

Journey to Mexico: A Comparison of Cultures and Introduction to Survival Vocabulary

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KIPP: South Fulton Academy

5th-8th Grade

Time Frame: Hispanic Heritage Month

September 15-November 1

My unit will focus on giving students a basic knowledge of Mexican history and survival Spanish during Hispanic Heritage Month. I will compare and contrast the history of indigenous tribes in Mexico to those in the United States. I will build my students' background knowledge of life in Mexico through pictures and artifacts. I will build their background knowledge of tribes in the United States by taking them on field trips to Native American grounds. I will then have students compare and contrast life of indigenous people in both countries. Throughout Hispanic Heritage Month we will study different festivals and traditions in Mexico. While teaching students about these festivals I will use pictures and artifacts brought back from Mexico to give students a deeper understanding of the culture. We will continue our study by learning a "word of the day." Students will learn basic Spanish phrases to help them communicate in the Hispanic communities that surround our school. I will use photos taken in Mexico to help students broaden their vocabulary and see words in action. My students study Spanish, but do not learn a lot of synonyms for each word. Each day we will study a sign found in Mexico. We will use the context clues from the picture to figure out the new vocabulary. This will expand students' vocabulary and help them feel more confident in the Spanish language. I feel this unit will provide great insight to my students on how Mexicans are similar to Americans. The vocabulary immersion will hopefully help students feel more comfortable around Spanish speakers. The project is aimed for a population that is 99% native English speakers.

Notes:

This lesson focuses on comparing the Mayans to the Mississippians. This lesson can be adapted to any part of the country by substituting the information about the Mississippians with information about the indigenous groups in your area.

The focus of this lesson is to teach students not only about the two indigenous groups, but also about Mexican culture. This unit will be team taught by the Spanish teacher and the Georgia Studies teacher. If you do not have a Spanish curriculum at your school you may only want to do the first part of the unit. In my area of the country we have had a recent influx of immigration. I feel that by educating students about Mexican culture we can help the integration process. For this reason I added the section about holidays. You may not need to incorporate this into your lesson.

Established Goal(s)

The goal of my curriculum project is to help students become more familiar with the similarities and differences of life in Mexico and the United States. As an overall goal I would like students to understand that our ancestors were not all that different. I would also like students to learn some basic phrases to communicate in Spanish.

We will target World Language Standards:

MLI.IP1 The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:

A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.

MLI.INT1 The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:

B. Comprehend simple, culturally authentic announcements, messages, and advertisements.

MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:

B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g., using basic math skills).

We will also look at the Social Studies Standards:

SS6H1 The student will describe the impact of European contact on Latin America. The student will:

a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia. The student will:

a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.

c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

Students will understand that...

The early history of Mexico and the United States had many similarities. Indigenous people were present in both countries and their lives were drastically changed by Europeans. When we look at our similarities in history we can begin to see similarities in our present lives. By learning about Mexican culture we can foster a better understanding for the Mexican immigrants in our neighborhood.

Essential Question(s):

- How were the lives of indigenous people in Mexico and the United States similar?
- How do popular holidays celebrated in the United States such as Independence Day and Halloween compare with Independence Day and Día de los Muertos in Mexico?
- What phrases can I learn to greet Spanish speakers in my community?

Students will know...

- How the Mayas built the pyramids and customs that dictated their daily lives, agricultural practices, and religious practices.
- How Independence Day and Día de los Muertos are celebrated in Mexico.
- Frequently used phrases and salutations in Spanish.

Students will be able to....

- Compare and contrast the lives of the indigenous groups in Mexico to life of the Mississippians in Georgia prior to European contact.
- Recognize the importance of Día de los Muertos and compare Día de los Muertos to Halloween.
- Understand the importance of festivals in Mexico.
- Use basic Spanish salutations.

Learning Activities (overview)

What can we learn from studying other cultures? and What is Hispanic Heritage Month?: The teacher will begin the unit by introducing Hispanic Heritage Month. The teacher will grasp the students' attention by showing them President Obama's message regarding Hispanic Heritage Month. The teacher can then relate the importance of Hispanic Heritage Month to Black History Month. This conversation can be based upon students' prior knowledge of Black History Month. A daily hook for the students will be the word of the day and the picture of the day.

How are indigenous cultures in the United States and Mexico similar and different?: Students will be taught about the ancient civilizations of the United States according to the state curriculum. We will then build upon this knowledge to teach about the early civilization of the Mayans. Students will see a slide show from archaeological sites in Mexico. After visiting the Etowah Indian Mounds students will make a Venn diagram comparing the lives of the Mississippians to the lives of the early Mayans. This portion of the project will need to be tweaked if you do not study the Mississippians or cannot take a field trip to Etowah Indian grounds.

How are Mexican and United States traditions similar and different?: Students will also compare holidays in the United States to those in Mexico. We will begin the unit on Día de Independencia. Students will be assessed by making Venn diagrams comparing Mexican Independence Day with the 4th of July. The Venn diagram should include how the two countries celebrate independence day, what foods are eaten, and what customs are used.

Día de los Muertos: At the end of October we will begin studying Día de los Muertos. Students will make a KWL chart to show what prior knowledge they have about Día de los Muertos. To wrap up the unit students will do a project on Día de los Muertos. The project will honor someone who is deceased. This person can be a family member or a famous person they admire. We will have our own Día de los Muertos celebration at school. During our celebration we will present our projects based on Day of the Dead and decorate cookies in the shapes of skulls.

Learning Plan

Day1, Lesson 1: What can we learn from studying other cultures?

The teacher will explain that over the next month we will learn more about Mexican culture. We are going to study Mexico during this time because this is Hispanic Heritage Month. The teacher will explain that Hispanic Heritage Month is similar to Black History Month. To grasp the students' attention the teacher will show the following youtube video about Black History Month: <http://www.youtube.com/watch?v=ayYY6XIVzsM>

After watching the video the students will break up into groups to discuss:
Why it is important to study other cultures?

After the group discussion students will write a personal reflection:
What can I learn from studying other cultures?

Materials: youtube video, computer, projector, pencil, notebook

Day 2, Lesson 2: What is Hispanic Heritage Month?

Introduction: Share reflections on: Why is it important to study other cultures?

The teacher will ask students what they know about Hispanic culture. The teacher will use the map to point out where Hispanic people live in the world. To grasp students' attention the teacher will show them the following youtube video about Hispanic Heritage Month: <http://www.youtube.com/watch?v=hMxvZy8JpHA>

After watching the video the teacher will explain to students that over the next month we will compare and contrast life in Mexico and the United States. The students will read an edhelper article on Hispanic Heritage Month (this can be accessed at http://www.edhelper.com/ReadingComprehension_35_709.html) and use the article to answer the reading comprehension questions about Hispanic Heritage Month.

The teacher will explain to students that we will begin by comparing and contrasting indigenous cultures, after that we will study Mexican daily life and holidays. Each day we will have a word of the day and a picture of the day to immerse ourselves in the Mexican culture and learn basic Spanish.

Word of the day: Hola

Materials: youtube video, computer, projector, edhelper article on Hispanic Heritage Month, pencil, map

The following portion of the unit will be taught in Georgia Studies class; it is designed for 10 class periods that are 90 minutes long.

Day 3, Lesson 3: How are indigenous cultures in the United States and Mexico similar and different?

The teacher will explain to the students that the indigenous cultures in Georgia and Mexico had many similarities. The teacher will build background knowledge by discussing the terms prehistory and hieroglyphics.

The prehistory period in Mexico ended in the 1500s, about the same time as the prehistory in Georgia. The prehistory portion of Mexico that we will study is called Pre-Columbian Mexico. This is the time before the Spanish came to Mexico. We will study the Mississippians because they lived around the same period as the Pre-Columbian indigenous groups in Mexico. The prehistory period in Georgia ended less than 500 years ago. Over the next few weeks we will compare and contrast the lives of both the Mayans and the Mississippians. We will begin studying them by discussing how indigenous people came to North America. The teacher will explain that it is widely believed that about 12,000 years ago humans crossed a land bridge from Asia by foot. It is believed that they crossed a land mass exposed during the ice age. This land bridge was called Beringia (the teacher should point this out on the map). Mayans are believed to be descendents of the people of Asia because they are born with the same Mongolian birthmarks as Asians. This helps to solidify the belief that indigenous people crossed the land bridge. It is believed that the indigenous people who migrated to the United States were nomads in search of food. They may have followed animals. Eventually tribes settled in southern and warmer climates where it was easier to grow food.

****If you are using this unit in Georgia and use the book The Georgia Studies Book: Our State and the Nation, more information can be found in Chapter 4.**

Vocabulary:

Prehistory: before history

Hieroglyphics: a form of early writing that used symbols and images

Ice Age: period of time when cold temperatures caused much of the earth's water to freeze into glaciers and polar ice

Migration: movement

Nomads: wanderers

Beringia: land strip between present-day Alaska and Siberia

Assignment:

Cause and Effect chart of migration from Asia to North America using vocabulary we learned today

Picture of the day (available for download from this Web site:

<http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright10/>):

Mayan stone carvings. Explain to students that these are Mayan hieroglyphics

Materials: map, pencil, notebook, The Georgia Studies Book: Our State and the Nation or textbook that gives information about how indigenous people came to North America, picture of the day

Day 4, Lesson 3 (cont.)

To assess students' prior knowledge the students will work in groups to fill in a KWL graphic organizer for the Mayans and Mississippians. The chart should include the three topics we will study over the next two weeks: architecture, agriculture, and sports.

As a class discuss the students' KWL charts and make a large KWL chart with common themes from the students' KWL charts. The teacher should keep this KWL chart posted throughout the unit, so they can update it as a class. Students should keep the KWL chart in their notebooks so they can add to them throughout the unit and use them when making the Venn diagram.

Word of the day: *Buenos días*

Picture of the day (PowerPoint available for download from this Web site:

<http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright10/>):

Picture of where Cortez landed in Veracruz. Explain to the students that this picture is of the spot where the Spanish first arrived in Mexico. We are going to study the way life of the Mayans before the Spanish arrived in Mexico.

Materials: projector, computer, large paper for KWL chart, KWL chart sheets for students (attached), pencil, notebook, picture of the day

Day 5, Lesson 3 (cont.)

The teacher will have a student lead the class in reviewing how indigenous people came to North America. The teacher will make sure that the student covers the vocabulary from Day 3 in the review. The teacher will then explain to students that the indigenous cultures of different areas are specific to where the tribes settled. The teacher will give the students a brief introduction to Mayan culture.

Introduction to Mayan culture: Use map to show students these areas. Explain to students that the Mayans were a group that lived in the Pre-Columbian era of Mexican history. Mayans settled in Mexico and Central America. In Mexico the Mayans settled mostly in the Yucatan Peninsula. The Mayans expanded their civilization from the knowledge they had inherited from earlier civilizations such as the Olmecs. The Mayans were hunters and gatherers as well as farmers. Mayans were highly skilled architects. Mayans developed an elaborate hieroglyphic form of writing. Mayans designed calendars based on astronomy

The teacher will explain to the students that we will begin our study of the Mayans by studying their architecture. The teacher will show students the following youtube video:

http://www.youtube.com/watch?v=W1TUnAdG0_E.

After watching the video the teacher will guide students in a discussion of what they noticed about Mayan architecture from the video. The teacher will point out the use of stone carvings and the symmetrical aspects of the architecture.

Students will begin filling in their graphic organizer about Mayan architecture. They only need to fill in the center theme (Mayan architecture) and one branch off the center (buildings were

made of stone). Teachers can use any graphic organizer they find suitable. I prefer this one: <http://midgefrazel.net/gotheme.html>

Word of the day: *El Castillo* (Castle and also the name of the main pyramid at Chichen Itza)

Picture of the day (available for download from this Web site: <http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright10/>):

Picture of the El Castillo. Explain to students that this is a picture of one of the most famous Mayan pyramids.

Materials: youtube video, projector, computer, notebooks, pencils, graphic organizer, picture of the day

Day 6, Lesson 3 (cont.)

The teacher will begin the class by displaying the picture of the day. The picture of the day is another image of El Castillo, but this one includes the serpent's head at the base. The teacher will ask the students what they notice about this picture. The teacher will tell students that the word of the day today is *serpiente* (snake).

The teacher will explain that today we will study the thinking and planning behind Mayan architecture. The teacher will explain that Mayan pyramids were built based on astronomy. The west plane of El Castillo faces the zenith passage sunset. The teacher will use yesterday's picture of El Castillo to point out that the pyramid was built with four sides to represent the four seasons, each side has 91 steps with one large step at the top. Together this adds up to 365 steps. Ninety-one is also the number of days in each season.

The teacher will explain that the top portion of the pyramid is a temple. The teacher will explain that on the spring and summer equinox the shadow of the sun goes down the sides of the pyramid and looks as if the snake is slithering down the pyramid. The teacher will explain that this pyramid is the Temple of Kukulcan, the Mayan snake deity.

The teacher will explain that throughout the year the Mayans could use the shadows of the sun on El Castillo to track the seasons. Therefore El Castillo could have been used as a calendar to help with agriculture.

The teacher will inform students that when excavated it was found that this temple was built on top of another pyramid. Inside the inner pyramid was a tomb. It is believed that pyramids were used as tombs for the leaders of the tribe. While the pyramids were used for the leaders of the Mayans the common people lived in small huts made of wood and mud. Students will fill in the information they have learned today in the graphic organizer from yesterday, as well as their KWL chart.

Key details students should include in graphic organizers: pyramids were built based on astronomy; pyramids were built to honor deities; pyramids were built on top of each other; and pyramids were tombs for the rulers of the tribe.

Materials: graphic organizer, pencil, projector, picture of the day, KWL chart

Day 7, Lesson 3 (cont.)

The teacher will begin the class by showing the students the picture of the day. The picture of the day is of a *cenote*. The teacher will introduce the word of the day: *agua* (water). The teacher will use the picture of the day to ask the students what they believe the picture is, and the importance of the picture to the Mayans.

Cenotes were used as the Mayans' main water source. The teacher will explain that *cenotes* are sinkholes. *Cenotes* can be found all over the Yucatan peninsula. The Mayans settled near *cenotes* so that they would have a water source. *Cenotes* were the home of the Mayan god Chac, the god of rain.

Mayan hieroglyphics depict that *cenotes* were used for human sacrifice during times of drought. It is believed that women and children were usually the ones sacrificed because they cried and their tears brought water.

Students should add what they learned to their KWL charts and complete their graphic organizers of Mayan Architecture by including *cenotes*. The teachers can review what they have taught about Chichén Itzá by using the edhelper reading comprehension packet entitled Chichén Itzá (which can be accessed at http://www.edhelper.com/ReadingComprehension_54_666.html).

Materials: graphic organizer, pencil, projector, picture of the day, KWL chart, Chichén Itzá reading comprehension from edhelper

Day 8, Lesson 3 (cont.)

The teacher will explain now that we have learned about the architecture of the Mayans we will study the architecture of the Mississippians. The teacher will explain that the Mississippian culture began in the Mississippi River valley. In Georgia they settled on the Chattahoochee River. The Mississippians preferred locations with rich land by rivers. The Mississippians lived in places that were moist and had long growing periods. The Mississippians were also hunters with their main game being deer and turkey.

The teacher will ask the students to draw a conclusion about the two tribes based on where they settled. The students should draw the conclusion that both tribes settled by water sources. The teacher will question students why it would be important to settle by water. The teacher will explain that the Mississippians not only used the river as a water source, but also as a trade route. Students should have a blank copy of the same graphic organizer that they used for Mayan Architecture to fill in for Mississippian Architecture. Students will begin to fill in the graphic organizer for the Mississippians and update their KWL charts.

Word of the day: *rio* (river)

Pictures of the day:

Drawn from the Georgia Studies textbooks so that students can see the lives of Mississippians.

Materials: pencil, Georgia Studies textbook or another textbook with images of local indigenous groups, graphic organizer, KWL chart

Day 9, Lesson 3 (cont.)

Today we will study the architecture of the Mississippians. Word of the day: *tierra* (land).

Pictures again will be from the Georgia Studies textbook so that students can see the lives of the Mississippians.

Mississippian communities were usually protected by a palisade, which is a wall made of tall post, and a moat that was on the outside of the palisades. Inside the security of the palisade and moat the Mississippians built wattle and daub houses that the common people lived in. Wattle and daub houses are made of clay and wood similar to the small huts the Mayans lived in.

The Mayans built large flat topped and steep sloped mounds. The mounds of the Mississippians were built in square, rectangular, and circular shapes. The inside and base of the mounds were used for burial purposes. The deceased were buried with food, tools, ornaments, and ceremonial objects. Houses for the rulers and temples were built atop the mounds. Mounds were used for religious purposes. The mounds had very steep sides that could be used as protection against attack.

The teacher will show students the youtube video: Pyramids of “America”: The Mississippians. <http://www.youtube.com/watch?v=TuAIBcmKbPY>. This video will help the students have a better understanding of the lives of the Mississippians.

Students should update their KWL charts. Students should fill in the graphic organizer with facts they have learned about Mississippian Architecture. They should also use the Georgia Studies textbook to glean more information. Graphic organizers should include: wattle and daub houses; shape of mounds; and usage of mounds.

Materials: Georgia Studies textbook, graphic organizer, KWL chart, pencil, youtube video, computer, projector

Day 10, Lesson 3 (cont.)

The teacher will explain to the students that now that we have studied the architecture of the Mayans and Mississippians we will study their agriculture. The teacher will tell the students that the main crop for both civilizations was corn. The word of the day is *maíz* (corn).

Show students the picture of the day and explain to them that corn was so important to the Mayans that they tried to shape their head in the shape of corn. This picture is a form of Mayan hieroglyphics.

Explain that staple crops for both the Mayans and Mississippians were corn, beans, squash, and pumpkin. Both cultures hunted for food. The Mayans hunted for turkeys and dogs. The Mississippians hunted for chickens and deer.

Explain to students that both cultures also used a variety of plants as medicine. Show them the picture of the Mayan medicinal plants and the Mississippian medicinal plants. Explain to students that agriculture was so important to the Mayans that they based their calendar, religious ceremonies, and sporting events around the harvest. Have students work in groups to draw conclusions about agricultural similarities between the Mayans and Mississippians. They should answer the questions: Why cultures so far away geographically would have the same staple crop? Why did both cultures use plants for medicinal purposes? In their groups they should update their KWL charts.

Materials: pictures of medicinal plants, computer, projector, KWL chart, pencil

Day 11, Lesson 3 (cont.)

Explain to the students that now that we have studied architecture and agriculture, we are going to study sports. The word of the day today is *jugar* (to play). Both groups had sports that included ball games.

The picture of the day is of the Mayan ball court. Explain to students that the Mayan ball game was played right before the harvest. The ball game was played by two opposing teams that tried to get the ball through a vertical hoop. The players wore protective padding and hit the ball with their hips. The game ended when one team scored a goal. At the end of the game the captain of the winning team was decapitated. The players on the winning teams had their hands cut off. It was an honor to be decapitated because it was believed you came back with the harvest as a deity. The Mississippians also played a ball game. The Mississippian ball game was called Chunkey. Chunkey was played by rolling balls across the ground and throwing spears at the balls. The goal was to get the spear as close to the ball as possible. Chunkey was played in large arenas with the purpose of bringing people of the region together.

Students will work in groups to update KWL charts with the information they learned about sports in the Mayan and Mississippian cultures.

Materials: KWL chart, picture of the day

After completing the unit we take our students on a field trip to the Etowah Indian Mounds in North Georgia. If you have mounds in your area it is a great way for students to truly grasp the knowledge.

Day 12, Lesson 3 (cont.)

To recap the unit before the assessment the teacher will show students the Mayan PowerPoint (available for download from this Web site:

<http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright10/>).

Assessment:

Students will use the information they have learned to make Venn diagrams comparing the lives of the Mississippians with the lives of the Mayans. Students can use their KWL charts and graphic organizers to help them make the Venn diagrams. It is up to the teacher if students will work in groups or alone.

Materials: poster board, markers, KWL chart, graphic organizers, rubric for Venn diagram (attached), Mayan PowerPoint

The second portion of the unit will be taught in Spanish class. It is designed for 6 class periods that are 45 minutes long.

Day 12, Lesson 4: How is daily life in the United States and Mexico similar and different?

The teacher will wrap up this portion of the unit by having a few students present their KWL charts. The teacher will initiate a discussion amongst the class about how the earliest cultures of Mexico and the United States were similar. The teacher will tell the students now that we have studied the indigenous cultures of the Mexico and the United States we will study how Mexicans and Americans are similar and different today. The word of the day is *Cómo estás?* (How are you?). **This portion of the lesson will only take place in Spanish class.**

Our words of the day will be simple words in English that we can use to converse with Spanish speakers in our area. Our pictures of the day will be pictures from shops, markets, and schools in Mexico. We will see if we can figure out the meaning of the pictures. Today's picture will be from a school. The teacher will ask the students where they think the picture was taken and what is the importance of the picture. The teacher will also ask the students if they see signs like this in the United States. What context clues can they use from the picture to figure out the meaning of the vocabulary in the picture?

Materials: projector, computer, KWL charts, picture of the day

Day 13, Lesson 4 (cont.)

Word of the day: *Buenas tardes* (good afternoon)

The teacher will explain to students that today we will compare daily life in Mexico to daily life in the United States. To do this we will look at a lot of pictures and determine what is being sold in each picture and how the setting compares to that in the United States. We will use the picture of the day as an example.

Picture of the day:

A picture of a sign for a bathroom. The teacher will ask the students what they think is being advertised in the picture. The teacher will tell students that this is a public bathroom and point out that it costs 5 pesos to use the bathroom. The teacher will explain to the students that the fee is used to pay for the toilet paper, water, and person who cleans the bathroom. The teacher will have a short discussion with the students about whether they think they should have to pay to use a public bathroom or not. The teacher should show the students multiple pictures of signs for

bathrooms so that students realize there are synonyms. Just as we may use toilet, restroom, and WC, in Spanish there is more than one word for bathroom. The teacher should lead the students into thinking about how life in Mexico and the United States today is different, and how it is the same.

Materials: projector, computer, market picture context clues (attached), selection of market pictures (attached)

Day 14, Lesson 5: How are Mexican and United States traditions similar and different?

The teacher will explain to students that Hispanic Heritage Month starts on September 15th. This is the day that is considered independence day in five Latin American countries. Mexico considers September 16th Independence Day.

The teacher will show students the youtube video of fireworks during the bicentennial celebration: http://www.youtube.com/watch?v=SIcF_ziSIWU. The teacher will point out that the president is saying “*Viva México*” which is *el grito* that we read about at the beginning of our unit in edhelper.

The teacher will lead a discussion with students about how Mexico and the United States celebrate Independence Day in similar ways. The teacher will show students pictures from a festival that took place during the summer. The teacher will lead students to compare festivals in the United States and Mexico. For example, both countries have parades. How are the parades different?

Readings associated with Mexican Independence day can be accessed at http://www.edhelper.com/ReadingComprehension_35_716.html.

Students will be assessed by making Venn diagrams comparing Mexican Independence Day with the 4th of July. The Venn diagram should include how the two countries celebrate Independence Day, what foods are eaten, and what customs are used.

Materials: computer, projector, notebook, pencil, Venn diagram

Day 15, Lesson 5 (cont.)

The teacher will start with the picture of the day. The picture of the day will be a birthday cake. The teacher will tell students the word of the day is *Feliz Cumpleaños* (Happy Birthday). The teacher will ask students how they celebrate their birthdays.

We will discuss the importance of the sixteenth birthday in the United States. The teacher will explain that in Mexico and other Spanish speaking countries the fifteenth birthday is very important. If you have children of Hispanic descent in your class you can ask them to share about the importance of the fifteenth birthday. The fifteenth birthday in the Hispanic culture represents a person’s journey from childhood to adulthood. More information about this special birthday can be found at: <http://www.quinceanera-boutique.com/quinceaneratradition.htm>

Materials: picture of the day, notebook, pencil, projector

Day 16, Lesson 5 (cont.)

The teacher will explain to students that in order to wrap up our unit we are going to learn about a holiday that is celebrated very differently in Mexico and the United States. The teacher will start the discussion by asking students how they celebrate Halloween. The teacher will then explain that Mexicans do not celebrate Halloween they celebrate Día de los Muertos or Day of the Dead. The teacher will tell students the word of the day is *adíos* (good-bye).

The teacher will show the students the picture of the day and ask them what they think is being represented in the picture. The teacher will explain to students the importance of skeletons and skulls in the Day of the Dead.

The teacher will build the students' background knowledge by having them read the edhelper reading comprehension passage on Día de los Muertos, which can be accessed at http://www.edhelper.com/ReadingComprehension_35_707.html. This passage explains the importance of Day of the Dead and teaches students about customs involved with Day of the Dead.

The teacher will explain to the students that to wrap up our unit we are going to have a Day of the Dead celebration. Students will make memory boards of someone who has passed on. This person can be a relative or just someone they admire, for example Martin Luther King, Jr. The teacher will give the students the rubric for the Day of the Dead project.

Materials: computer, projector, edhelper article on Día de los Muertos, Día de los Muertos project framework and rubric (attached)

Day 17, Lesson 5 (cont.)

Today we will have our Day of the Dead celebration. The teacher will show the students the youtube video: <http://www.youtube.com/watch?v=kimX-rwPmyk>.

NOTE: In order to do this it is important that the teacher bake cookies in the shape of skulls. The students will present their Día de los Muertos posters. After they present their posters they will decorate their cookies. It is important for the teacher to have bright colored icing, and some sort of candy to act as eyes, a nose, and a mouth.

Materials: supplies for cookies, projector, computer for youtube video

Resources

Textbooks

Bullard London, Bonnie. Georgia and the American Experience. Atlanta, GA: Claimont Press, 2005.

Jackson, Edwin L. The Georgia Studies Book: Our State and the Nation. Atlanta, GA: Carl Vinson Institute of Government, 2004.

Youtube videos

Black History Month

<http://www.youtube.com/watch?v=ayYY6XIVzsM>

Hispanic Heritage Month

<http://www.youtube.com/watch?v=hMxvZy8JpHA>

Mayans

http://www.youtube.com/watch?v=W1TUUnAdG0_E

Mississippians

<http://www.youtube.com/watch?v=TuAlBcmKbPY>

Mexican Independence Day

http://www.youtube.com/watch?v=SIcF_ziSIWU

Día de los Muertos

<http://www.youtube.com/watch?v=kimX-rwPmyk>

Web sites

Quinceañera: <http://www.quinceanera-boutique.com/quinceaneratradiation.htm>

Graphic Organizer: <http://midgefrazel.net/gotheme.html>

Mayans vs. Mississippians			
Group Members:	What do we KNOW?	What do we WANT to know?	What have we LEARNED?
Mayan Architecture			
Mississippian Architecture			
Mayan Agriculture			
Mississippian Agriculture			
Mayan Sports			
Mississippian Sports			

Mayan/Mississippian Venn Diagram Checklist

Venn Diagrams 81 points (27 points per topic)

Written in complete sentences/Neatness 9 points

Title 10 points

You should have 3 separate Venn diagrams:

The first one should compare the architecture of the Mayans and Mississippians.

The second one should compare the agriculture of the Mayans and Mississippians.

The third one should compare the daily life/sports of the Mayans and Mississippians.

You need 3 differences for each group and 3 similarities between the two groups.

That is a total of 9 facts for each of the 3 Venn diagrams.

Venn Diagram Rubric: Remember you need 3 diagrams to get all 81 points.

27 points	18	9	2
Has 3 differences for each culture and 3 similarities between the two groups	Has less than 3 differences for each culture and 3 similarities between the two groups	Has 1 difference for each culture and less than 3 similarities between the two groups	Has 1 difference for each culture and 1 similarity between the two groups

Market Pictures Context Clues

For each picture, answer the following questions:

- 1) What is being sold?
- 2) What clues do I have from this picture to tell me I am right?
- 3) Is this similar to what you would see in the United States?
- 4) Why or why not?

Picture 1	1) 2) 3) 4)
Picture 2	1) 2) 3) 4)
Picture 3	1) 2) 3) 4)
Picture 4	1) 2) 3) 4)
Picture 5	1) 2) 3) 4)

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COMPRA Y VENTA DE

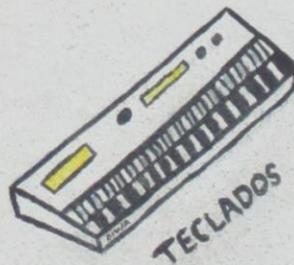
INSTRUMENTOS MUSICALES USADOS

HORARIO:

LUNES A SABADO
DE 9:00 AM. A 2:00 PM. Y DE 4:30 A 8:30 PM.



BOCINAS



TECLADOS



LAVANDERIA

del hostel

KILO DE ROPA \$ 10.00

COBIJA MATRIMONIAL \$ 28.00

COBIJA INDIVIDUAL \$ 25.00

EDREDON MATRIMONIAL \$ 28.00

EDREDON INDIVIDUAL \$ 25.00

COLCHAS Y SOBRECAMAS \$ 23.00



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CLAVE SEP 07PBT0504Y



Cursos Intensivos de



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Italiano

Alemán



Tsotsil



Del 12 al 30 de Julio

y

Del 2 al 20 Agosto

10%
de DESCUENTO



Incluye:

- ✓ Inscripción
- ✓ Test de ubicación
- ✓ Material
- ✓ Diploma
- ✓ Noche de cine (Viernes)
- ✓ Clase de Salsa (Jueves)
- ✓ Intercambios con estudiantes extranjeros

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Nombre _____
Fecha _____
Clase _____

Proyecto por Día de los Muertos: Project Framework

Due November 2.

The person I am choosing to honor:

Why are you choosing to honor this person? Write a paragraph in English explaining why you picked the person you picked, and why he/she is special. Your paragraph should be at least 5 sentences.

Fecha de Nacimiento: (Write it out in Spanish.)

Fecha de Muerte: (Write it out in Spanish.)

Descripción Físico:

In Spanish, write 5 sentences using the verb SER o TENER.

Por ejemplo: El tiene pelo castaño y ojos verdes. El es alto.

En español, escribe 5 oraciones usando los verbos TENER o SER

Descripción de la Personalidad:

In Spanish, write 5 sentences using the verbs SER/ESTAR

Por ejemplo: El es muy cómico.

En español, escribe 5 oraciones usando los verbos SER o ESTAR.

Descripción de la Familia:

In Spanish, write 5 sentences about the family of the person you chose.

En español, escribe 5 oraciones sobre la familia de tu persona.

Rubric: Día de los Muertos project

Points/ Expectation	25	15	10	0
Project Framework	Fully completed in the correct language according to directions.	Missing no more than 3 sentences in total. The paragraphs are written in the correct language.	Missing no more than 5 sentences in total. The paragraphs are completed in the correct language.	Missing more than 5 sentences in total. The paragraphs are not completed in the correct language.
Poster	The poster is colorful and includes every part of the project framework. Written in the correct language.	The poster is missing one part of the project framework. Written in the correct language.	The poster is missing two parts of the project framework. Written in the correct language.	The poster is missing more than two parts of the project framework. Not written in the correct language.
Title	The poster has a title with the person's name, birth date, and death date.	The poster has a title with the person's name and birth date or death date.	The poster has a title with the person's name.	There is no title.
Pictures/Neatness	The poster is full size. The presentation is neat, and includes pictures.	The poster is full size, and the presentation is neat.	The poster is not full size. The presentation could be neater.	It is not on a poster.

Projects turned in early with the rubric and framework stapled to the back will receive 5 extra credit points. Please do not glue the rubric to the back.