblos Indígenas del México Contemporáneo*.
3. At end of period, allocate 5 minutes for students to complete Minute Papers (see Appendices).

Teacher Notes:

Lesson Sequence—Segment VI

Research Partnerships Formed, General Survey of Indigenous Groups for Online Research

Materials Needed:

1. Computer per two students
2. For each partnership, an electronic copy of *Appendix A: Links to CDI Monographs and PDFs for Contemporary Indigenous Groups in Mexico*
3. One copy of “Initial Partner Planning Sheet” (see Appendices) per partnership
4. Reflection Journals

Instructional Strategy: Application of information learned from jigsaw portion of unit

Student Grouping/s: Partners

Lesson Sequence:

1. Based on teacher preferences, students are grouped in pairs.
2. Teacher introduces the next segment of the unit: a research poster focusing on a specific indigenous group from Mexico. Each student pair will create a poster about one indigenous group explaining how the six sections from the jigsaw activity are specific to that group. First, students need to self-select an indigenous group to research.
3. Student pairs will have 20–30 minutes for free exploration of the monographs and PDFs for the different indigenous groups.
4. Partners complete and submit to teacher “Initial Partner Planning Sheet” (see Appendices). Teacher records the information and returns the sheet to students for their keeping.
5. At the end of the period, allow 10 minutes for students to write in their Reflection Journals. Topic: Describe how you and your partner chose which indigenous group to research.

Teacher Notes:

Lesson Sequence—Segment VII

Review & Customize Poster Session Rubric

Materials Needed: <ol style="list-style-type: none">1. One copy of “Poster Presentation Rubric” (see Appendices) per student and teacher2. Reflection Journals
Instructional Strategy: Review and Customization of Poster Requirements
Student Grouping/s: Whole Group
Lesson Sequence: <ol style="list-style-type: none">1. Teacher, together with students, reviews the Poster Presentation Rubric and makes adjustments as needed for research partners’ presentation.2. Due date for final poster presentation established.3. At the end of the period, allow 10 minutes for students to write in their Reflection Journals. Topic: Free-write about research project.

Teacher Notes:

Lesson Sequence—Segment VIII

Poster Presentation Planning

Materials Needed:

1. Copies of final Poster Session Rubric (created in Lesson Sequence—Segment VII) for each student
2. Copies of “Poster Presentation Planning Page” (see Appendices) for each student

Instructional Strategy: Graphic Organizer Planning Session

Student Grouping/s: Whole Group, Partners

Lesson Sequence:

1. Teacher and students review final copy of Poster Session Rubric.
2. Based on poster requirements established in Lesson Sequence—Segment VII, students use Poster Presentation Planning Page to map out their research poster.
3. On the back of their Poster Presentation Planning Page, students list tasks that must be done, completion dates, and assign partner roles to those tasks. This sheet is submitted to teacher for verification and feedback, then returned to students by next class session.

Teacher Notes:

Lesson Sequence—Lesson IX

Research & Poster Creation

Materials Needed:

1. Computers
2. Poster Presentation Planning Page

Instructional Strategy: Online Research

Student Grouping/s: Partners

Lesson Sequence:

1. Teacher returns students' Poster Presentation Planning Page and conferences with students as they work.
2. Students, as directed by teacher and rubric expectations, conduct research using the online documents and other resources.
3. Students, as directed by teacher and rubric expectations, and in conjunction with their Poster Presentation Planning Page, create poster and work on final presentation.

Teacher Notes:

Lesson Sequence—Segment X

Poster Session & Presentations

Materials Needed:

1. Final Posters
2. Copies of Poster Session Rubrics
3. Minute Papers

Instructional Strategy: Presentations

Student Grouping/s: Partners

Lesson Sequence:

1. Students scheduled to present for the day are stationed at their poster as classmates view posters and engage presenters about their research (approx. 30 minutes).
2. Students scheduled for that day present.
3. Allocate five minutes for students to complete Minute Papers.

Teacher Notes:

Lesson Sequence—Segment XI

Review and Complete K-W-L Chart; Self-Assessments

Materials Needed:

1. K-W-L chart from Lesson Sequence—Segment I
2. Sticky Notes
3. Fresh Copies of Poster Session Rubrics

Instructional Strategy: Summative Assessment w/Graphic Organizer

Student Grouping/s: Whole Group and Individuals

Lesson Sequence:

1. Teacher and students review the K-W-L chart from beginning of unit.
2. Students use sticky notes to write what they have learned, one item per sticky note, and place them on the L column of the chart.
3. Students then rate their own poster and presentations using the Poster Session Rubric and write a reflection of entire unit on the back of the paper and submit to teacher for consideration.

Teacher Notes:

Annotated Webography

General Informational Sites about Mexico

e-Mexico

<http://www.e-mexico.gob.mx/> “In the e-Mexico Portal, you will find information and services organized according to your interests and needs in a rapid and dynamic manner, and you will be able to join, form, and participate actively in virtual communities that share your same quests, challenges and dreams” (accessed 12/10/09). This is a great site for detailed demographic and geographic information for each state. (English and Spanish)

National Geographic–Mexico

http://travel.nationalgeographic.com/places/countries/country_mexico_cntry.html México facts, videos, maps, music, and more. (English)

Restaurants of Mexico

<http://www.restaurantesdemexico.com.mx/> Restaurants and recipes from around Mexico. (Spanish)

World History Archives–Mexico

<http://www.hartford-hwp.com/archives/46/index.html> A collection of documents to “support the study of world history from a working-class and non-Eurocentric perspective.” (English)

Indigenous Peoples—Mexico

CIEPAC (Centro de Investigaciones Económicas y Políticas de Acción Comunitaria)

<http://www.ciepac.org/index.php> State of Chiapas; Many types of maps and data for the state of Chiapas and information on Chiapas indigenous rights groups & movements. (Spanish)

e-indígenas

<http://www.e-indigenas.gob.mx/> A site offering information on economics, health, education, rights, and culture; offer electronic books about indigenous groups, as well as maps with geographic distribution of indigenous groups of Mexico. (Spanish)

<http://www.intabas.com/zapotecgallery.html> Information on Zapotec weavers and the weaving process, featuring weavers from “La Vida Nueva” Women’s Weaving Cooperative in Teotitlán del Valle, Oaxaca. U.S. Web site. (English)

Latin American Network Information Center (LANIC)—Other Fulbright-Hays Curriculum Projects

<http://lanic.utexas.edu/project/etext/llilas/outreach/> This UT-Austin Web site provides links to over 45 curriculum projects from other Fulbright-Hays Program participants. (English)

Mexico Maps

Interactive & Panoramic Maps of Mexico

http://www.maps-of-mexico.com/mexico_states.shtml “31 interactive Mexico state & D.F. maps each in 16 zoomable sections.” (English)

<http://www.mexico-map.com/> “4,000+ pages of free Mexico maps with 2,500+ still, iPix & panoramic Mexico pictures incl. Mexico weather forecasts.” (English)

National Commissions—Mexico

CDI: The National Commission for the Development of Indigenous Peoples/ Comisión Nacional para el Desarrollo de los Pueblos Indígenas

General Information Web pages

Spanish:

http://www.cdi.gob.mx/index.php?option=com_content&task=view&id=2&Itemid=4

English:

http://translate.google.com/translate?hl=en&langpair=es|en&u=http://www.cdi.gob.mx/index.php%3Foption%3Dcom_content%26task%3Dview%26id%3D2%26Itemid%3D4&rurl=translate.google.com&client=tmpg

Main Page

http://www.cdi.gob.mx/index.php?option=com_docman&Itemid=24 Link to all of the downloadable books for *Pueblos Indígenas del México Contemporáneo* used in this unit. (Spanish)

Rubric Tools

Rubrics for Teachers

<http://www.rubrics4teachers.com/index.php> “A complete guide for Educational Teacher Rubrics and Assessment” pre-made rubrics as well as rubric creation tools (accessed 12/10/09). (English)

Oral Presentation Rubric (sample)

<http://www.tcet.unt.edu/START/instruct/general/oral.htm> (English)

Presentation Rubric (sample)

<http://www.ncsu.edu/midlink/rub.pres.html> (English)

Rubric for Scoring PowerPoint Presentation (sample)

http://discover.education.purdue.edu/challenge/PBL/2002_2003/ENL_Progress/PPPrubric.htm (English)

Travel Sites about Mexico

Travel.org

<http://travel.org/mexico.html>

Includes general information with multiple links to other travel sites specific to Mexico, destinations/cities, lodging information, trip reports, activities, etc. (English)

Tour by Mexico

<http://www.tourbymexico.com/>

“In Tour By Mexico you will find free information for travel and tours of every Mexico State, Cities and Towns in Mexico as well as archaeological and colonial cities, beaches, tours & hotel reservations, city tours, hotels, hostels, villas, restaurants, shopping centers, transportation and much, much more tourism facilities” (accessed 12/10/09). A map of Mexico with links for each state. Great site to find information about each state as well as archaeological sites. (English)

United Nations Declaration on Rights of Indigenous Peoples

Complete Document

Spanish:

http://www.cdi.gob.mx/index.php?option=com_docman&task=cat_view&gid=15&Itemid=65

English:

http://issuu.com/karinzylsaw/docs/un_declaration_rights_indigenous_peoples?mode=embedded&layout=http%3A%2F%2Fskin.issuu.com%2Fv%2Fdark%2Flayout.xml&showFlipBtn=true

Background Information & History: <http://www.iwgia.org/sw248.asp>

Other Web Sites/Search Engines

Wikipedia: <http://wikipedia.com>

Google México: <http://google.com.mx>

Appendices

Appendix A—Links Links to CDI⁷ Monographs and PDFs for Contemporary Indigenous Groups in Mexico (names are links)^{8,9}

CDI Monographs	CDI Downloadable Books ¹⁰
Amuzgos - Tzjon Non	Amuzgos de Guerrero
Chatinos - Kitse Cha'tnio	(not available as of 12/10/09)
Chichimecas Jonaz - Ézar	(not available as of 12/10/09)
Chinantecos - Tsa Ju Imí	(not available as of 12/10/09)
Chochos o Chocholtecas - Runixa Ngiigua	(not available as of 12/10/09)
Choles - Winik	Ch'oles (Choles)
Chontales de Oaxaca - Slijuala xanuc'	Chontales de Oaxaca
Chontales de Tabasco - yokot'anob o yokot'an	Chontales de Tabasco
(not available as of 12/10/09)	Chuj
Coras - Nayeri	Coras
Guarijíos - Macurawe	Guarijíos
Huastecos de San Luis Potosí - Teenek	Huastecos de San Luis Potosí
Huastecos de Veracruz - Teenek	Huastecos de Veracruz
Huaves - Mero Ikooc	Huaves
Huicholes - Wirraritari o Wirrárika	Huicholes
(not available as of 12/10/09)	Ixcatecos
Kikapúes - Kikaapoa	Kikapú
Lacandones - Hach Winik	Lacandones
Mames - Mam	Mames de Chiapas
Matlatzincas	Matlatzincas
Mayas de la Península de Yucatán	Mayas
Mayos - Yoremes	(not available as of 12/10/09)
Mazahuas	(not available as of 12/10/09)
Mazatecos - Ha shuta Enima	Mazatecos
Mexicaneros	Mexicaneros
Mixes - Ayuukjä'äy	Mixes
Mixtecos - Ñuu Savi	Mixtecos en la Frontera
Mochós - Motozintlecos	Mochó
Nahuas de Guerrero	(not available as of 12/10/09)
Nahuas de Milpa Alta	Nahuas de Milpa Alta
Nahuas de Morelos - Nahuas	(not available as of 12/10/09)
Nahuas de Puebla	(not available as of 12/10/09)
Nahuas de Veracruz	(not available as of 12/10/09)
(not available as of 12/10/09)	Nahuas de la Costa--Sierra de Michoacán
(not available as of 12/10/09)	Nahuas de la Huasteca
(not available as of 12/10/09)	Nahuas de la Montaña

⁷ Comisión Nacional para el Desarrollo de los Pueblos Indígenas /The National Commission for the Development of Indigenous Peoples

⁸ All links active & accurate as of 12/10/09.

⁹ In case of a broken link, all monographs are available at http://www.cdi.gob.mx/index.php?option=com_content&task=category§ionid=7&id=54&Itemid=62

¹⁰ In case of a broken link, all PDFs are available at http://www.cdi.gob.mx/index.php?option=com_docman&task=cat_view&gid=16&dir=ASC&order=name&Itemid=24&limit=5&limitstart=0

(not available as of 12/10/09)	<u>Nahuas de la Sierra Norte de Puebla</u>
(not available as of 12/10/09)	<u>Nahuas de Texcoco</u>
(not available as of 12/10/09)	<u>Nahuas de Tlaxcala</u>
(not available as of 12/10/09)	<u>Nahuas del Alto Balsas</u>
<u>Otomíes del Estado de México - Hñä Hñü</u>	<u>Otomíes del Estado de México</u>
(not available as of 12/10/09)	<u>Otomíes del norte del Estado de México y sur de Querétaro</u>
(not available as of 12/10/09)	<u>Otomíes del Semidesierto Queretano</u>
<u>Otomíes del Valle del Mezquital - Hñä hñü</u>	<u>Otomíes del Valle del Mezquital</u>
(not available as of 12/10/09)	<u>Pames</u>
<u>Pames de Querétaro - Xi'úi</u>	(not available as of 12/10/09)
<u>Pames de San Luis Potosí - Xi'ú</u>	(not available as of 12/10/09)
<u>Pápagos - Thono O'otham</u>	<u>Pápagos</u>
<u>Pimas - O'ob</u>	<u>Pimas</u>
<u>Popolucas</u>	<u>Popolucas</u>
<u>Purépechas - P'urhépecha</u>	(not available as of 12/10/09)
<u>Seris - Konkaak</u>	<u>Seris</u>
(not available as of 12/10/09)	<u>Tacuates</u>
<u>Tarahumaras - Rarámuri</u>	<u>Tarahumaras</u>
<u>Tepehuanes del Norte - Ódami</u>	<u>Tepehuanes del Norte</u>
<u>Tepehuanes del Sur - O'dam</u>	<u>Tepehuanes del Sur</u>
(not available as of 12/10/09)	<u>Tepehuas</u>
(not available as of 12/10/09)	<u>Tlahuicas</u>
<u>Tlapanecos - Me'Phaa</u>	(not available as of 12/10/09)
<u>Tojolabales - Tojolwinik'otik</u>	<u>Tojolabales</u>
<u>Totonacas - Totonacatl</u>	<u>Totonacos</u>
<u>Triquis - Tinujei</u>	<u>Triquis</u>
(not available as of 12/10/09)	<u>Tzeltales</u>
(not available as of 12/10/09)	<u>Tzotziles</u>
<u>Tzotziles - Batsil Winik' Otik / Tzeltales - Winik Atel (tseltal)</u>	(not available as of 12/10/09)
<u>Yaquis - Yoreme</u>	<u>Yaquis</u>
<u>Zapotecos de la Sierra Norte - Bene xon</u>	(not available as of 12/10/09)
<u>Zapotecos de Valles Centrales</u>	<u>Zapotecos de los Valles Centrales de Oaxaca</u>
<u>Zapotecos del Istmo de Tehuantepec - Binnizá</u>	<u>Zapotecos del Istmo de Tehuantepec</u>
<u>Zoques de Chiapas - O' De püt</u>	(not available as of 12/10/09)
(not available as of 12/10/09)	<u>Zoques de Oaxaca</u>

Appendix B—K-W-L Chart

A K-W-L Chart is used to document what students ***Know***, what they ***Want*** to know, and, after the unit of instruction is completed, what they ***Learned***. I suggest using a large piece of butcher/chart paper to keep posted throughout the unit.

Know	Want to Know	Learned

Appendix C—Jigsaw Report-Out Form

My Name: _____

Group Members: _____

Title of Book: _____

Section Title: _____

Pages: _____

Main Idea of Section:

Five Important Points/Concerns/Topics of This Section:

Appendix D—Minute Papers

Use Minute Papers at the end of the period for a quick assessment of what students found important and learned from that period. The students must submit both papers as their “ticket out the door.” I suggest copying the different questions on different colors of paper so that the students and you can easily distinguish between the questions. The following two pages are blackline masters. The two questions I use are:

1. The most important thing I learned today is...
2. I still have questions about...

The most important thing I learned today is...

The most important thing I learned today is...

I still have questions about...

I still have questions about...

Appendix E—Initial Partner Planning Sheet

Partner Names: _____

Name of Indigenous Group We'll Research: _____

Initial Documents & Web Sites We'll Use:

- 1.
- 2.
- 3.
- 4.
- 5.

Materials We Anticipate We'll Need for Assignment:

Appendix F—Poster Presentation Rubric Sample¹¹

PROJECT POSTER SESSIONS

ASSIGNMENT: Do a poster presentation/discussion of your research work.

[You will have 20–30 minutes to present your research posters in a poster session to the class. This session is intended to be both visual and oral.]

This session will give you a chance to:

- display information from your final project in a visual form;
- identify what group you researched
- provide a reference list of at least three sources used, two of which must be:
 - *Pueblos Indígenas del México Contemporáneo*; and
 - An online monograph or document from Appendix A: *CDI Monographs and PDFs for Contemporary Indigenous Groups in Mexico*
- briefly summarize the six areas for inquiry based on *Pueblos Indígenas del México Contemporáneo* :
 1. *¿Qué significa ser indígena en el México de hoy?*
 2. *Las herencias históricas*
 3. *Las comunidades indígenas: su vida política y social*
 4. *Las realidades culturales indígenas*
 5. *La situación socioeconómica de los indígenas*
 6. *Los indígenas y la nación, hoy y mañana*
- relate your research project to readings/issues/questions about indigenous peoples and cultures that we have addressed in the class so far;
- reflect together with the class on the similarities and contrasts among the collection of projects presented each class, as well as their relationship to our class studies and current events. How do these research projects relate to, broaden, or deepen questions we have addressed through other classwork? How do they relate to your own experiences in the world?

¹¹ The poster rubric is a modified version of the original created by Dr. Lois Meyer, University of New Mexico.

	Visual Display	Informal Interactions	Oral Summary	Contributions to class reflection
4–5 pts.	Major components of the project are clearly summarized in VISUAL form, with creative use of written text. Display is arranged so that classmates can interact with the materials and extract key ideas about the project. The display is carefully, accurately and creatively laid out, with no spelling or content errors.	As classmates circulate to observe and interact with the display, you answer questions and provide further information they request. You are not telling the whole story during this time, but facilitating understanding of the visual materials and explaining areas where there is confusion or where further information is requested.	Provides a clear and concise oral summary of the final project, highlighting key elements and steps in the research process (e.g., context/background, sources used, specific information about group identified, relationship to course issues & readings, findings). Total oral summary does not exceed 30 minutes.	Thoughtfully contributes comments, questions, reflections, comparisons and contrasts among the various projects displayed during the evening, not just one's own. Answers specific questions about own project if any arise during the final reflection session.
2–3 pts.	Display contains visual elements but these are limited, or their meaning depends heavily on written explanations. Written text is a significant part of the display. It is difficult or confusing to extract main ideas of the project from the display alone. Key ideas are missing. Visual materials are not always easily interpreted, and their construction may contain a few errors.	You talk with classmates who circulate to your display but you tend to dominate the conversation instead of answering their questions about the project or providing limited guidance to clarify what they are seeing visually.	Oral summary highlights the main components of the project but may be confusing (not clearly explained) or “unbalanced” (too much time spent in one or two areas so other areas are cut short). Classmates must ask questions in order to “extract” a clear sense of the project and its key components. Time limit is exceeded by less than 2 minutes.	Contributes to the class reflection by speaking about own project and personal experience, while offering few comments about others' presentations and projects. Contributes little to the group analysis of comparisons and contrasts among the various projects.
0–1 pt.	Display is more textual than visual. Visual materials provided do not “tell the story” without major support from textual explanations. Visual materials are few, poorly assembled, and/or they contain evident errors.	Interaction with classmates who circulate to your display becomes a “lecture” about your project. Little opportunity is given to others to observe the visual materials, ask for clarifications, or draw own conclusions.	Oral summary is confusing, misses important components of the project, and seems poorly prepared. Purpose and process of the project is not understood without asking for important clarifications. Time limit is exceeded by more than 2 minutes.	Contributes very little to the final class discussion/reflection. The few comments made concern only own project. No analysis of the collection of projects is offered.

Appendix G—Poster Presentation Planning Page

Research Partners: _____

Indigenous Group: _____

