

**Unit Title:** "I Can Do It Too!" - An Authentic Experience of Mexico

**Author & School:** Stephanie Skiba, P.S. 86 - NYC DOE (District 10), Bronx, NY

**Subject Area:** Social Studies

**Topic:** Interactive Cultural Study

**Grade level(s):** Grade 3 (can be adapted to most elementary grade-levels)

**Time Frame:** 6 weeks (11 lessons based on two classes each week (about 45-minutes each) and a celebration)

**Evidence of Mastery:** Rubrics have been created to track each student's mastery of performance tasks throughout the unit and can be used in a child's assessment folder.

**Unit Summary:**

In this unit, students will get an introduction to the country of Mexico and complete activities relevant to life for kids there. The unit will follow the order of: geography (1 lesson), history (2 lessons), cultural activities (7 lessons), and celebration (1 class period). During all steps of the learning process, students will view images on a PowerPoint slideshow, complete worksheets, and do hands-on activities. Students can also reference the e-book "A Kid's Guide to Mexico" by Stephanie Skiba, which was created specifically to accompany this unit.

At the start of the unit, students will use different resources to locate Mexico. Delving in deeper, students will be expected to identify major physical features on a map of Mexico (including, but not limited to, Sierra Madre del Sur, Rio Grande, Mexico City, Gulf of Mexico, Atlantic Ocean, and Pacific Ocean). Next, students will get a brief history of Mexico with the assistance of a timeline. Points included in this history are: Mayan and Aztec civilizations, Spanish conquest, and Mexican independence. Then, students will learn about current topics in Mexican culture. They will complete activities for each, including but not limited to food, music/dance, clothing, art, and language. For each part of the unit, as many interactive assessments as possible should be used. For example, students will read a Mexican recipe and then make that food. They will also examine Mexican pottery and try to replicate it using salt dough, among other activities.

To better understand Mexican culture it would be ideal for students to have access to a Mexico "treasure box." This would include small items from Mexico, like photographs of people, images of food [with recipes], musical instruments, CDs of music, videos in Spanish, textiles, pottery, images of artwork, money samples, magazines, books, etc. Recommended read alouds are also included at the end of each lesson and can be done prior to or after each lesson, perhaps as part of the day's English Language Arts block.

Finally, to culminate their study of Mexico, students will share one of their interactive projects from the unit with the class, and react to the process of participating in “authentic” activities. They will celebrate the end of their unit with a typical Mexican *fiesta*.

### Long Term Plan - Unit Overview

Subject Area	Social Studies
Grade Level	3rd

Lesson Number	Standards/ Sub-Standards Addressed	Aims	Essential Questions
<b>1</b> (Geography)	New York State Social Studies Performance Indicators: 3.1c, 3.1d, 3.1b	<ul style="list-style-type: none"> <li>To locate Mexico on a world map.</li> <li>To identify basic physical features of Mexico on a country map.</li> <li>To create a map that represents the physical features of Mexico's topography/geography.</li> </ul>	<ul style="list-style-type: none"> <li>Where is Mexico?</li> <li>What physical features (mountains, rivers, forests, etc.) can be found in Mexico?</li> <li>Where are the specific physical features of Mexico located?</li> </ul>
<b>2</b> (History: Ancient History)	New York State Social Studies Performance Indicators: 2.1c, 2.2a, 2.2b, 2.2c, 2.2d	<ul style="list-style-type: none"> <li>To identify the first groups of people to settle in the land that is now Mexico.</li> <li>To analyze the similarities and differences between the Mayans and the Aztecs.</li> <li>To illustrate images of select Mayan and Aztec gods.</li> </ul>	<ul style="list-style-type: none"> <li>Who were the first groups to settle in the land that is now Mexico?</li> <li>What contributions did these early people make?</li> <li>Are there still traces of these people today?</li> </ul>
<b>3</b> (History: Modern History)	New York State Social Studies Performance Indicators: 2.1c, 2.2a, 2.2b, 2.2c, 2.2d, 2.3b	<ul style="list-style-type: none"> <li>To discuss the Age of Exploration and its impact on the land that is now Mexico.</li> <li>To identify various “key players” in the formation of the country of Mexico.</li> <li>To interpret a timeline of recent Mexican history and classify important political figures.</li> </ul>	<ul style="list-style-type: none"> <li>How did the arrival of Europeans affect the land that is now Mexico?</li> <li>Which people helped form the actual state of Mexico?</li> <li>What is the current structure of the Mexican government?</li> </ul>

<p><b>4</b> (Cultural Awareness: Daily Life - Clothing and Transportation)</p>	<p>New York State Social Studies Performance Indicators: 2.1c, 2.3c, 2.4b</p>	<ul style="list-style-type: none"> <li>• To identify modes of transportation used by people in Mexico.</li> <li>• To compare and contrast transportation and housing in rural and urban areas.</li> <li>• To analyze photographs of Mexican clothing.</li> <li>• To design paper doll clothing templates representative of Mexican clothing styles.</li> </ul>	<ul style="list-style-type: none"> <li>• What transportation do people in urban areas use? Rural?</li> <li>• What types of houses do people in urban areas have? Rural?</li> <li>• What styles of clothing are common in Mexico?</li> <li>• How is the style of clothing in urban Mexico similar to and different from rural Mexico?</li> </ul>
<p><b>5</b> (Cultural Awareness: Music and Dance)</p>	<p>New York State Social Studies Performance Indicators: 2.1c, 2.3a, 2.3c, 2.4b, 2.4c</p>	<ul style="list-style-type: none"> <li>• To identify styles of music played in Mexico and popular Mexican musicians.</li> <li>• To compare and contrast music and dance from Mexico with music and dance from the U.S.</li> <li>• To examine a traditional Mexican birthday song.</li> </ul>	<ul style="list-style-type: none"> <li>• What role does music play in Mexico?</li> <li>• How is dance in Mexico similar to and different from dance in the U.S.?</li> <li>• What are important elements in the Mexican birthday song, <i>Las Mañanitas</i>?</li> </ul>
<p><b>6</b> (Cultural Awareness: Types of Art)</p>	<p>New York State Social Studies Performance Indicators: 2.1c, 2.3a, 2.3c, 2.4b, 2.4c</p>	<ul style="list-style-type: none"> <li>• To identify styles of art created in Mexico.</li> <li>• To link the styles of artwork with popular Mexican artists.</li> <li>• To construct pottery recreations using techniques similar to Mexican artists.</li> </ul>	<ul style="list-style-type: none"> <li>• What types of artwork do people in Mexico produce?</li> <li>• Why do many local people consider themselves artists?</li> <li>• Who are some famous artists in Mexican history?</li> </ul>
<p><b>7</b> (Cultural Awareness: Language and Literacy)</p>	<p>New York State Social Studies Performance Indicators: 2.1c, 2.3c, 2.4b</p>	<ul style="list-style-type: none"> <li>• To define the meaning of language.</li> <li>• To discuss where language is learned and how it is used.</li> <li>• To conclude that the people in Mexico do not all speak the same language.</li> <li>• To memorize the meanings of simple Spanish words by completing various word games.</li> </ul>	<ul style="list-style-type: none"> <li>• What languages do the people of Mexico speak?</li> <li>• When and how do children learn language?</li> </ul>

<p><b>8</b> (Cultural Awareness: Holidays)</p>	<p>New York State Social Studies Performance Indicators: 2.1c, 2.3c, 2.4b</p> <p>New York State Math Standard: 2.P5.4</p>	<ul style="list-style-type: none"> <li>• To discuss holidays in Mexico and compare them with holidays in the United States.</li> <li>• To match national holidays with their dates on a blank calendar.</li> <li>• To prepare for a celebration of Mexico by creating Mexican-style banners.</li> </ul>	<ul style="list-style-type: none"> <li>• What holidays are celebrated in Mexico?</li> <li>• How do people celebrate these holidays?</li> <li>• How are the holidays in Mexico similar to and different from holidays in the U.S.?</li> </ul>
<p><b>9</b> (Cultural Awareness: Economics)</p>	<p>New York State Social Studies Performance Indicators: 2.1c, 2.3c, 2.4b, 4.1c</p> <p>New York State Math Standard: 3.M.7</p>	<ul style="list-style-type: none"> <li>• To identify the coins and bills used in Mexico.</li> <li>• To compare the style of the Mexican peso to American dollars.</li> <li>• To review a conversion chart that compares the American dollar and the Mexican peso.</li> <li>• To practice using Mexican pesos.</li> <li>• To make change using Mexican pesos.</li> </ul>	<ul style="list-style-type: none"> <li>• What type of money does Mexico produce?</li> <li>• How does the Mexican peso compare to the American dollar?</li> <li>• How is the Mexican peso similar to and different from the money we know?</li> </ul>
<p><b>10</b> (Cultural Awareness: Food and Drink)</p>	<p>New York State Social Studies Performance Indicators: 2.1c, 2.3c, 2.4b</p>	<ul style="list-style-type: none"> <li>• To identify the meals that people in Mexico eat and the time of day they usually occur.</li> <li>• To understand the role of Coca-Cola and Pepsi in Mexico.</li> <li>• To read a recipe and make a tortilla.</li> </ul>	<ul style="list-style-type: none"> <li>• What meals do people eat in Mexico? What foods are typical for each meal?</li> <li>• What role do the soft drink companies Coca-Cola and Pepsi play in Mexico?</li> </ul>
<p><b>11</b> (Celebration)</p>	<p>New York State ELA Standard: 4</p>	<ul style="list-style-type: none"> <li>• To share our understandings of Mexican geography, history, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we share our understandings from our unit on Mexico?</li> </ul>

Prior to teaching first lesson - Have students complete the "What I Know" and "What I Want to Know" sections of the K-W-L: Mexico chart (*Handout 0.1*). This will help gauge each student's prior knowledge and assist the teacher in planning the lessons that follow. The teacher should collect this chart and hand it back to the students during the celebration. *At the celebration, students should review the "What I Know" column and address any misunderstandings they had, that have now been cleared up. They should also review the "What I Want to Know" column and highlight all of the questions they had that were answered over the course of the unit. Finally, students should fill in the "What I Learned" column, inputting any new understandings that they have.*

<b>Lesson Number:</b>	1	<b>Social Studies Topic:</b>	Geography
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with art extensions (drawing, coloring, designing)</li> <li>• with writing extensions (reflection)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>3.1c: Locate places within the local community, state, and nation.</p> <p>3.1d: Identify and compare the physical characteristics of different regions and people.</p> <p>3.1b: Draw maps and diagrams that serve as representations of places, physical features, and objects.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will discover the location of Mexico in relation to the rest of the world. Students will be expected to locate the country on both world and continent maps. After this, students will learn about Mexico's physical features and be given Mexico map templates, with various geographical features identified (bodies of water, mountains, deserts, tropical rainforests, etc.). With some provided resources, students will design a 3-D map of Mexico to help them better understand the features that make up this diverse country. When they are finished with the project, students will reflect on what they learned about Mexico's geography.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<p>*Students will identify Mexico on a map of the world and a map of North America.</p> <p>*Students will decorate a map of Mexico using various materials to represent the physical features of the country. Students will include a key to describe the individual map features.</p> <p>*Students will complete a reflection sheet identifying the specific parts of physical Mexico and naming the place they would most like to visit. (<i>possible homework</i>)</p>		
<b>Lesson Vocabulary</b>	<p>physical map, key, cardinal directions, scale, topography, geography, elevation, body of water, capital city, key</p>		
<b>Materials Needed</b>	<p>Classroom world map (<i>and individual student maps, if possible</i>), Handout 1.1 (2 images - world map and North America map), Slide 1.1, Handout 1.2 (physical map of Mexico), Handout 1.3 (reflection sheet), materials for activity #2 (strips of brown tissue paper, gold glitter, blue ribbon or yarn, pieces of green foam cut into tiny pieces, sand, small star-shaped stickers—<b>To speed up the activity, the teacher can have all the objects prepared (cut the ribbon, crumple the tissue paper, etc.)</b>), "A Kid's Guide to Mexico" (pgs. 4-6)</p>		
<b>Discussion for Lesson</b>	<ol style="list-style-type: none"> <li>1. <b>Locate Mexico</b> - Look at the world map with the class (students can also have an individual world map in front of them). Have students locate North America and then discuss the countries located in North America. Students should</li> </ol>		

<p><i>World Map, GoogleEarth/map</i></p> <p><i>Handout 1.1</i></p> <p><i>Slide 1.1 E-book (pgs. 4-6)</i></p> <p><i>Handout 1.2 (printed on cardstock, if possible) and objects for designing the map (sand = desert, blue ribbon/yarn = river, tissue paper balls = mountains, tissue paper with gold glitter = volcanoes, green foam pieces = rainforest).</i></p> <p><i>Handout 1.3</i></p>	<p>find the state they live in. After going over cardinal directions, ask students to discuss what direction they would have to travel to get to Mexico. <i>GoogleEarth can also be projected on a SmartBoard, with the teacher completely zoomed out and then gradually zooming in closer to Mexico (look at world first, then North America, then Mexico) and completing the same activity.</i></p> <ol style="list-style-type: none"> <li>2. <b>Traveling to Mexico</b> - Explain to students that when traveling to Mexico, they would need a passport to enter. Discuss reasons for this. Then in small groups, have students brainstorm the various ways they could get to Mexico (plane, train, car, boat) and which they'd prefer. <b>Based on the location of your school, you might want to include a quick discussion of time zones.</b></li> <li>3. <b>Activity #1 - Locate Mexico</b> - Now that students have a general idea of where Mexico is located, give out handout 1.1 and ask students to find Mexico on the map of the world and the map of North America. Students should outline the country in green and color it in red.</li> <li>4. <b>Mexico's geographical features</b> - Teachers should project a physical map of Mexico. Discuss specific geographical features (e.g., mountains, deserts, coast lines, rivers, rainforest, etc.) and then describe where they are located in Mexico.</li> <li>5. <b>Activity #2 - Design a map</b> - Each student should get a copy of the pre-printed map of Mexico with specific geographical features already printed. Explain to students what each picture represents (dots = desert, dashed line = river, triangles = mountains, trees = rainforest, wavy lines = ocean, exploding mountains = volcanoes, star = capital city). Using specific items, students should design a 3-D map of Mexico, gluing the objects on top of the pictures. After all items have been placed on the map, the teacher should explain that a map "key" will help readers identify the places on the map. Using an index card, students should design a key to describe what each object on the map represents.</li> <li>6. <b>Reflection</b> - If time allows, students can reflect on the physical features that make up the country. This handout will also give students the opportunity to decide which parts of Mexico they would most like to visit. If time runs out, it can be used as a homework assignment.</li> </ol>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• using an atlas to add more geographical features to their maps.</li> <li>• pretending they are traveling to one of the areas of Mexico and write a journal entry about their experience.</li> <li>• identifying the physical features of the United States and comparing it to Mexico.</li> </ul>
<p><b>Additional Resources</b></p>	<p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• <i>Mexico (National Geographic)</i>, by Beth Gruber</li> </ul> <p><u>Web sites:</u></p> <ul style="list-style-type: none"> <li>• BrainPop Jr. - "Mexico" (free movie) - from 0:33 seconds to 1:55.</li> </ul>

<b>Lesson Number:</b>	2	<b>Social Studies Topic:</b>	Ancient History
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with art extensions (coloring)</li> <li>• with writing/critical thinking extensions (comparison chart)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.2a: Distinguish between past, present, and future time periods.</p> <p>2.2b: Develop timelines that display important events and eras from world history.</p> <p>2.2c: Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BCE and CE as reference points.</p> <p>2.2d: Compare important events and accomplishments from different time periods in world history.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will learn about the first people in the area that is now known as Mexico. By the end of this lesson, students will understand that Mexico was not always a place divided into states and cities, with roads, schools, buildings, and cars. Students will define <u>nomad</u> and discover that the early people of Mexico were nomads who traveled from place to place. As the teacher relays various facts about the Mayan and Aztec peoples, students will fill in a comparison chart. At the end of the discussion, and after the teacher has touched on the fact that these groups were polytheistic (believing in more than one god), students will color in images of various Mayan and Aztec gods.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<p>*Students will fill in a comparison chart with facts about the Mayans and Aztecs.</p> <p>*Students can participate in a discussion to compare/contrast the Mayans and the Aztecs.</p> <p>*Students will color images of Mayan and Aztec gods, using only green, red, blue, yellow, brown (colors that could have been made from various natural resources during the times of these ancient groups).</p>		
<b>Lesson Vocabulary</b>	nomad, Mayans, Aztecs (Mexico), pyramid, polytheism, gods		
<b>Materials Needed</b>	Images of Mayan and Aztec pyramids and artifacts (Slides 2.1-2.5), Handout 2.1 (Aztec/Mayan comparison chart), Handouts 2.2 and 2.3 (blank images of Mayan and Aztec gods for students to color), crayons/markers/colored pencils		
<b>Discussion for</b>			

<p><b>Lesson</b></p> <p><i>Slide 2.1</i></p> <p><i>Handout 2.1</i></p> <p><i>Handout 2.1</i></p> <p><i>(Slides 2.2-2.3 are photos of pyramids)</i></p> <p><i>(Slides 2.4-2.5 are photos of artifacts)</i></p> <p><i>Handouts 2.2 and 2.3</i></p>	<ol style="list-style-type: none"> <li><b><u>Mexican land</u></b> - Building off of the first lesson, and referring back to the maps students made, the teacher should make it clear that the area of land we call Mexico today was not always known as Mexico. Define the term <b>nomad</b> for the students and explain that much of the Americas were populated with groups of people who moved from one place to another. Then explain that some of the first groups to settle down in cities in the area that is now Mexico were the Mayans and Aztecs. In their notebooks, ask students to sketch an outline of Mexico's current shape (<b>refer back to lesson 1 for struggling students</b>). Then have students put a star where Mexico City is located. Explain to students that much of Aztec territory was in the area surrounding Mexico City. Then have students put a big A on their maps to show where the Aztecs were located. Then tell them that most of the Mexican Mayans (because Mayans were also in parts of Central America) were located on the Yucatan Peninsula, and have students put a big M on their maps to show where the Mayans were located.</li> <li><b><u>The Mayans</u></b> - Explain to students that the Mayans started to appear in groups before 1000 B.C. and were at their height of civilization around 250 A.D. Then tell them that the Mayans had no central authority. Each city had its own group of rulers. After 900 A.D., some of the Mayan cities started to disappear. While many Mayans died out (likely due to disease, colonization, war, etc.), some people today still consider themselves to be Mayan. <i>Give students a few minutes to fill in their comparison chart.</i></li> <li><b><u>The Aztecs</u></b> - Explain to students that the Aztecs were a later group and that they started to appear in cities around the mid-13<sup>th</sup> century. <u>Mention how they discovered where to build their capital, Tenochtitlan: A prophecy told them to search for the place where an eagle was eating a snake, while sitting atop a cactus. Legend says that when they found this, they built their city (same location as current day Mexico City).</u> The height of their civilization came in the 14<sup>th</sup>-15<sup>th</sup> centuries. Many people refer to the Aztec reign as an empire and describe the individual cities as "city-states," ruled by kings. Most of the Aztecs died out after the Europeans conquered their cities (they died as casualties of war and from diseases) in the early 1500s, however, some Nahua people still trace their roots back to the Aztecs. <i>Give students a few minutes to fill in their comparison chart.</i></li> <li><b><u>Contributions by the Mayans and Aztecs</u></b> - Visitors to Mexico today can still see remains of many Mayan and Aztec cities, and most prominently their pyramids (Examples - Mayan cities: Chichén Itzá, Palenque; Aztec city: Tenochtitlan). Show students photographs of the pyramids/ruins and ask students to compare/contrast the Mayan and Aztec designs. Teachers can also show their students images of Mayan and Aztec artifacts found at some of the sites. <i>Give students time to discuss the images in partners and whole-class.</i></li> <li><b><u>Activity - Coloring Mayan and Aztec gods</u></b> - Teacher should have printed copies of the Mayan gods "Yum Kimil" and "Chaak" and the Aztec gods "Miclantecuhtli" and "Tlaloc". Split up the images so that each student has</li> </ol>
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<p>Colored pencils, crayons, markers</p>	<p>one, but the 4 gods are equally represented (e.g., 16 students - 4 each of Yum Kimil, Chaak, etc.). Tell students to take out only the colors green, red, blue, yellow, and brown from their crayons, colored pencils, markers. Explain to students that in the times of the Mayans and Aztecs, they would have had to use natural resources to make colors (including plants, flowers, stones, bugs, etc.). After students are finished, have them pair up with the equivalent god of the other group (i.e., Yum Kimil and Mictlantecuhtli, and Chaak and Tlaloc) and describe how the images are similar and/or different.</p>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• researching the Aztecs and the Mayans more extensively with books from the library or Internet resources.</li> <li>• writing a short biography of King Pakal of Palenque or Montezuma II of the Aztec empire.</li> <li>• designing their own Mayan or Aztec pyramid (drawn on paper or using materials to create a 3-D version).</li> <li>• visiting a local museum (e.g., Metropolitan Museum of Art) to view Aztec/Mayan artifacts in person. If it is not possible to visit a museum, one can find images of the artifacts on the Met's Web site (<a href="http://www.metmuseum.org">www.metmuseum.org</a>). Once on the site, click on "Collection Database" under "Works of Art" (on the left-hand side). In the keyword field, type "Aztec" or "Maya."</li> </ul>
<p><b>Additional Resources</b></p>	<p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• <i>Grandma's Chocolate</i>, by Mara Price (Picture Book Read Aloud)</li> <li>• <i>The Ancient Maya</i>, by Jackie Maloy</li> <li>• <i>The Aztec Empire</i>, by Sunita Apte</li> <li>• <i>How to be an Aztec Warrior</i>, by Fiona MacDonald</li> <li>• <i>Arts and Crafts of the Aztecs and Maya</i>, by Ting Morris</li> <li>• <i>Ballplayers and Bonesetters: One Hundred Ancient Aztec and Maya Jobs You Might Have Adored or Abhorred</i>, by Laurie Coulter</li> <li>• <i>Aztec: Kids @ the Crossroads</i>, by Laura Scandiffo</li> </ul> <p><u>Web sites:</u></p> <ul style="list-style-type: none"> <li>• "The Mayas for Kids: Daily Life in the Maya Empire" - <a href="http://mayas.mrdonn.org/dailylife.html">http://mayas.mrdonn.org/dailylife.html</a></li> <li>• "Mayan Kids" - <a href="http://www.mayankids.com/">http://www.mayankids.com/</a></li> <li>• BrainPop Jr. - "Mexico" (free movie) - from 1:55 to 3:20.</li> </ul>

<b>Lesson Number:</b>	3	<b>Social Studies Topic:</b>	Modern History
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with math/critical thinking extension (timeline)</li> <li>• with writing extension (reflection)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.2a: Distinguish between past, present, and future time periods.</p> <p>2.2b: Develop timelines that display important events and eras from world history.</p> <p>2.2c: Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BCE and CE as reference points.</p> <p>2.2d: Compare important events and accomplishments from different time periods in world history.</p> <p>2.3b: Gather and present information about important developments from world history.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will learn about modern Mexican history. First, the teacher will explain the Age of Exploration and describe Hernan Cortes' arrival to the New World (landing in current-day Veracruz). Students will understand how the Europeans played a role in the demise of the Aztecs and the creation of cities, states, and the country of Mexico. Using a pre-created timeline that includes empty boxes for the insertion of important people in Mexican history, students will arrange the most prominent people in chronological order. By the end of this lesson, students will be able to identify key players in the shaping of Mexican history and the roles they played.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<ul style="list-style-type: none"> <li>*Students will participate in a discussion about the Age of Exploration and how the arrival of the Europeans affect pre-Columbian societies.</li> <li>*Students will match the important people in Mexican history with their time periods.</li> <li>*Students will reflect on the importance of certain people in Mexican history.</li> </ul>		
<b>Lesson Vocabulary</b>	<p>timeline, Age of Exploration, conquest</p>		
<b>Materials Needed</b>	<p>Handout 3.1 (timeline with "Important People" images), Slide 3.1</p>		
<b>Discussion for Lesson</b>	<p>1. <b>Timelines</b> - Ask students if they know the purpose of a timeline. Explain that a timeline is similar to the number line that we use in math, but that the numbers usually represent years. Discuss the fact that before the year zero,</p>		

<p>Handout 3.1</p> <p>Slide 3.1</p> <p>Handout 3.1</p>	<p>we generally use the symbols B.C. or B.C.E., and that after the year zero, we generally use A.D or C.E. Tell students that they will be using a timeline today to examine the recent history (last 500 years) of the country that is now Mexico. After handing out the timeline, show students that the numbers count up from zero regardless of whether you go left or right on the timeline. Have students look at the timeline to identify the heights of the Mayan and Aztec civilizations (from yesterday's conversation).</p> <p>2. <b><u>Age of Exploration</u></b> - If you have already studied Christopher Columbus, link back to that discussion. Remind students that once Columbus landed in the New World, it opened the door for more sailors to explore and travel across the Atlantic Ocean. Using a map or GoogleEarth, draw a line from Spain towards the inner curve of Mexico (present-day Veracruz) to show one of the routes taken by Hernan Cortes. A small island near Quiahuiztlan, Veracruz is the spot where Cortes landed with his crew and destroyed his ships (so that there was no turning back).</p> <p>3. <b><u>The Spanish Conquest</u></b> - Ask students to partner talk about how they think the Europeans and native peoples got along, and have them share. Then explain to students that many of the Europeans did not treat the people in the new world with respect. They often made alliances with small native groups to overthrow more powerful people, in search of gold and other priceless goods, leaving a trail of destruction throughout the area. Eventually, the Europeans took over many of the native civilizations, including the Aztec Empire, ruled by the notorious Moctezuma II. This fueled the beginning of European influence and eventually turned Mexico into a Spanish-speaking country with a central government.</p> <p>4. <b><u>Timeline Activity</u></b> - Have students look back at the timeline and explain that they will now learn about some of the most important people in recent Mexican history. These people contributed to creating the state of Mexico that currently exists. Using the clues accompanying each picture, students should decide on their place in the timeline. Students will cut out the pictures and paste them into the timeline template.</p>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• choosing one important person in Mexican history, doing research with books or on the Internet, and writing a biography about the person.</li> <li>• adding additional events to the timeline.</li> <li>• writing a diary entry from the point of view of one of the important people in Mexican history.</li> <li>• making a timeline to represent their own life's history.</li> <li>• turning the picture cards into a game like Concentration or Guess Who?</li> </ul>
<p><b>Additional Resources</b></p>	<p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• <i>Where Fireflies Dance</i>, by Lucha Corpi (Picture Book read aloud)</li> <li>• <i>Cortés: Conquering the Powerful Aztec Empire</i>, by Carl R. Green</li> </ul>

<b>Lesson Number:</b>	4	<b>Social Studies Topic:</b>	Cultural Awareness: Daily Life - Urban vs. Rural
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with art extensions (designing, coloring)</li> <li>• with writing/critical thinking extensions (comparison chart)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.3c: Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p> <p>2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will distinguish between urban and rural communities and study daily life in Mexico, including housing, transportation, and clothing. Students should understand that people in rural towns tend to make less money than those in cities, which affects what their homes look like, the food they eat, what they wear, and how they get around. During the discussion, the teacher will show photographs of houses, clothing, and transportation in both settings. As a final activity, students will be asked to design clothing for a paper doll based on images of indigenous dress they saw during the lesson.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<p>*Students will complete a comparison chart to better understand the differences and similarities between rural and urban life.</p> <p>*Using photographs of clothing as models, students will design their own rural-style piece of clothing for a paper doll.</p>		
<b>Lesson Vocabulary</b>	rural, urban, transportation		
<b>Materials Needed</b>	<p>Handout 4.1 (Rural/urban comparison chart), images of clothing and transportation in Mexico (Slides 4.1-4.7), Handout 4.2 (paper doll handout - <b>teacher might want to cut the dolls/clothes out to speed up the activity</b>), scraps of construction paper, crayons/colored pencils/markers</p>		
<b>Discussion for Lesson</b>  <i>SmartBoard to project a BrainPop movie</i>	<p>1. <u>Rural versus Urban</u> - To start off this lesson, the teacher should refer back to the lesson on geography and remind students that the Mexican land is diverse. There <i>are</i> some major cities in Mexico (urban areas), but there are also small towns and villages, along with scattered houses throughout the countryside (rural areas). If the teacher has a subscription to BrainPopJr. (or, orders a free trial), play the movie "Rural, Suburban, and Urban" to better</p>		

<p><i>Handout 4.1</i></p> <p><i>Slides 4.1-4.2</i></p> <p><i>Slides 4.3-4.4</i></p> <p><i>Slides 4.5-4.7</i></p> <p><i>Handout 4.2</i></p> <p><i>Colored pencils, crayons, and/or markers</i></p>	<p>teach this point. Since these areas are so different, it is not unusual to find very different housing, transportation, and clothing in each. As each topic below is discussed, allow students 3-4 minutes to fill in their comparison chart.</p> <ol style="list-style-type: none"> <li>2. <b>Houses</b> - The teacher should explain that when people live in urban communities, they tend to have apartments or houses, usually for one family. In rural communities, the houses tend to be smaller, have fewer amenities (electricity, hot water, heat, etc.), and house extended families or more than one family.</li> <li>3. <b>Transportation</b> - The teacher should explain that in urban communities, some people have cars (the city of Puebla is famous worldwide for its car production), and many people use trains (in Mexico City), public buses, or taxis. In rural areas, these types of transportation are less common and you find more people riding bicycles, walking, or even riding horses or being pushed in hand-taxis (this is a way for local people to make money).</li> <li>4. <b>Clothing</b> - The teacher should explain that people in Mexico wear different types of clothing, depending on their socio-economic status and the region they live in. In the major cities, most people wear modern clothing, similar to the types worn in the United States (jeans, t-shirts, dress pants, dress shirts). However, in the more rural areas, especially the southeastern part of the country (where there are many people of indigenous descent), people wear more traditional clothing. Some people also wear traditional clothing for special events like weddings, funerals, performances, and holidays. Some towns/regions are known for their own special designs, such as the purple/blue floral patterns of Zinacantan, Chiapas.</li> <li>5. <b>Activity - Making Mexican Clothing for a Paper Doll</b> - Once the discussion on urban versus rural life is finished, the students will have the chance to design their own versions of indigenous Mexican clothing for a paper doll. Students have the choice of designing for a boy or a girl. Remind students to think about the colors, patterns, and accessories that are used in rural areas (keep the pictures up for students to refer to), but they do not have to copy them. In fact, designs should be their original work!</li> </ol>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• writing a story about the boy or girl for whom they have designed their clothes.</li> <li>• making a store advertisement for the clothes.</li> <li>• writing an essay or paragraph about how rural life is similar to and different from urban life.</li> </ul>
<p><b>Additional Resources</b></p>	<p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• <i>What Can You Do with a Rebozo? Que Puede Hacer Con Un Rebozo?</i>, by Carmen Tafolla (Picture Book read aloud)</li> <li>• <i>The Skirt</i>, by Gary Soto</li> <li>• <i>Grandma and Me at the Flea</i>, by Juan Felipe Herrera</li> </ul>

<b>Lesson Number:</b>	5	<b>Social Studies Topic:</b>	Cultural Awareness: Music and Dance
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with music extensions (listening to and examining music)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.3a: Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.</p> <p>2.3c: Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p> <p>2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p>2.4c: View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will learn about music in Mexico. Students will have the opportunity to hear several types of music (sometimes accompanied by videos of dancing), and make conclusions about what they hear. They will also be asked to compare it to the music that they listen to in the United States. Students will understand that music is a very important part of Mexican culture and is played at funerals, fiestas, special shows (ballet, jazz concerts), and more. At the end of the lesson, students will read the lyrics for "Las Mañanitas," a traditional Mexican birthday song, and reflect on its style.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<p>*Students will use a Venn diagram to compare and contrast styles of traditional dance in Mexico with folk dancing in the United States.</p> <p>*Students will compare and contrast the birthday song in Mexico with the birthday song in the United States.</p>		
<b>Lesson Vocabulary</b>	traditional, mariachi		
<b>Materials Needed</b>	Music/video for the song "Cotton-Eyed Joe", Handout 5.1 (compare/contrast dance and music), Handout 5.2 (Las <i>Mañanitas</i> ), Slides 5.1-5.2		
<b>Discussion for Lesson</b>	<ol style="list-style-type: none"> <li>1. <b><u>Music and Dance as Cultural Indicators</u></b> - Begin a discussion with students about the importance of music and dance in a society. First have them think about the music they hear. <i>Where do you listen to music?</i> (parties, radio)</li> </ol>		

<p>Music and/or video for the song "Cotton-Eyed Joe" (try <a href="http://www.youtube.com">www.youtube.com</a>)</p> <p>Slide 5.1</p> <p>Slide 5.2</p> <p>Handout 5.1</p> <p>Handout 5.2</p> <p>Javier Solis' version of "Las Mañanitas" (available on <a href="http://www.youtube.com">www.youtube.com</a>)</p>	<p><i>Where else is music played? (Weddings, funerals, on television, school performances, etc.) How is music important to our society? Then ask students to think about when dancing is involved with music. What types of music do people dance to? (Hip hop, pop, country, classical, etc.) What traditional types of dance might we see in the United States? (Square dancing, line dancing, Waltz, etc.). *Try to play a traditional folk song like "Cotton-Eyed Joe" and/or show a video of it played with a line dance to give a better example.*</i></p> <p>2. <b>Music and Dance in Mexico</b> - Explain to students that music is very important in Mexico and is heard in many places around the country. Some examples include at parties (<i>fiestas</i>), weddings, funerals, and sometimes even during lunchtime in restaurants. A famous type of Mexican music is that played by mariachi bands. A mariachi band usually consists of four to seven men with instruments such as the violin, <i>vihuela</i>, <i>guitarrón</i>, and trumpet. The men are usually dressed in traditional outfits and sometimes sing serenades. Two specific examples of when Ms. Skiba heard a mariachi band was inside a church in the Mayan town of San Juan Chamula, Chiapas, where a mariachi band played for a funeral, and while on a <i>trajinera</i>, or small boat in the canals of Xochimilco, Mexico City.</p> <p>3. <b>Traditional Mexican Music and Dance</b> - Since you've likely played an example of traditional American music, tell students that they will now compare it to traditional Mexican music and dancing. The video on slide 5.2 was taken at a Folkloric Dance Show at Universidad Autónoma de Yucatán in Merida. As they watch the video, ask students to think about the music they hear and the dancing they see. <i>What instruments do you hear? Do any of the tunes repeat? How are the dancers moving?</i> *Have students fill in the Venn diagram to show the similarities and differences between the two types of music and dancing.</p> <p>4. <b>Las Mañanitas</b> - Ask students to name the song we sing in the United States when someone has a birthday ("Happy Birthday to You"). Tell students that there is a similar version in Mexico ("<i>Feliz cumpleaños a ti</i>"), but that there is also a more traditional song called "<i>Las Mañanitas</i>," sometimes sung by a mariachi band. Tell students that they will read the lyrics for "<i>Las Mañanitas</i>" and its English translation. *After reading it, try to play a Spanish version for the students. One example is the rendition by Javier Solis (available on YouTube). On the same handout, have students identify important features of the traditional Mexican song and describe how it compares to the American version of "Happy Birthday."</p> <p>5. <b>Traditional differences</b> - Have a conversation with students about how traditions play a different part in cultures around the world and ask them what they have learned about traditions in Mexico thus far. <i>How does this compare to other cultures they have studied and/or experienced?</i></p>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>finding additional songs/musical numbers by Mexican artists (on the Internet or from a CD; e.g., <i>De Colores</i>, <i>Piñata</i>, <i>La Cucaracha</i>) and comparing them to</li> </ul>

	<p>popular American songs</p> <ul style="list-style-type: none"> <li>• practicing the lyrics of <i>Las Mañanitas</i> as they listen to a traditional rendition.</li> <li>• attempting to recreate the traditional Mexican dances that they watch.</li> <li>• making maracas from coffee beans or rice and small jars to recreate sounds heard in Mexican music.</li> </ul>
<p><b>Additional Resources</b></p>	<p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• <i>My Tata's Guitar</i>, by Ethriam Cash Brammer (recommended Picture Book read aloud)</li> <li>• <i>Elena's Serenade</i>, by Campbell Geeslin</li> <li>• <i>Estela's Swap</i>, by Alexis O'Neill</li> </ul> <p><b><u>Web sites:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a>: Javier Solis "Las Mañanitas"</li> </ul>

<b>Lesson Number:</b>	6	<b>Social Studies Topic:</b>	Cultural Awareness: Art
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with art extensions (sculpting)</li> <li>• with writing extensions (written reflections)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.3a: Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.</p> <p>2.3c: Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p> <p>2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p>2.4c: View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will learn about art in Mexico. Students should understand that many people in Mexico consider themselves artists. They will learn that on a global scale, some very famous artists have come from Mexico, including the painters Frida Kahlo and Diego Rivera. Students will also learn that many people are artists on a local scale. They will be shown pictures of local people working at their craft and of various artworks produced in Mexico (including paintings, pottery, rugs, shirts, and more). At the end of the lesson, using a simple recipe, the teacher will make modeling clay and the students will handcraft a sculpture (plate, bowl, cup, animal figure, pendant, etc.).</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<p>*Students will participate in a discussion about Mexican artwork.</p> <p>*After viewing photographs of artists and artwork, students will write reflections about their observations and wonderings.</p> <p>*Students will design their own sculptures, re-enacting some of the techniques they noticed from the images.</p>		
<b>Lesson Vocabulary</b>	artist, sculpture, pottery		
<b>Materials Needed</b>	Chart paper, Slides 6.1-6.5, dough/clay for students to mold - <b>teacher should try to make this ahead of time</b> using flour & salt recipe (2 cups of flour, 1 cup of table salt, 1 cup of water, 1 Tbsp. of vegetable oil - knead for 8-10 minutes), pencils or sporks		

<p><b>Discussion for Lesson</b></p> <p><i>Chart Paper</i></p> <p><i>Slides 6.1-6.3</i></p> <p><i>Examples of pottery or textiles from these areas, if available</i></p> <p><i>Salt Dough ("clay") Pencils or sporks, to make special accents to their work</i></p> <p><i>Slides 6.4-6.5</i></p>	<ol style="list-style-type: none"> <li><b>1. <u>What is art?</u></b> - Ask students to make a list in their notebooks of anything that they think would be considered art. Then ask students to share their thoughts with one another and whole-class. Teacher should chart examples (paintings, sculptures, photographs, architecture, etc.).</li> <li><b>2. <u>Local Art in Mexico</u></b> - After having a general discussion about art, the teacher should explain that many of these types of artwork can be found in Mexico. In fact, individual regions are often known for specializing in specific forms of art. Some examples include: in San Bartolo Coyotepec (Oaxaca) villagers specialize in designing "black pottery" (<i>Slide 6.1</i>); in Amantanengo del Valle (Chiapas) women craft dove sculptures (<i>Slide 6.2</i>); and various cooperatives in Teotitlan del Valle (Oaxaca) weave colorful rugs (<i>Slide 6.3</i>). After students see the images of local art in Mexico, ask them for their thoughts about how these artists learned how to make their product (<i>many of these artists learned their craft as children and grew up designing it</i>) and why these areas focus on only one type of art (<i>the area becomes known for producing this specialty; once a person is good at it then they can produce multiple pieces in a short amount of time</i>). In their notebooks, instruct students to write 3-4 sentences about their observations and wonderings. <i>What did they notice about the art in Mexico? What questions do they have?</i></li> <li><b>3. <u>Activity - Making our own sculptures</u></b> - Tell students that it is now time for them to pretend to be Mexican artists. With the teacher having <i>pre-created</i> a salt and flour dough mixture, the students will use "clay" to make small sculptures. Remind students that the artists in Mexico spent years learning how to create their figures and that every piece is a little different. Encourage students to create anything they want, but brainstorm a list of ideas before they get started to prompt the "reluctant artists" (possible ideas: animals, people, cups, bowls, plates, vases).</li> <li><b>4. <u>(Optional Discussion): Famous artists</u></b> - Explain to students that while many of the local artists in Mexico are not well-known, there are a few whose art has become famous worldwide. They include the painters Frida Kahlo and Diego Rivera, both from the early- to mid-1900s. At this point, have a short discussion about types of paintings that artists can create (still-lives, portraits, landscapes, etc.) and then explain that these two artists were known for a specific type of painting (Frida Kahlo: self-portraits; Diego Rivera: murals). Many of Frida's self-portraits are in museums around the world, while many of Diego's murals can be found at the National Palace and in other places around Mexico City and the world (<i>Slide 6.4</i>). An interesting fact to share is that on August 31, 2010, the Bank of Mexico issued a new 500-peso currency note that bears images of both Frida Kahlo and Diego Rivera (<i>Slide 6.5</i>).</li> </ol>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• adding color to their clay sculptures with markers or paint.</li> <li>• writing a step-by-step instruction guide on how to design the sculpture that they crafted.</li> </ul>

	<ul style="list-style-type: none"> <li>researching Frida Kahlo or Diego Rivera and writing a small biography.</li> </ul>
<b>Additional Resources</b>	<p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li><i>Mexican Folk Art Coloring Book</i>, by Marty Noble</li> <li><i>The Paint Brush Kid</i>, by Clyde Robert Bulla</li> <li><i>Frida</i>, by Jonah Winter</li> <li><i>Diego: Bigger than Life</i>, by Carmen T. Bernier-Grand</li> </ul> <p><b><u>Web sites:</u></b></p> <ul style="list-style-type: none"> <li>Frida Kahlo Museum - <a href="http://www.museofridakahlo.org.mx/EluniversointimoINGLES.html">http://www.museofridakahlo.org.mx/EluniversointimoINGLES.html</a></li> <li>Salt Dough Recipe - <a href="http://www.ancientnile.co.uk/saltdough/php">http://www.ancientnile.co.uk/saltdough/php</a></li> </ul>

<b>Lesson Number:</b>	7	<b>Social Studies Topic:</b>	Cultural Awareness: Language and Literacy
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with language extensions (learning words in a new language)</li> <li>• with speaking extensions (practicing new words with one another)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.3c: Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p> <p>2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will learn about language in Mexico. Although many people assume that Spanish is the only language spoken in the country, students will learn that there are actually hundreds of indigenous languages still spoken in rural areas. Students should understand that language is first learned in the home and then in school, and that some children can speak more than one language (they are bilingual or trilingual). At the end of this lesson, students will have the chance to learn a few words in Spanish. Divided into partners, students will work together to solve a word search using Spanish vocabulary. After completing the word search, students will use the same words to identify pictures of these objects on a separate handout.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<p>*Students will participate in a discussion about language and language learning.</p> <p>*Students will complete a word search and a word matching game (if time permits).</p>		
<b>Lesson Vocabulary</b>	Indigenous, bilingual		
<b>Materials Needed</b>	Handout 7.1 (Spanish word search), Handout 7.2 (Spanish word matching activity), Spanish-English dictionary, index cards (for flashcards, as an extension)		
<b>Discussion for Lesson</b>	<ol style="list-style-type: none"> <li>1. <b><u>What is language?</u></b> - Have a discussion with students about what language is and when/where we use language (speaking, reading, writing, listening). Allow students to share their own language experiences with each other (<i>Do you speak another language at home? Have you ever traveled to a country where they did not speak English? What did it sound like? What does it feel like when you do not understand someone?</i>).</li> <li>2. <b><u>Languages in Mexico</u></b> - Ask students what language they think is spoken in</li> </ol>		

<p><a href="http://www.quiz-buddy.com/Spanish_Phrases_with_Audio.html">http://www.quiz-buddy.com/Spanish_Phrases_with_Audio.html</a></p> <p>Handout 7.1</p> <p>Handout 7.2</p>	<p>Mexico. Most students will likely say "Spanish." While this is true, and Spanish is spoken by 92.7% of people, almost 7% of the population speaks indigenous, or native, languages. Remind students of the rural areas they studied in lesson 4 and explain that many people in rural southeastern Mexico still speak versions of Mayan and Nahuatl. <b>You may want to give students the opportunity to listen to a few phrases in Spanish using the Web site "Quiz Buddy."</b></p> <p>3. <b>Learning languages</b> - Have a discussion with students about where people first begin to learn language (usually at home with their families). Then talk about the purposes of school when it comes to language learning (read books, talk with peers, learn new words and proper grammar, etc.). Ask students why children should go to school and study their native language (to be able to converse with others, to become literate, to go to college, etc.). Explain to students that some people have been fortunate enough to learn more than one language (<i>Do any students in this class speak more than one language?</i>). This is called being <u>bilingual</u>. Some people in Mexico are bilingual (or even trilingual) and have learned English so that they can interact with tourists.</p> <p>4. <b>Activity - Learning Spanish</b> - Explain to students that there are many ways for them to learn Spanish and that it would be written and spoken in most Mexican cities and towns (billboards, menus, books, magazines, comic books, etc.). Now they will have the opportunity to become students of Spanish and learn a few words in Spanish today. First, the students will complete a word search that has a Spanish-English Word Bank. Then, if time permits, students will complete a matching game referring back to the word search for help. In this matching game (possible homework, if time runs out), students will see words from the word search in the "Word Bank." There will also be ten small pictures on the handout and students should write the Spanish words that match the pictures.</p>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• using a Spanish-English dictionary to practice additional words.</li> <li>• making their own Spanish crossword puzzles.</li> <li>• making flashcards to practice the meanings of the Spanish words (include small pictures for added help).</li> </ul>
<p><b>Additional Resources</b></p>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Speak Spanish with Dora and Diego: Family Adventures!</i>, by Pimsleur</li> <li>• <i>The Everything Kids' Learning Spanish Book: Fun Exercises to Help You Learn Español</i>, by Laura K. Lawless</li> <li>• <i>Let's Learn Spanish Coloring Book</i>, by Anne-Francoise Pattis</li> <li>• <i>Spanish-English Picture Dictionary</i>, by School Specialty Publishing</li> </ul> <p><b>Web sites:</b></p> <ul style="list-style-type: none"> <li>• <u><i>Rosetta Stone: Spanish (Latin America)</i></u> - <a href="http://www.rosettastone.com/learn-spanish">http://www.rosettastone.com/learn-spanish</a> - A computer program designed to teach language by associating words with pictures.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <u><i>ePals Global Community</i></u> - <a href="http://www.epals.com/">http://www.epals.com/</a> - A social network for the K-12 community. Provides the opportunity for classrooms around the world to connect with one another. Anyone interested must create an account and then search for classrooms in Mexico to partner with.</li><li>• <u><i>Quiz Buddy</i></u> - <a href="http://www.quiz-buddy.com/Spanish_Phrases_with_Audio.html">http://www.quiz-buddy.com/Spanish_Phrases_with_Audio.html</a> - A free site with various Spanish phrases. Click on them to hear pronunciation.</li></ul> |
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**Other:**

- *Spanish (Flash Kids Flash Cards)*, by Flash Kids Editors (available through Barnes and Noble - ISBN: 1411404653)

<b>Lesson Number:</b>	8	<b>Social Studies Topic:</b>	Cultural Awareness: Holidays
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with math extensions (using a calendar)</li> <li>• with art extensions (designing)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.3c: Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p> <p>2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p><u>NYS Math Standard</u> -</p> <p>2.PS.4 - Formulate problems and solutions from everyday situations (e.g., using the calendar).</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will learn about various holidays celebrated in Mexico. First, students will discuss the difference between national holidays and non-national holidays (religious, commercial, just for fun, etc.). Then, students will be given a blank 2011 calendar and be asked to write the various national holidays and some non-national holidays in their respective date boxes. The teacher will explain the various ways holidays are celebrated (families getting together, having <i>fiestas</i> (parties), walking in parades, etc.). The teacher will also explain that most special occasions in Mexico are celebrated with colorful banners made of tissue paper or thin plastic, with cut out images and words. Students will then be given blank tissue paper and asked to create and cut out their own designs (to be hung for the unit's celebration).</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<ul style="list-style-type: none"> <li>*Students will participate in a discussion about holidays and come up with a meaning for "national holidays."</li> <li>*Students will fill in a blank calendar with national holidays in Mexico and selected non-national holidays.</li> <li>*Students will design their own Mexican celebration banner.</li> </ul>		
<b>Lesson Vocabulary</b>	calendar, national holiday, banner, celebration		
<b>Materials Needed</b>	chart paper, Handout 8.1 (list of national/non-national holidays), Handout 8.2 (blank 2011 monthly calendars), Slides 8.1-8.2, tissue paper, scissors, string, glue or tape		
<b>Discussion for</b>	1. <u>What are Holidays?</u> - Chart a list of the holidays that students know about.		

## Lesson

Chart paper

Facilitate a discussion about why they are important to people. *What holidays are celebrated in the United States? When are they celebrated? What specific holidays do you celebrate? How do we make holidays special (e.g., food, decorations, visits to religious institutions, giving/receiving presents, etc.).*

2. **Holidays in Mexico** - Explain to students that there are many holidays celebrated in Mexico and some are the same as in the United States (for example: Easter, Christmas, and New Year's). Other holidays are similar to those in the U.S., but have different dates (i.e. *Independence Day in the U.S. is on July 4<sup>th</sup>, but in Mexico it is on September 16<sup>th</sup>...why?*). Still other holidays are celebrated in Mexico, but are not similar to U.S. holidays (*Why is this true? Where does the influences for these holidays come from?* Many holidays in Mexico are a fusion of European/Spanish Catholic influences and native traditions). These include Día de los Muertos (Day of the Dead), where deceased family members are honored and celebrated, and Día de la Candelaria (Day of the Candles), a religious holiday where many streets in Mexico are decorated with lanterns and families eat tamales.
3. **Religion and Mexican Holidays** - Students should understand that the Catholic religion is very important to many people in Mexico. Some of the national holidays and many non-national holidays are religious in nature. You might want to share the story of Juan Diego with your students - *Juan Diego was an indigenous man who lived in Mexico in the mid-1500s. In 1531, he reportedly saw the image of the Virgin of Guadalupe (the Mexican version of the Virgin Mary). According to the story, the woman he saw told him to bring a message back to the local people and build a shrine for her on that site. When the villagers did not believe him, Juan Diego saw the woman again. She told him to collect petals from the roses atop the hill in his cloak and bring it to the bishop. When he opened the cloak for the bishop, the image of the Virgin of Guadalupe was stained in the fabric. The original cloak is still on display at the Basilica of Our Lady of Guadalupe in Mexico City.*
4. **Calendar Activity** - Give students a copy of the list of holidays and blank calendar. Tell students that their job today is to write the national and non-national holidays on their respective dates on the monthly calendars. \*The list of holidays is not complete, but can be added to by visiting various public Web sites.
5. **Celebratory Banner** - If time permits, students can design their own celebration banners to hang in the classroom. Banners of this type (called *papel picado*) are seen throughout Mexico and are usually made on either thin plastic or tissue paper. The banners are often multi-colored and include small cut-outs of images or words related to the celebration. *Sometimes restaurants or businesses have them made to celebrate an anniversary; even small villages have their names cut into banners which are then hung around the town (especially in or near the zócalo (town square)).* To complete this activity, students take a piece of tissue paper and fold it over 2-4 times so that they have a small square. Using scissors, the students should cut small

Slide 8.1

Handouts 8.1-8.2

Possible Web site to visit:

<http://www.mexonline.com/holiday.htm>

Slide 8.2

Tissue paper, scissors, string, glue or tape

Crayola Web site:

<http://www.crayola.com/crafts/detail/colorful-cut-paper-banners->

<a href="#">craft/</a>	<p>designs out of the square and then unfold the paper. To hang the banners, fold the very top of the tissue paper over a piece of string and glue or tape it. A more detailed description of the activity can be found on the Crayola Web site.</p>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• researching one of the holidays in-depth and then writing a "Day in the Life" entry on how this day is celebrated, from early morning until the evening.</li> <li>• choosing a holiday and designing a greeting card to send to a friend.</li> </ul>
<p><b>Additional Resources</b></p>	<p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Day of the Dead (el Dia de los Muertos)</i>, by Bob Barner</li> <li>• <i>Going Home</i>, by Eve Bunting</li> <li>• <i>Too Many Tamales</i>, by Gary Soto</li> <li>• <i>Uno, Dos, Tres, Posada!</i>, by Virginia Kroll</li> <li>• <i>Piñatas and Smiling Skeletons: Celebrating Mexican Festivals</i>, by Zoe Harris</li> </ul> <p><b><u>Web sites:</u></b></p> <ul style="list-style-type: none"> <li>• "The Mayas for Kids: Daily Life in the Maya Empire" - <a href="http://mayas.mrdonn.org/dailylife.html">http://mayas.mrdonn.org/dailylife.html</a></li> <li>• "Mayan Kids" - <a href="http://www.mayankids.com/">http://www.mayankids.com/</a></li> </ul> <p>BrainPop Jr. - "Mexico" (free movie) - from 5:51 to end.</p>

<b>Lesson Number:</b>	9	<b>Social Studies Topic:</b>	Cultural Awareness: Economics
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with math extensions (multiplying, money conversion, making change)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.3c: Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p> <p>2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p>4.1c: Know that scarcity requires individuals to make choices and that these choices involve costs.</p> <p><u>NYS Math Standard</u> -</p> <p>3.M.7: Count and represent combined coins and dollars, using currency.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will understand the way that money is used in Mexico. First, students will be given actual representations of the money (if a teacher does not have his/her own samples, money can be exchanged at a local exchange center) to examine and discuss with their classmates. They will describe the similarities/differences with American money. Then students will cut out their money and "go shopping" in their classroom. Students will alternate buying and selling, but since prices will be listed in American dollars, students will need to use a conversion chart to decide how many pesos they need to give the cashier. By the end of the lesson, each student will have had the opportunity to "purchase" items from a "Mexican tienda" (store) using his/her pretend pesos.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<ul style="list-style-type: none"> <li>*Students will compare/contrast the Mexican peso with American money.</li> <li>*Students will count the number of pesos they have to use for "shopping."</li> <li>*Students will use a conversion chart to convert American dollars to Mexican pesos.</li> <li>*Students will make change when needed during a pretend transaction.</li> </ul>		
<b>Lesson Vocabulary</b>	Peso, tienda, convert		
<b>Materials Needed</b>	Examples of American and Mexican money (likely found at a bank or a currency exchange booth in or near an airport), envelopes, Handout 9.1 (images of Mexican		

	money), Handout 9.2 (Using money in Mexico), Handout 9.3 (Conversion sheet), Handout 9.4 (Items to buy)
<p><b>Discussion for Lesson</b></p> <p><i>Examples of American and Mexican money</i></p> <p>Handout 9.1</p> <p>Envelopes</p> <p>Handout 9.3</p> <p><i>For current exchange rates, you should access <a href="http://www.xe.com/">http://www.xe.com/</a></i></p> <p>Handout 9.4</p> <p>Handout 9.2</p>	<ol style="list-style-type: none"> <li>1. <b><u>Money in Mexico</u></b> - Explain to students that today's lesson will focus on learning about money in Mexico and that they will have the chance to pretend that they are shopping in a Mexican <i>tienda</i> (store). Teachers should try to have examples of both American and Mexican money. If actual models are not available, teacher should print out an extra copy of handout 9.1. The teacher should pass around the Mexican pesos, bills and coins, and examples of American bills and coins. Ask students to record their observations in their notebooks and then ask them to verbally compare and contrast the two versions of money (teacher can chart this in the classroom).</li> <li>2. <b><u>Money for Students</u></b> - <i>Give each student a sheet of "Mexican pesos."</i> Go through each denomination with the students, explaining that when we leave the United States, money is not worth the same amount. Although the currency rates vary, the best explanation is that 10 Mexican pesos are almost equal to 1 U.S. dollar. So even though someone might have a 50 peso bill, it is only worth about 5 U.S. dollars, a 100 peso bill equals about 10 U.S. dollars, etc. Also explain that the 10, 5, 2, and 1 peso are represented in coins and equal about \$1, 50¢, 20¢ and 10¢, respectively. <i>Now have the students cut out their Mexican pesos and place their money in an envelope (you might want students to write their names on the backs of the bills/coins).</i></li> <li>3. <b><u>Converting Money</u></b> - <i>Give each student a copy of the monetary conversion sheet and show students that the money amounts have already been translated for them.</i> In the activity they are going to complete, they must convert the prices on the items from U.S. dollars into Mexican pesos and decide how much the item will cost in pesos. Then they will pay for the item in pesos and receive pesos in change. <b>*Scaffold for struggling learners: Change the prices of the items to Mexican pesos, so that no conversion is necessary.</b></li> <li>4. <b><u>Re-create a souvenir store setting</u></b> - Break the class into two groups - one to sell and one to buy; after 8-10 minutes, they will switch roles. <b>Make sure that enough copies of the items have been made (about 10 each) and have them cut out prior to the activity.</b> Students will walk around the <i>tienda</i> and choose souvenirs to purchase from their "trip" to Mexico, giving the pesos they cut out and receiving the same in change. Students should use their conversion charts for reference and record their purchases on their record sheet.</li> </ol>
<b>Extensions</b>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• making a "shopping list" before they get started.</li> <li>• writing a receipt for the items they "purchased".</li> <li>• practice "bartering," or trading, with classmates - using their "purchased" items and any leftover money they have.</li> </ul>
<b>Additional Resources</b>	<p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Estela's Swap</i>, by Alexis O'Neill</li> </ul>

<b>Lesson Number:</b>	10	<b>Social Studies Topic:</b>	Cultural Awareness: Food and Drink
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with writing extensions (writing a menu)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<p><u>NYS Social Studies Performance Indicators</u> -</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.3c: Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.</p> <p>2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p>		
<b>Brief Summary of Lesson</b>	<p>In this lesson, students will learn about food and drink in Mexican society. Students will understand that there are three main meals in Mexico, similar to that in the United States. They will learn the Spanish names as <i>desayuno</i> (breakfast), <i>almuerzo</i> (lunch) and <i>cena</i> (dinner). Students will learn about the role that the soft drink companies Coca-Cola and Pepsi play in Mexican society. At the end of the lesson, having learned that most meals in Mexico include the tortilla, students will make their own tortillas by reading a recipe.</p>		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<p>*Students will use the words <i>desayuno</i>, <i>almuerzo</i>, and <i>cena</i> to refer to the typical meals in Mexico.</p> <p>*Students will read a recipe to make their own tortillas (to be made for the celebration).</p>		
<b>Lesson Vocabulary</b>	tortilla, desayuno, almuerzo, cena		
<b>Materials Needed</b>	Handout 10.1 (tortilla recipe card), Slides 10.1-10.2, basic tortilla recipe ingredients (water, flour, salt - <b>teacher might want to make the dough ahead of time to speed up the activity</b> ), "A Kid's Guide to Mexico" (pg. 11)		
<b>Discussion for Lesson</b>	<ol style="list-style-type: none"> <li>1. <b><u>Importance of Food</u></b> - Begin the lesson with a discussion about food and drink, and how it relates to any society. <i>Why is food important to people? How does food bring family and friends closer together? What meals do people usually eat? How do meals differ in different societies?</i></li> <li>2. <b><u>Food in Mexico</u></b> - Explain to students that food and drink are very important in Mexican society and meals often bring the family together. Students and</li> </ol>		

<p>Slide 10.1 E-Book (pg. 11)</p> <p>Slide 10.2</p> <p>Handout 10.1</p> <p>Pre-made dough or the ingredients for students to make it themselves: flour, salt, water</p>	<p>parents sometimes travel home from school and work during lunchtime so that they can eat with their families. There are three main meals eaten in Mexico, similar to the United States. They are: <i>desayuno</i> (breakfast), <i>almuerzo</i> (lunch), and <i>cena</i> (dinner). There are typical foods, like tortillas and soup, and exotic foods, such as <i>chapulines</i> (fried grasshoppers) and <i>escamoles</i> (cooked ant eggs). You can also have students read page 11 of "A Kid's Guide to Mexico" and discuss food in the country.</p> <p>3. <b><u>The roles of Coca-Cola and Pepsi</u></b> - Coca-Cola and Pepsi play big roles in Mexican society for two reasons. First, many people of indigenous descent see the soft drinks as a part of their spiritual cleansing. They feel that the carbonation in the drinks help to release the bad spirits in their bodies, especially when they are sick (this happens when people "burp"). The second role that the soft drink companies play in Mexico is that they are often sponsors of recreational areas in and around Mexican schools and parks. For example, some schools have brand new basketball courts and soccer fields with the Pepsi or Coca-Cola logo painted everywhere. This is done with the agreement that the school or building will have that company's vending machine in a lunch area or courtyard. <i>Have a discussion with students: In a time when healthy eating is at the forefront of discussion in the United States, how "ethical" is it of the soft drink companies to promote themselves by painting their logos around educational institutions in Mexico?</i></p> <p>4. <b><u>Make our own tortillas</u></b> - In preparation for the unit celebration, students will make tortillas, a Mexican staple, to enjoy. In groups of 4-6, students can combine the ingredients (or the teacher can do this ahead of time), divide the dough among themselves and then roll out into thin circles. Teacher should divide the shaped tortillas with wax paper and take them home (or send to school kitchen) to bake. The teacher can label individual tortillas with student names by using an edible marker.</p> <p><b><u>Easy Recipe</u></b> from <a href="http://www.parenthacks.com/2007/07/easy-cooking-pr.html">http://www.parenthacks.com/2007/07/easy-cooking-pr.html</a>  1 cup flour  <math>\frac{1}{4}</math> teaspoon salt  <math>\frac{1}{2}</math> cup water                   (makes about 4-6 tortillas)</p> <p>The "Texas Cooking" Web site adds baking powder, vegetable oil, and milk (instead of water), with a slightly more complicated process:  <a href="http://www.texascooking.com/features/sept98flourtortillas.htm">http://www.texascooking.com/features/sept98flourtortillas.htm</a></p>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• researching the nutritional information for different types of Mexican foods and putting the data into a chart.</li> <li>• looking through cookbooks for additional authentic Mexican recipes.</li> <li>• writing a letter to Coca-Cola or Pepsi, persuading them to encourage healthy food/drink options in Mexican schools.</li> </ul>

**Additional  
Resources**

**Books:**

- *A Mexican Feast: The Food and Recipes of Mexico*, by Ira Wood
- *Festive Foods: Mexico*, by Sylvia Goulding
- *Hola! Jalapeño*, by Amy Wilson Sanger
- *Mexico (A World of Food series)*, by Geoff Barker

**Web sites:**

- BrainPop Jr. - "Mexico" (free movie) - from 4:23 to 5:02.
- Tortilla recipes -  
<http://www.parenthacks.com/2007/07/easy-cooking-pr.html>  
<http://www.texascooking.com/features/sept98flourtortillas.htm>

<b>Lesson Number:</b>	11	<b>Social Studies Topic:</b>	Celebration
<b>Subject/Topic Areas</b>	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• with speaking extensions (sharing favorite project)</li> </ul>		
<b>Standards and/or Sub-Standards Addressed</b>	<u>NYS English Language Arts Standard -</u> 4: Students will read, write, listen, and speak for social interaction.		
<b>Brief Summary of Lesson</b>	In this lesson, students will celebrate their unit on Mexico. During this period, Mexican music will be played and samples of Mexican food will be served. Many of the items from the unit will be displayed, including the <i>papel picado</i> banners, the paper dolls, and the sculptures the students created. Each student will have the opportunity to pick his/her favorite activity of the "I Can Do It Too!" unit and present his/her work to the class. At the end of the lesson (and now, the unit), students will complete the "What I Learned" column on their K-W-L chart and look back on their initial understandings and whether or not their questions were answered from the "What I Want to Know" column. As a final activity, students will complete a reflection sheet on the unit (which can go into a student's portfolio, if one is required by the school).		
<b>Performance Tasks: Assessment/Evidence of Mastery</b>	<ul style="list-style-type: none"> <li>*Students will speak with each other about their favorite projects completed during the unit.</li> <li>*Students will reflect on the "What I Know" and "What I Want to Know" columns of their K-W-L chart and complete the "What I Learned" column of their K-W-L chart.</li> <li>*Students will reflect back on the entire unit, highlighting their favorite parts and most significant understandings.</li> <li>*Students will celebrate the unit by enjoying a typical Mexican <i>fiesta</i>.</li> </ul>		
<b>Lesson Vocabulary</b>	celebration, <i>fiesta</i> , authentic		
<b>Materials Needed</b>	Examples of projects from the "I can do it too!" unit, K-W-L chart (Handout 0.1), any food and drinks made/purchased, Handout 11.1 (student reflection)		
<b>Discussion for Lesson</b>	<ol style="list-style-type: none"> <li>1. <b>Welcome</b> - Welcome students to the celebration and let them know that this <i>fiesta</i> is in honor of their completion of the "I Can Do It Too!" unit on Mexico. Talk briefly about the different lessons conducted during the unit—geography, history, and cultural awareness—and the various activities they completed. Remind them that they should have started to feel like they were actually <i>visiting Mexico!</i></li> <li>2. <b>K-W-L</b> - Hand back the K-W-L charts that the students completed in the beginning of the unit. Give them a few minutes to review the two columns they wrote in - "What I Know" and "What I Want to Know." Tell them that this is</li> </ol>		
<i>Handout 0.1</i>			

<p><i>Projects completed by students during the unit</i></p> <p><i>Handout 11.1</i></p> <p><i>Mariachi music, piñata, Mexican style foods (most recipes can be found on the Internet)</i></p>	<p>the opportunity to clear up any misunderstandings they might have had in the "What I Know" column and to see if they answered the "What I Want to Know" questions. Then they can reflect on each column and input any new information in the "What I Learned" column.</p> <p>3. <b>Share</b> - Students should be prepared to share one of their favorite activities from the "I Can Do It Too!" unit. Reiterate to students that it should be a project that helped them understand Mexican culture and feel like they were doing something <i>authentic</i>. Allow each student the chance to take out (or if hung in the room, to take down) the project that he or she is the most proud of. Then in groups of 4-5, have students share with each other about which project is their favorite, why it is special to them, and how it made them feel like they were a part of Mexican society and culture.</p> <p>4. <b>Reflection</b> - Give students a reflection sheet and allow them 5-7 minutes of quiet time to think back to the different lessons in the unit. They can take out their notebooks and/or projects if they need to. <b>*This sheet can go into a student's portfolio if your school requires one.*</b></p> <p>5. <b>Enjoy a fiesta!</b> - This might be the perfect time to read aloud <i>Mice and Beans</i> and have a <i>fiesta</i> to celebrate the unit. Some suggestions to make the celebration feel more authentic: play mariachi music; buy a piñata and fill it with treats and then have the students break it open; serve typical Mexican dishes like <i>sopa de tortilla</i> (tortilla soup), <i>platanos</i> (fried plantains), <i>arroz con frijoles</i> (rice and beans), <i>tostadas</i> (the tortillas the students made served with different vegetables and meat on top), and guacamole.</p>
<p><b>Extensions</b></p>	<p><u>Students can take the activity further by:</u></p> <ul style="list-style-type: none"> <li>• writing a letter to the teacher describing what he/she has learned during the unit.</li> <li>• sharing their understandings and their projects with their friends and family.</li> </ul>
<p><b>Additional Resources</b></p>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Mice and Beans</i>, by Pam Munoz Ryan (recommended Picture Book read aloud)</li> </ul> <p><b>Web sites:</b></p> <ul style="list-style-type: none"> <li>• Mexican food recipes: <a href="http://allrecipes.com//Recipes/world-cuisine/latin-america/mexico/Main.aspx">http://allrecipes.com//Recipes/world-cuisine/latin-america/mexico/Main.aspx</a></li> </ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Mexico: Land, history, and culture



What I <b>K</b> now	What I <b>W</b> ant to know	What I <b>L</b> earned



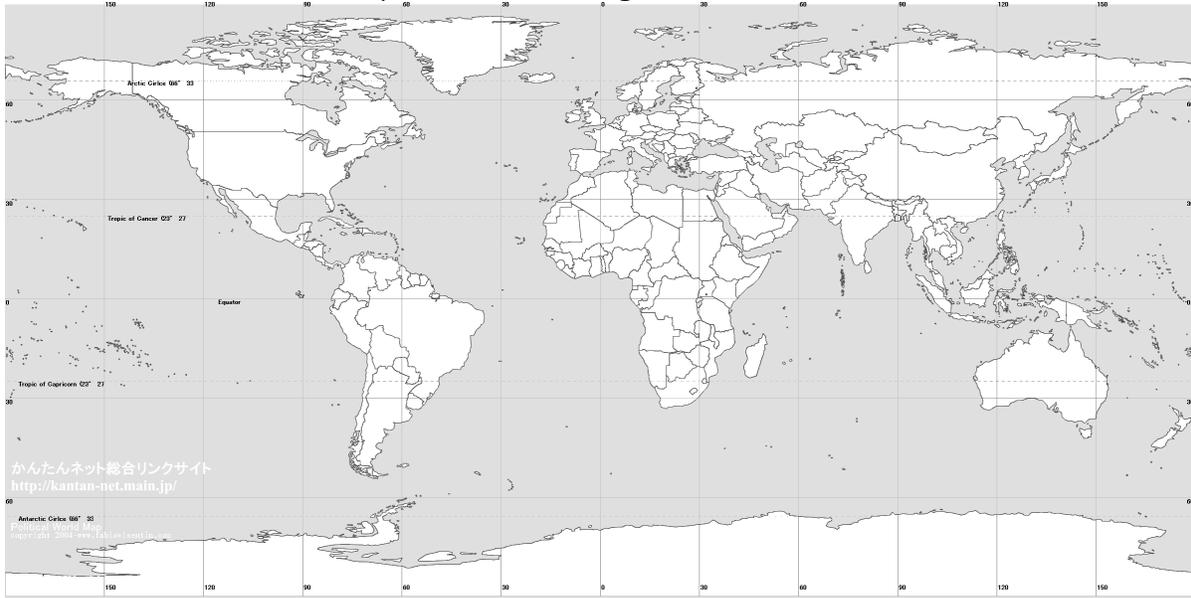
Handout 0.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Maps of Mexico

Where is Mexico on the world map? Outline it in green and color it red!

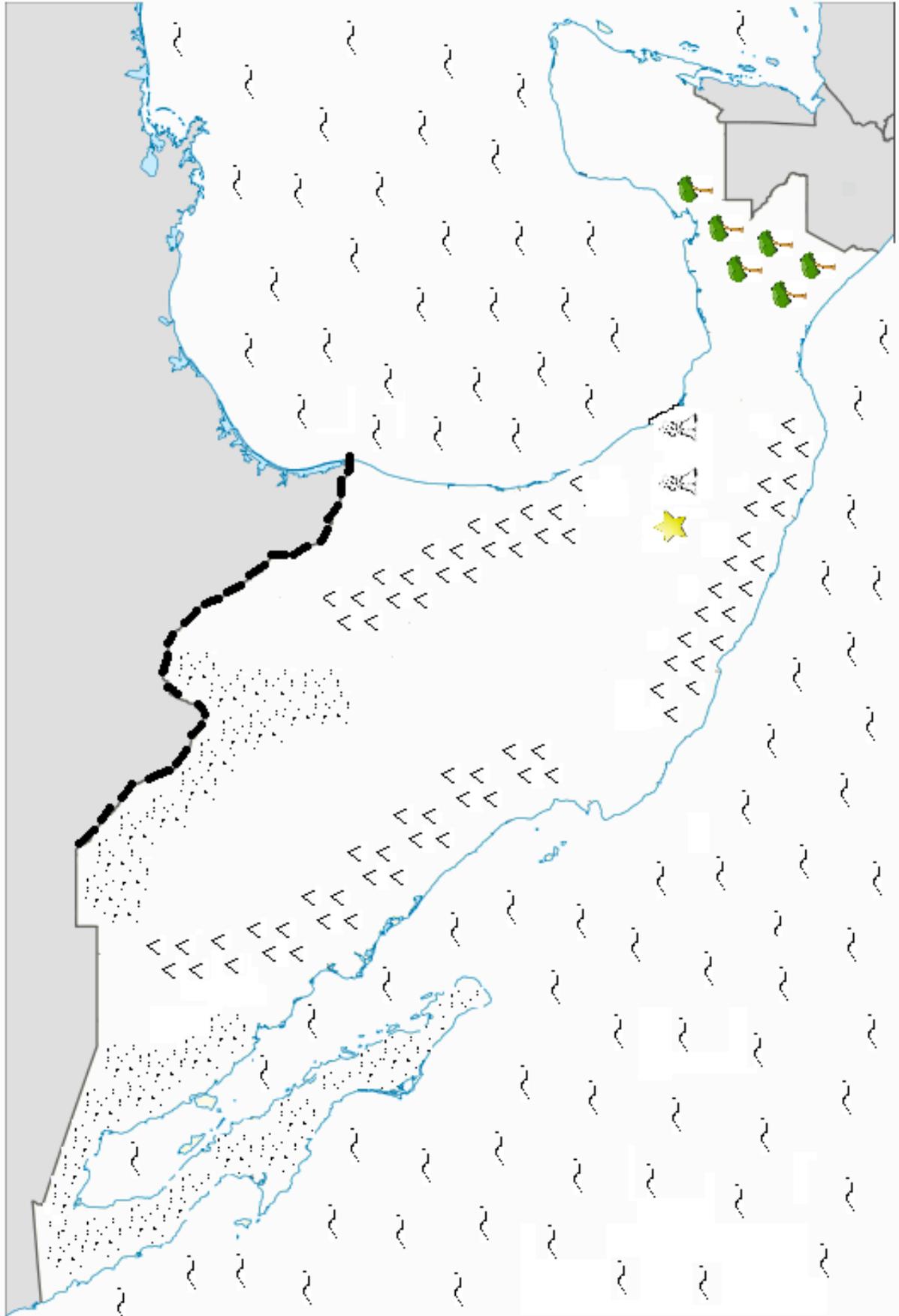


Where is Mexico in North America? Outline it in green and lightly color it red!



*Handout 1.1*

My Map of México



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Geography of Mexico: My Reflection**

As I created my map of Mexico, I learned that Mexico has many natural features. They include: \_\_\_\_\_

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---

If I could visit Mexico, I would want to travel to:

(choose one)

- the desert
- the mountains
- the rainforest
- the coast (where the water meets land)

I chose this part of Mexico because \_\_\_\_\_

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Here's a picture of me visiting this part of Mexico:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Comparing the Aztecs and Mayans**

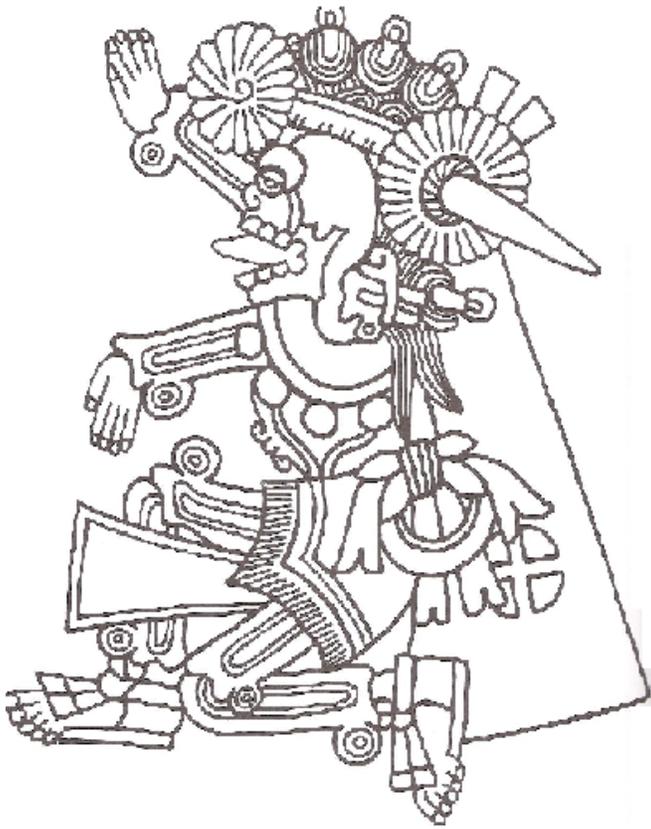
	<b>Aztecs</b>	<b>Mayans</b>
Where was this civilization located?		
When did this civilization make its greatest accomplishments?		
Who were the rulers, or people in charge, of this group?		
What special contributions did these people make?		
What happened to this group of people?		



Yum Kimil  
Mayan Lord of Death



Chaak  
Mayan God of Water



Mictlantecuhtli  
Aztec Lord of the Dead



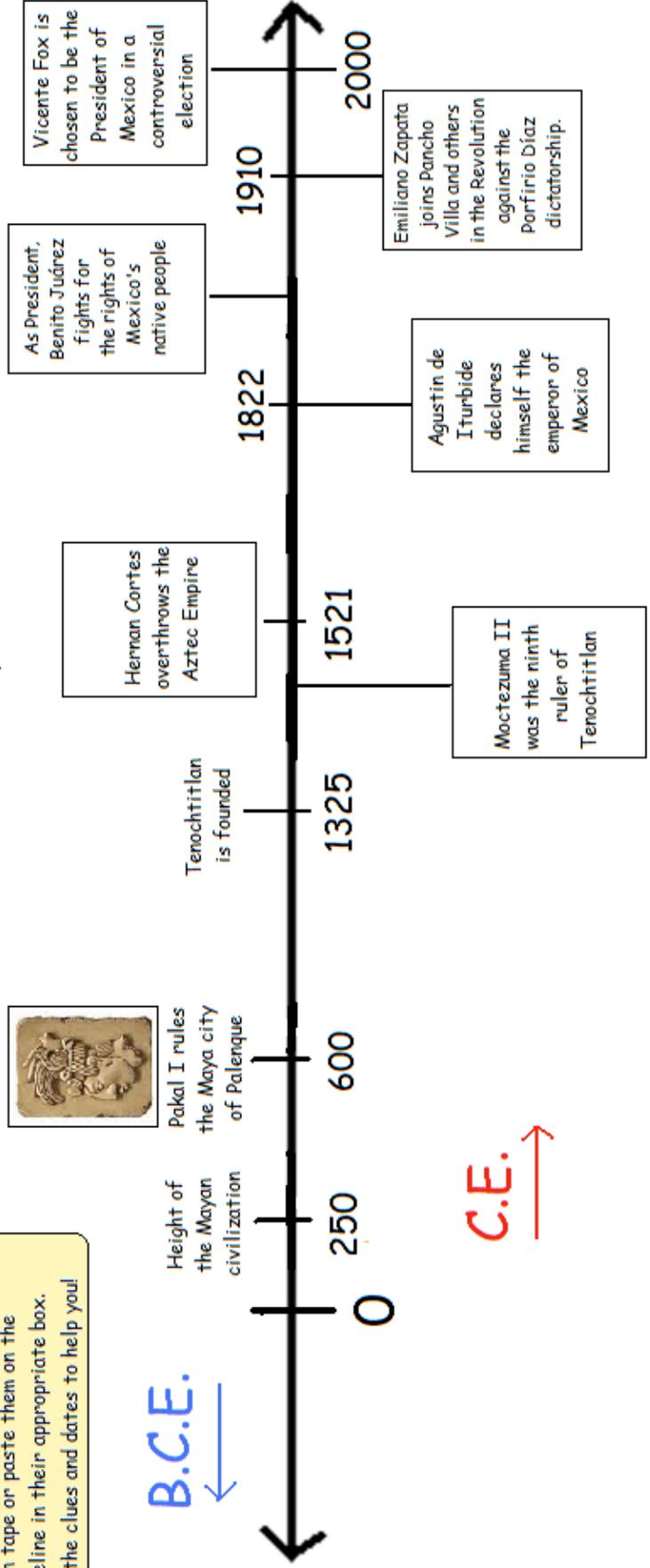
Tláloc  
Aztec God of the  
Rain and Thunder

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Mexico's Modern History Timeline Activity

**Directions:** Cut out the pictures of the important people in Mexico's history. Then tape or paste them on the timeline in their appropriate box. Use the clues and dates to help you!



	This person was the first indigenous man to become President of Mexico
	This person was elected President of Mexico even when he did not belong to the popular party of the 20th century
	This person was a Mexican army general in the War of Independence (1810-1821)
	This person was a Spanish explorer who ended the Aztec reign
	This person was in charge of the Aztecs from 1502-1520.
	This person formed an army called the Zapatistas who wanted to make land ownership fair in Mexico

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Urban Communities versus Rural Communities

Directions: As the teacher explains the differences between urban and rural communities, and shows images of each, fill in the chart below with important things that you notice.

	<b>Urban Communities</b>	<b>Rural Communities</b>
Housing		
Transportation		
Clothing		

In what ways are the urban communities and rural communities of Mexico different?

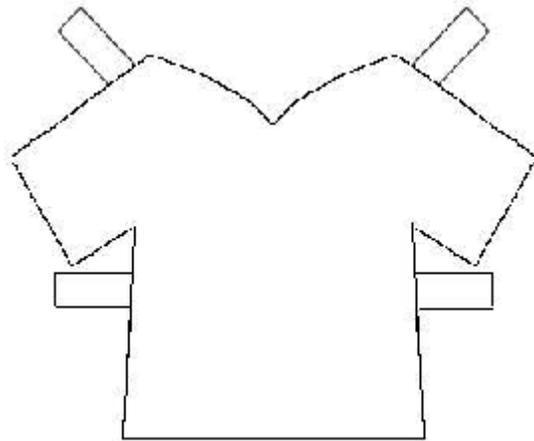
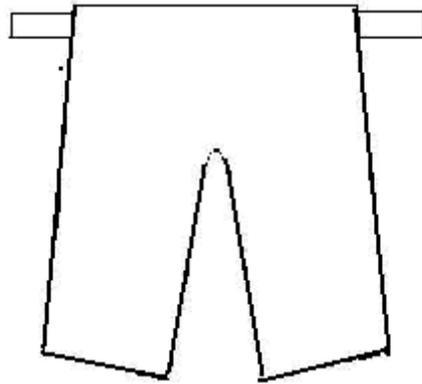
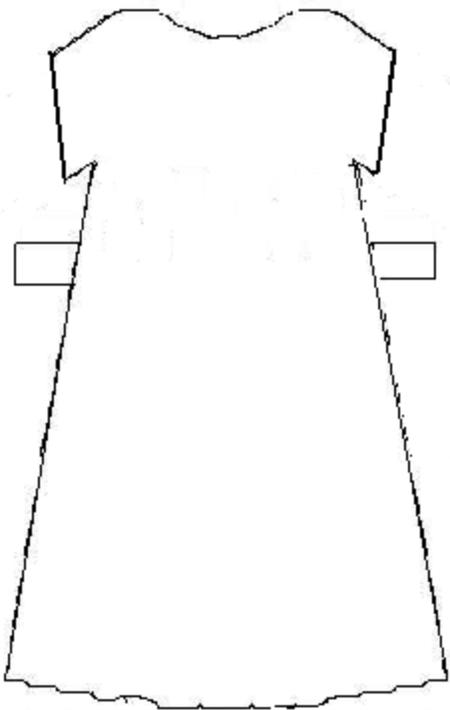
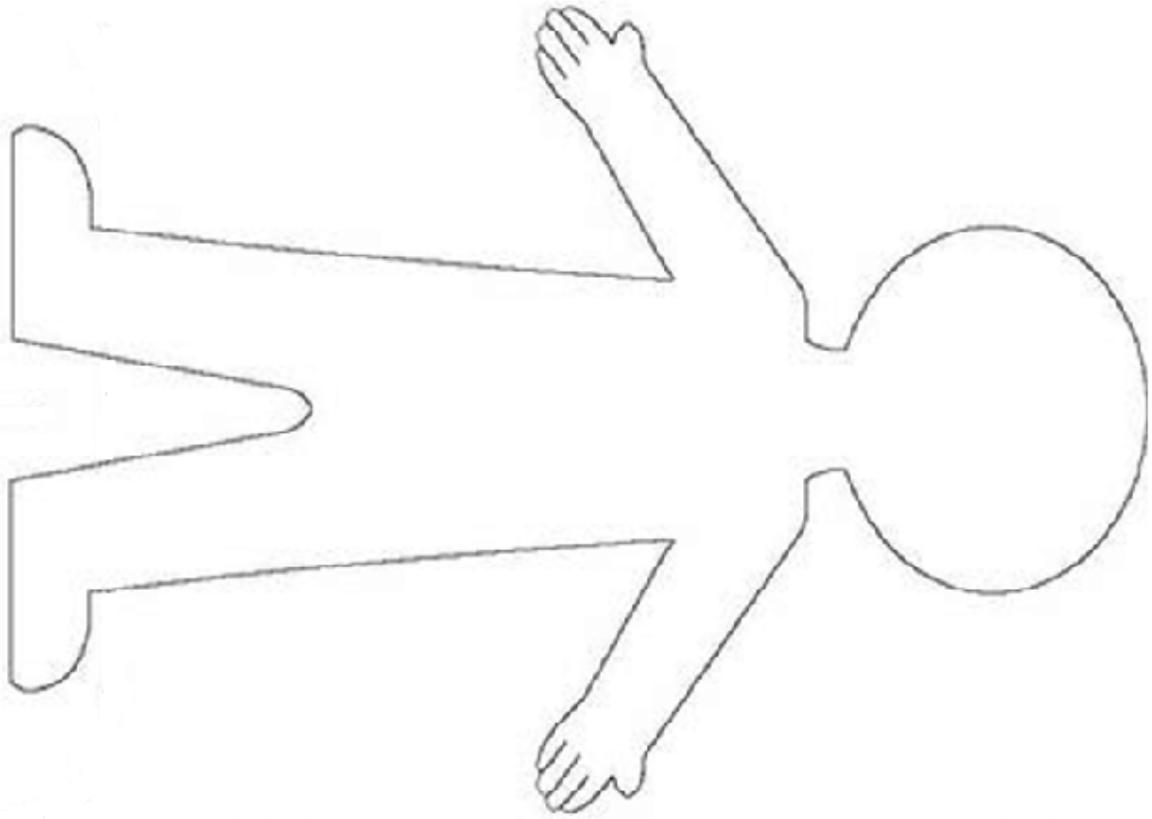
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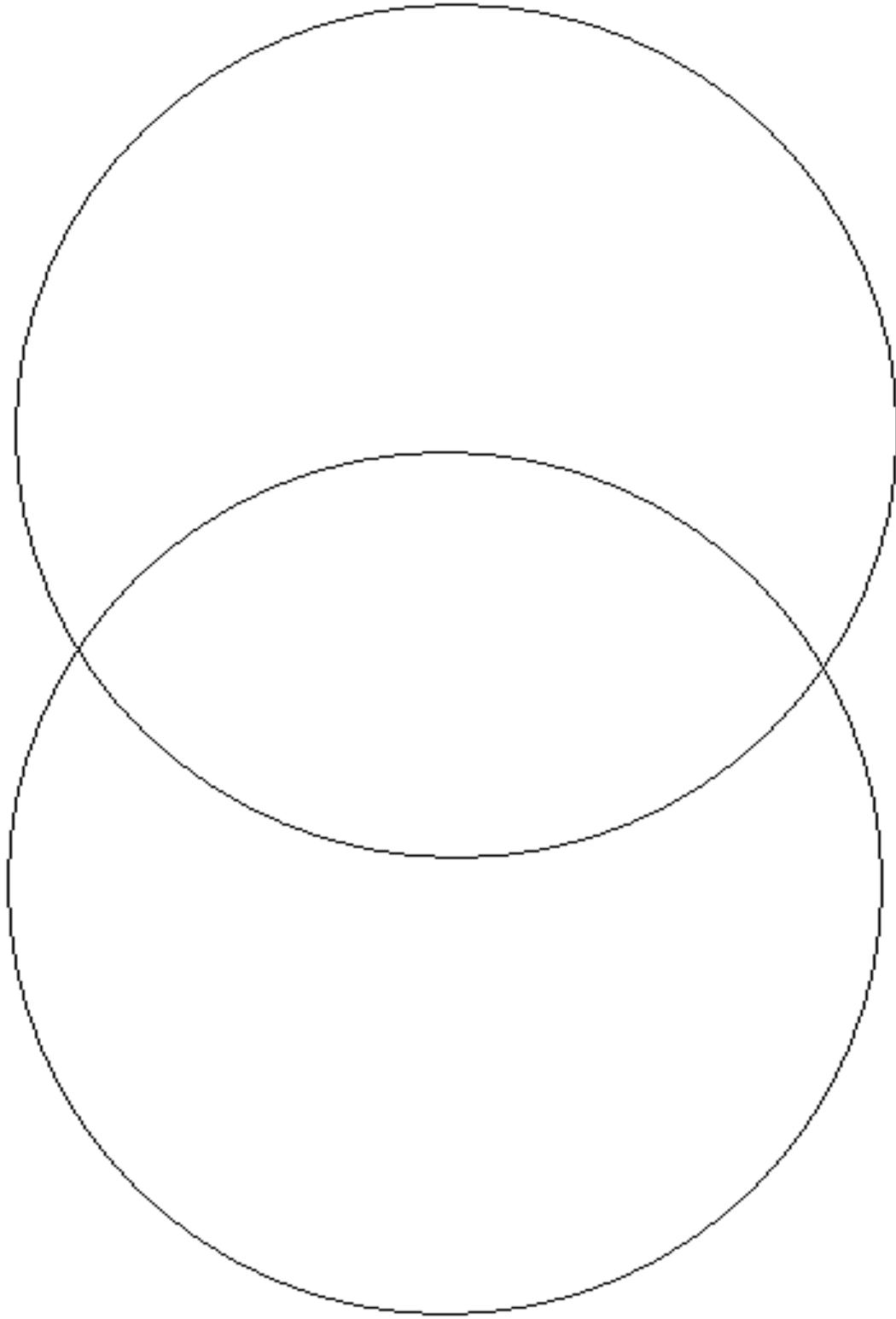
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Compare and Contrast Traditional Music



American Folk Dancing      Traditional Mexican Dancing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**"Las Mañanitas" - A traditional Mexican birthday song**

*Estas son las mañanitas, que cantaba el Rey David,  
Hoy por ser día de tu santo, te las cantamos a ti,  
Despierta, \_\_\_\_\_, despierta, mira que ya amaneció,  
Ya los pajarillos cantan, la luna ya se metió.*

*Que linda está la mañana en que vengo a saludarte,  
Venimos todos con gusto y placer a felicitarte,  
El día que tú naciste nacieron todas las flores,  
en la pila del bautismo cantaron los ruiseñores.*

*Ya viene amaneciendo, ya la luz del día nos dio,  
Levántate de mañana, mira que ya amaneció.*

-----  
These are the little mornings in which King David used to sing,  
To the beautiful girls, we'll sing them this way.  
Wake up, \_\_\_\_\_, wake up, Look, it's already dawning  
The little birds already are singing, the moon has gone away.

How beautiful is the morning in which I'm coming to greet you  
We all are coming with joy and are happy to congratulate you

The day that you were born all flowers were born too,  
In the baptismal, the nightingales are singing.

Day is already breaking and the light the day is making  
Gets us up in the morning, Look, it's already dawning.

Translation from Mama Lisa's World: <http://www.mamalisa.com>.

1. How is this song different from the modern American version of "Happy Birthday to You"?

\_\_\_\_\_  
\_\_\_\_\_

2. Which song do you like better - "Las Mañanitas" or "Happy Birthday to You"? Why?

\_\_\_\_\_  
\_\_\_\_\_

Handout 5.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Spanish Vocabulary Word Search

**Directions:** Search for the underlined words in the word search—they can go in any direction. Cross off each word in the Definition Box after you find it.

P E H C O C A E J A P C P X  
A A A L E U C S E J L D P T  
T C R J R E Z R R F A P Q R  
A K R Q O R R E P K Y V O E  
U J B R U Q S X Q T A N E N  
G A S M L E T S U W O B R L  
A B C L R O L F Z F F H D U  
F T Q M F Y B D E K V Y A E  
A Q O N U K J L O J O N M G  
I D K U D I E A C O B W O A  
K D N U W T D K N A R I Z T  
J Q D E R D A P V S X X L O  
V P V X I P G M R C A S A X  
O Q A D I T E Z H O J W J N

#### Definition Box

la casa - house

el perro - dog

el gato - cat

la madre - mother

el padre - father

la escuela - school

la tienda - store

el teléfono - telephone

el coche - car

el tren - train

el agua - water

el parque - park

la playa - beach

el ojo - eye

la nariz - nose

la boca - mouth

la flor - flower

uno - one

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Identifying Spanish Vocabulary Words

**Directions:** Using the words from today's word search, write the word that matches each picture. Cross the word from the Word Bank as you use it.



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_



= \_\_\_\_\_

#### WORD BANK

- la casa
- el perro
- la boca
- la flor
- el tren
- el ojo
- el coche
- la nariz
- el gato
- la playa

Handout 7.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Holidays in Mexico

**Directions:** Below is a small list of some national and non-national holidays that are celebrated in Mexico. Using this list, write the holidays on the 2011 monthly calendars handout. Think about how the holidays in Mexico are similar to and different from those in the United States.

#### National holidays in Mexico:

- January 1: Año Nuevo (New Year's Day)
- February 5: Constitution Day
- February 24: Flag Day
- March 21: Birthday of Benito Juarez
- March-April: Semana Santa (Holy Week) - the week ending with Easter Sunday
  - 2011: April 18-24
- May 1: Primero de Mayo (Labor Day)
- May 5: Cinco de Mayo
- May 10: Mother's Day
- June 1: Dia de la Marina (Navy Day)
- September 16: Independence Day
- October 12: Dia de la Raza (Columbus Day)
- November 20: Anniversary of the Mexican Revolution
- December 12: Flag Day
- December 25: Navidad (Christmas)

#### Non-national holidays:

- February 2: Día de la Candelaria (streets are decorated with lanterns)
- April 30: Día del Niño: Children's Day (celebrated in schools with gifts, cakes, festivals, etc.)
- First 2 Mondays after July 16: Guelaguetza dance festival (in Oaxaca)
- November 2: Día de los Muertos (Day of the Dead)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Identifying Holidays in Mexico**

**Directions:** Use the list of national and non-national holidays in Mexico to fill in the monthly calendars below. Write the name of the holiday in the box on its respective date.

JANUARY 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

FEBRUARY 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

AUGUST 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

NOVEMBER 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2011						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Handout 9.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Economics: Using Money in Mexico

Step One: Cut out the money from the Money worksheet and put it in your envelope wallet.

Step Two: Make sure you have a copy of the American Dollar - Mexican Peso conversion chart.

Step Three: Travel around your classroom to purchase Mexican items. Remember: The items are listed in American dollars. You have to convert the prices to Mexican pesos before you pay for them!

Step Four: Fill in your sheet below to keep track of the pesos you spend. You can only spend as much as your money allows!!! **Remember: You have \$445 pesos!**

Name of Item	Price in American Dollars	Price in Mexican Pesos	Amount of Money I have spent so far (in Mexican pesos)

**Total amount I spent (in Mexican pesos):** \_\_\_\_\_

**Total amount I have left over (in Mexican pesos):** \_\_\_\_\_

**American Dollar – Mexican Peso  
Conversion Chart**

U.S. Dollars	Mexican Pesos
\$0.10	1 peso
\$0.20	2 pesos
\$0.50	5 pesos
\$1	10 pesos
\$2	20 pesos
\$5	50 pesos
\$10	100 pesos
\$20	200 pesos

**\*For this activity, when you change money from U.S. dollars to Mexican pesos, you multiply the USD by 10.**

**\*In December 2010, this was *about* the exchange rate. The actual rate was 1.00USD = 12.32MXN**

**American Dollar – Mexican Peso  
Conversion Chart**

U.S. Dollars	Mexican Pesos
\$0.10	1 peso
\$0.20	2 pesos
\$0.50	5 pesos
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\$2	20 pesos
\$5	50 pesos
\$10	100 pesos
\$20	200 pesos

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\$2	20 pesos
\$5	50 pesos
\$10	100 pesos
\$20	200 pesos

**\*For this activity, when you change money from U.S. dollars to Mexican pesos, you multiply the USD by 10.**

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**American Dollar – Mexican Peso  
Conversion Chart**

U.S. Dollars	Mexican Pesos
\$0.10	1 peso
\$0.20	2 pesos
\$0.50	5 pesos
\$1	10 pesos
\$2	20 pesos
\$5	50 pesos
\$10	100 pesos
\$20	200 pesos

**\*For this activity, when you change money from U.S. dollars to Mexican pesos, you multiply the USD by 10.**

**\*In December 2010, this was *about* the exchange rate. The actual rate was 1.00USD = 12.32MXN**

Lucha Libre Mask



Cost: \$10 dollars

Lucha Libre Mask



Cost: \$10 dollars

Lucha Libre Mask



Cost: \$10 dollars

Lucha Libre Mask



Cost: \$10 dollars

balón de fútbol



Cost: \$5 dollars

Frida Kahlo painting



Cost: \$20 dollars

Chichén Itzá model pyramid



Cost: \$1 dollar

Bottle of  
Coca-Cola

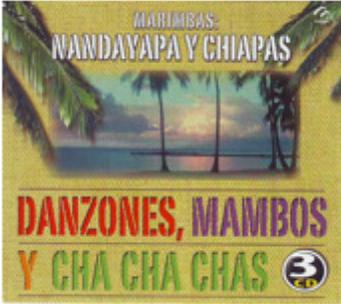


Cost: \$0.50 USD each

Mayan calendar  
replica



Cost: \$3 dollars

<p>Tortilla</p>  <p>Cost: \$0.10 USD each</p>	<p>Panama Hat</p>  <p>Cost: \$10 US dollars</p>	<p>Potted cactus</p>  <p>Cost: \$5 dollars</p>
<p>Marimba music CD</p>  <p>Cost \$5 US dollars</p>	<p>Miniature México flag</p>  <p>Cost: \$1 USD each</p>	<p>Alebrije from Oaxaca</p>  <p>Cost: \$3 USD each</p>
<p>Alebrije from Oaxaca</p>  <p>Cost: \$3 USD each</p>	<p>Alebrije from Oaxaca</p>  <p>Cost: \$3 USD each</p>	<p>Alebrije from Oaxaca</p>  <p>Cost: \$3 USD each</p>
<p>Alebrije from Oaxaca</p>  <p>Cost: \$3 USD each</p>	<p>Alebrije from Oaxaca</p>  <p>Cost: \$3 USD each</p>	<p>Alebrije from Oaxaca</p>  <p>Cost: \$3 USD each</p>

Olmec Head  
Statue



Cost: \$4 US dollars

Wool Rug



Cost: \$20 US dollars

Embroidered  
Blouse



Cost: \$10 US dollars

### ***Mexican Tortilla recipe***

#### **Ingredients:**

1 cup flour  
¼ teaspoon salt  
add water.  
½ cup water  
  
necessary.

#### **Instructions:**

1. Combine the flour and salt in a large bowl.
2. Make a hole in the center of the mixture and slowly
3. Mix well until a dough starts to form.
4. Knead for about 1-2 minutes, adding more flour as
5. Divide the dough into 4-6 separate parts.
6. Roll each piece into a thin 5-inch circle.
7. Cook in an ungreased skillet over medium heat until brown spots start to appear.

**Makes 4-6 tortillas**

### ***Mexican Tortilla recipe***

#### **Ingredients:**

1 cup flour  
¼ teaspoon salt  
add water.  
½ cup water  
  
necessary.

#### **Instructions:**

1. Combine the flour and salt in a large bowl.
2. Make a hole in the center of the mixture and slowly
3. Mix well until a dough starts to form.
4. Knead for about 1-2 minutes, adding more flour as
5. Divide the dough into 4-6 separate parts.
6. Roll each piece into a thin 5-inch circle.
7. Cook in an ungreased skillet over medium heat until brown spots start to appear.

**Makes 4-6 tortillas**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## "I Can Do It Too!" - Unit of Study on Mexico



### My Reflection

1. Which lesson did you think was the most interesting? Why?

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2. What activity did you enjoy the most? Why?

---

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---

3. Which lesson(s) or activities made you feel like you were actually visiting Mexico? Why?

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---

4. Write two things you can tell someone about Mexico if they have never learned about it or have not been there:

1. \_\_\_\_\_

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2. \_\_\_\_\_

---

---

---

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evidence of Mastery, assessed by \_\_\_\_\_

**Lesson 1: Geography**

- Student is able to identify Mexico on a world map and a continent map (circle one):

**Mastered**                      **Not Mastered**

- Student is able to design a map of Mexico, identifying key land features and including a key:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The map of Mexico is missing most or all major land features. The map is not neat. An accurate key is not included.	The map of Mexico is designed with some major land features missing or inaccurately placed. The map may not be neat. An accurate key is not included.	The map of Mexico is designed according to directions, but some parts are missing or inaccurate. The map is mostly neat. A key may or may not be present.	The map of Mexico is designed accurately. All land features discussed are included. The map is decorated neatly. An accurate key is present.

- Student is able to complete a reflection sheet about the day's lesson:

**Reflection sheet is complete with thoughtful responses**

**Reflection sheet is partially complete**

**Reflection sheet is not complete**

**Lesson 2: Ancient History**

- Student is able to complete a comparison sheet about the Maya and Aztecs:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The comparison sheet is incomplete. Little to no facts are accurate.	Only some boxes in the comparison sheet are complete. Some facts may be inaccurate.	The comparison sheet is mostly complete. Most boxes are filled in with accurate facts.	The comparison sheet is fully complete. Accurate facts are given for each question.

- Student is able to participate during a discussion to compare/contrast the Mayans and the Aztecs:

**Student is an active participant**

**Student does not actively participate**

- Student is able to colorfully design the image of a Mayan or Aztec god:

**Completed**

**Not Completed**

If activity is completed, did the student use *appropriate* colors?

**Yes**

**No**

**Lesson 3: Modern History**

- Student is able to participate during a discussion about the Age of Exploration and how the arrival of Europeans affected the existing societies:

**Student is an active participant**

**Student does not actively participate**

- Student is able to match the important people in Mexican history with their time periods (timeline activity). **Number of pictures placed correctly:**

<b>6/6</b>	<b>5/6</b>	<b>4/6</b>	<b>3/6</b>	<b>2/6</b>	<b>1/6</b>	<b>0/6</b>
<b>Mastered</b>		<b>Not Mastered</b>				

**Lesson 4: Cultural Awareness – Clothing and Transportation**

- Student is able to complete a comparison sheet about urban and rural housing, transportation, and clothing:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The comparison sheet is incomplete. Little to no observations included.	Only some boxes in the comparison sheet are complete. Very few thoughtful observations.	The comparison sheet is mostly complete. Most boxes are filled in with thoughtful observations.	The comparison sheet is fully complete. Thoughtful observations are given for each category.

- Student is able to design his/her own indigenous-style piece of clothing for a paper doll:

**Completed**

**Not Completed**

If activity is completed, did the student use colors/designs similar to that seen in photographs of indigenous clothing?

**Yes**

**No**

**Lesson 5: Cultural Awareness – Music and Dance**

- Student is able to complete a Venn diagram to compare and contrast traditional dance in Mexico with folk dancing in the United States:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The Venn diagram is incomplete. Little to no information is written.	Venn diagram is partially complete, with at least one comparison and some contrasts. Information may not be accurate.	Venn diagram is mostly complete, with at least two comparisons and some contrasts. Information is accurate.	Venn diagram is complete, with two or more comparisons and some contrasts. Information is accurate.

- Student is able to compare and contrast the birthday song in Mexico with the birthday song in the United States:

**Handout is complete with thoughtful responses**

**Handout is partially complete**

**Handout is not complete**

**Lesson 6: Cultural Awareness – Types of Art**

- Student is able to participate in a discussion about art in Mexico:

**Student is an active participant**

**Student does not actively participate**

- Student is able to write a reflection after viewing photographs of artists and artwork:

**Completed**

**Not Completed**

- Student is able to design his/her own sculpture from clay, basing his/her work on images of Mexican sculptures:

**Completed**

**Not Completed**

**Lesson 7: Cultural Awareness – Language and Literacy**

- Student is able to participate in a discussion about language and language-learning:

**Student is an active participant**

**Student does not actively participate**

- Student is able to complete a Word Search with Spanish words. **Number of words found:**

18/18	17/18	16/18	15/18	14/18	13/18	12/18	11/18	10/18	9/18	8/18	7/18	6/18	5/18	4/18	3/18	2/18	1/18	0/18
<b>Mastered</b>				<b>Not Mastered</b>														

- Student is able to complete a word matching game with Spanish words. **Number of words matched correctly:**

10/10	9/10	8/10	7/10	6/10	5/10	4/10	3/10	2/10	1/10	0/10
<b>Mastered</b>			<b>Not Mastered</b>							

**Lesson 8: Cultural Awareness – Holidays**

- Student is able to participate in a discussion about holidays:

**Student is an active participant**

**Student does not actively participate**

- Student is able to fill in a blank calendar with holidays in Mexico:

**Mastered**

**Not Mastered**

- Student is able to design his/her own *papel picado* celebration banner:

**Completed**

**Not Completed**

**Lesson 9: Cultural Awareness – Economics**

- Student is able to participate in a discussion about money and how the Mexican peso compares to the American dollar:

**Student is an active participant**

**Student does not actively participate**

- Student is able to count his/her Mexican pesos and get an amount of 445 pesos:

**Mastered**

**Not Mastered**

- Student is able to participate in a spending activity, using pretend Mexican pesos to buy “souvenirs”:

**Student is an active participant**

**Student does not actively participate**

**Lesson 10: Cultural Awareness – Food and Drink**

- Student is able to participate in a discussion about the importance of food and drink in a society:

**Student is an active participant**

**Student does not actively participate**

- Student is able to read a recipe to make his/her own tortilla:

**Mastered**

**Not Mastered**

**Lesson 11: Celebration**

- Student is able to participate in a share about his/her favorite project/activity from the unit:

**Student is an active participant**

**Student does not actively participate**

- Student is able to complete a reflection sheet to look back on the unit of study:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The reflection sheet is incomplete. Little to no information is written.	Reflection sheet is partially complete. Some answers may be missing.	Reflection sheet is mostly complete. Few to no answers are missing. Some answers are compelling.	Reflection sheet is complete. No answers are missing. Most to all answers are compelling.