

**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
INSIDE MEXICO: A JOURNEY THROUGH HISTORY AND SOCIETY**

Unit Overview

Unit Title: Using Mexican Civilization and Culture to Write a Beginning Research Paper

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Subject Area: Social Studies and Language Arts

Topic: *Content:* Mexican Civilization, Culture, and Religion; *End Process:* Writing a Research Paper

Grade Level(s): 3rd through 5th Grade

Time Frame: 18–20 Class Periods

Brief Summary of the Unit: The curriculum is designed for use in the Mary McDowell Friends School, a Quaker school for children with learning disabilities. It will use content area curriculum to aid in the teaching of reading, writing, problem-solving, and organizational skills, culminating in a beginning research paper. The content area is based on a five-week travel seminar, part of the Fulbright-Hays Seminars Abroad Program, called, “Inside Mexico: A Journey through History and Society.” Using that experience as a blueprint, the content area encompasses Aztec and Mayan civilization and culture and Mexican art, and will include at least one lesson plan for each area. Included are detailed lesson plans that can be used for as many days as needed to complete the project. Each lesson can stand on its own. Students will learn vocabulary, reading comprehension, expository writing, and organizational skills. This high-motivation, low-reading level curriculum is geared towards third through fifth grade students and seeks to fully engage them in the learning process. Since students with learning disabilities learn best by doing, the lessons include hands-on activities to optimize learning. Materials will include pictures, music, books, and charts to help them interpret information. The overall goal of this unit is to help students understand Mexican civilization and culture and how life there is both similar to and different from life in the United States and to use that knowledge, plus age-appropriate resources, to conduct beginning research. Essential questions include:

1. Aztec Civilization and Culture
 - a. Who were the Aztec people?
 - b. What were their beliefs?
 - c. Who were their gods and how were they worshipped?
2. Mayan Civilization and Culture
 - a. How did the Mayans count?
 - b. How did they do math?
 - c. Did they do math differently than we do?
3. Mexican Art

- a. Who was Diego Rivera?
 - b. Who was Frida Kahlo?
4. Writing A Research Paper
- a. How do students find key information?
 - b. How do students organize that information into a beginning research paper?

Aztec Civilization and Culture

Stage 1 – Desired Results

Established Goal(s):

Students will develop a general understanding of Aztec civilization and culture.

After reading the Aztec creation story, students will have a clear understanding of how the Aztecs believed the world was created. The students will also be able to identify specific gods/goddesses and characteristics of each of the five worlds.

Understanding(s):	Essential Question(s):
<ul style="list-style-type: none">- Students will have a general knowledge of Aztec civilization and culture, as well as a better understanding of specific customs and beliefs (e.g., religion, creation of the world).- Students will understand the Aztec belief that we are presently in the fifth world.	<ul style="list-style-type: none">- What did the Aztecs believe about how the world was created?- Why did the Aztecs believe the world was created five times?- What were the important elements in each of the five worlds?- What were the three natural elements the gods/goddesses represented in each of the worlds?- What is different about the current world (the fifth world) from the other four worlds?

Students will know...

- about the Aztec civilization and its culture.
- the Aztecs believe that we are presently in the fifth world.
- natural elements represented by the Aztec gods and goddesses.

Students will be able to...

- describe orally the cause for which each world was destroyed.
- identify the god/goddess pertaining to each of the five worlds.
- identify the three natural elements the god/goddess represented (water, air, fire).
- create their own representation of one of the five worlds with the specific god/goddess pertaining to that particular world.

Aztec Civilization and Culture

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
<p>Students will:</p> <ul style="list-style-type: none">- Listen to the story read by the teacher.- Answer questions raised by the teacher about the story during group discussions.- Demonstrate a solid understanding of what happened in the story through oral answers.- Answer various questions while working in groups of two or three, independently or with minimal teacher support.- Choose a god/goddess and world for their painting.- Complete a rubric/checklist detailing what they will include in their painting.- Share their painting with their class and describe their painting in detail.	<p>Informal Teacher Observations:</p> <ul style="list-style-type: none">- Student questions and oral responses during the lesson- Student written responses during group work- Students' independent work <p>Formal Assessment:</p> <p>Using a Rubric/Checklist (attached) to assist them in their painting of one of the gods/goddesses from one of the five worlds described in the book, <u>How We Came to the Fifth World</u>, the students will:</p> <ul style="list-style-type: none">- name their god/goddess- identify the natural element their god/goddess represents- write which world they are representing in their painting (i.e., first world, second world, etc.)- write the colors they plan to use in their painting (these colors should represent the natural elements of their specific god/goddess (i.e. red, orange, and yellow for the god of fire))- sketch their god/goddess- list at least three things they will add to the background of their painting in order to specifically represent the world they chose (i.e., first world, second world, etc.)

Aztec Civilization and Culture

Stage 3 – Learning Plan

Learning Activities:

Lesson One:

- The teacher will begin the lesson with a review of what was already taught to the class about Aztec culture and their contributions to their civilization.
- Teacher will hold up the book, How We Came to the Fifth World adapted by Harriet Rohmer and Mary Anchondo, and ask the children what they think this story will be about.
- Teacher will briefly describe to the class that the story is about the Aztec belief in how they came to live in our present-day world.
- Teacher will read the story, stopping after each world (asking students specific questions)

- about what was just read, as well as answering questions the students have).
- After reading the book, the teacher will use a chart with five columns (each column representing one of the worlds). Using information provided by students from what they recalled from the story, the teacher will fill in important parts of what happened in each of the worlds.

Lesson Two:

- Using the chart made from the previous lesson, the teacher will review the important components from each of the five worlds.
- The teacher will hand out a sheet with questions about the story. The teacher will go over the directions and answer questions the students had about the assignment and break the students up in pairs to complete together.
- The class will review the answers together and share questions and comments.
- The teacher will briefly describe the next lesson they will have: a painting.

Lesson Three:

- The teacher provides a brief review of what was previously discussed from the creation story.
- The teacher will tell the class that they will be making their own painting of one god/goddess represented in one of the five worlds presented in the creation story and that they are free to choose which one they want to do.
- The teacher will tell the students that first they must plan what they are going to include in their painting. The teacher describes that they will complete a rubric/checklist to assist them in planning their painting.
- Using a teacher created sample, the teacher will show a completed rubric of the god/goddess and specific world the teacher chose to do. The teacher goes through each part of the rubric and takes questions and comments from the class.
- The students then complete their rubric independently. The teacher assists students who need help.

Lesson Four/Five (could take more than one day for everyone in the class to complete):

- When all students have completed their rubric/checklist and reviewed it with the teacher, they are now able to begin their painting.
- Using various materials (large, thick paper; pencils; paint; paintbrushes; etc.) the students complete their painting.

Lesson Six:

- Each student shares his/her painting with the class and all the paintings are hung up in the classroom.

Resources:

- How We Came to the Fifth World adapted by Harriet Rohmer and Mary Anchondo
- Teacher generated materials

Aztec Civilization: Aztec God or Goddess Checklist

Name: _____

What is your God's or Goddess's name?

What natural elements will s/he represent? Please circle:

water

fire

air

earth

What world does your God or Goddess come from? Please circle:

First World

Second World

Third World

Fourth World

What colors are you planning on using to design your God or Goddess?

Name the color and the reason your group chose this color:

1.

2.

3.

4.

5.

List three or more things you will paint in the background to represent your God or Goddess.

1.

2.

3.

Mayan Civilization and Culture

Stage 1 – Desired Results

Established Goal(s):

Students will develop a general understanding of the Mayan civilization and culture.

Using the math symbols the Mayans employed, students will be able to identify the symbols that correspond to its numbers. Students will also be able to compute simple addition and subtraction problems using “Mayan Math.”

Understanding(s):	Essential Question(s):
<ul style="list-style-type: none">- Students will have a general knowledge of the Mayan civilization and cultures, and specific customs.	<ul style="list-style-type: none">- How did the Mayans count?- How did they do math?- Did they do math differently than we do?
Students will know... <ul style="list-style-type: none">- the Mayans made important discoveries in the area of math.- the Mayans used a counting system made of only three symbols: a dot, a bar, and a symbol zero (usually a shell).	Students will be able to... <ul style="list-style-type: none">- identify the number/Mayan symbol correspondence.- write each Mayan number symbol that corresponds with its numerical number.- write and solve simple Mayan algorithm addition and subtraction problems using the Mayan math symbols.

Mayan Civilization and Culture

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
<p>Through Modeling, Practice, and Repetition, students will:</p> <ul style="list-style-type: none">- verbally identify the three main math/numerical symbols in Mayan math while looking at a visual chart both up on the board and at their desk.- be able to identify numbers 1–20 using the Mayan mathematical symbols.- be able to solve simple addition and subtraction problems on the board.- complete a worksheet (attached) independently or with minimal teacher support of simple addition and subtraction math problems using the Mayan symbols to represent the numbers.	<p>Informal Teacher Observations:</p> <ul style="list-style-type: none">- Student questions and responses during the lesson- Student written responses during group work: solving simple addition and math problems on the board- Students' independent work <p>Formal Assessment:</p> <ul style="list-style-type: none">- Completion of an addition and subtraction worksheet using the Mayan mathematical symbols for numbers.

Mayan Civilization and Culture

Stage 3 – Learning Plan

Learning Activities:

Lesson Plan:

- The lesson begins by having the students count as a group in modern Spanish the numbers 1–10 (an activity they participate in morning meeting regularly).
- The teacher reviews what was already taught to the class about the Mayan civilization, focusing on the many contributions they made towards their civilization.
- The teacher will share with the students that the Mayans also had their own way to do math and used only 3 symbols to represent different numbers.
- The teacher will place a large chart on the board that shows the three mathematical symbols: a shell = 0, a dot = 1, and a bar = 5. The chart also has the numbers 1–20 represented using the Mayan symbols. Each student will be given a chart (attached) at their desk to look at and use as a resource.
- The teacher asks multiple students to come to the board to write their age using the Mayan mathematical symbol to represent their number.
- The teacher places a simple addition problem on the board ($2 + 3 = 5$) and asks how he or she

could write that same problem using Mayan number symbols. The teacher chooses a student to come to the board to write and solve the problem.

- The teacher gives multiple students a chance to complete a problem on the board.
- Questions are taken throughout the lesson as students have them.
- The teacher hands out a worksheet with four addition problems using the Mayan math numerical symbols (attached). Directions are read together first and the example problem is looked at together as a group before the students independently complete their worksheet.
- The teacher observes the students working independently and assists students who need help.
- When everyone is finished, the group reviews each of the four problems together and checks their answers.
- If there is still time, the group then goes into learning how to solve simple subtraction problems... or that is left for another day.
- A formal written assessment of both simple addition and subtraction problems (attached) are given to each student at the end of the week.

Resources:

- [Mexico: 40 Activities to Experience Mexico Past & Present](#) by Susan Milford
- [Countries and Cultures for Young Explorers: Mexico](#) by Lynita Strei
- Teacher generated materials

MAYAN NUMBERS

The mathematical Maya had a very clever and unusual system of numbers to do their calculations. Unlike our method, which is based on the number ten, the Mayan system was based on the number twenty. To represent numbers, they used dots and dashes, with a shell, a hand, or a head for zero. Instead of writing their numbers horizontally, the Maya wrote them vertically.

Using this chart of Mayan numbers, see if you can solve the addition and subtraction problems on page 45. Give your answers in Mayan numbers, too.

0 =	
1 =	
2 =	
3 =	
4 =	
5 =	
6 =	
7 =	
8 =	
9 =	
10 =	
11 =	
12 =	
13 =	
14 =	
15 =	
16 =	
17 =	
18 =	
19 =	
20 =	

COUNTING IN MAYAN

Draw a line to match the numeral to the Mayan number.

 = 0

• = 1

— = 5

4



7



1



0



12



3



5



10



38

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IF2634 Countries and Cultures: Mexico

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$$\bullet \bullet \bullet + \bullet \bullet \bullet = \underline{\hspace{2cm}}$$

$$-\quad - + -\quad - = \underline{\hspace{2cm}}$$

$$-\bullet + -\bullet\bullet\bullet = \underline{\hspace{2cm}}$$

$$-\quad - + -\bullet\bullet = \underline{\hspace{2cm}}$$

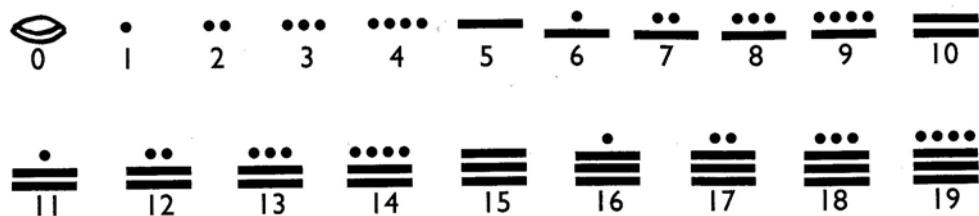
Math answers: $(5+5=10) = \underline{\hspace{2cm}}$
 $(10+8=18) = \underline{\hspace{2cm}}$
 $(3+4=7) = \underline{\hspace{2cm}}$
 $(6+9=15) = \underline{\hspace{2cm}}$

Name _____

Action
Page

Mayan Math

Are you ready to do some arithmetic that's almost 2,000 years old? Study this chart of Mayan numbers. Then see if you can solve the math problems below. Be sure to give your answers in Mayan numbers.



Hint: Remember a dot is one, a line is five, and a shell is zero.

1.  +  = _____

2.  -  = _____

3.  +  = _____

4.  -  = _____

Mexican Art: Diego Rivera

Stage 1 – Desired Results

Established Goal(s):

Students will learn about the life and art of Diego Rivera and will use learned information to create a diorama representing an aspect of Diego Rivera's life.

Students will examine Diego Rivera's murals and then work cooperatively to create a class mural representing our personal histories or issues/problems facing our communities.

Ultimately, students will begin to recognize and make connections between current events and the arts.

Understanding(s):	Essential Question(s):
<ul style="list-style-type: none">- Students will learn about Diego Rivera's childhood and make comparisons to their own lives.- Students will understand how Diego Rivera's life experiences influenced his art.- Students will gain an understanding of Diego Rivera's love and respect for the people of Mexico.	<ul style="list-style-type: none">- How did Diego Rivera's life experiences and profound respect for Mexican people affect his art work?- Why did Diego Rivera feel a need to help poor working people in Mexico and how did he help them fight for equality?- Why did Diego Rivera decide to paint murals for the public and what was depicted in these murals?- Why were some of Diego Rivera's paintings controversial?

Students will know...

- important events in Rivera's life.
- how Rivera's childhood and adult experiences affected his artistic choices.
- how artists communicate their beliefs visually and that it can create change and awareness in a society.

Students will be able to...

- make connections and comparisons between their own lives and Rivera's childhood experiences.
- depict an aspect of Rivera's life.
- make observations about Rivera's murals.
- share either visually or orally information they learned about Rivera's life.
- work cooperatively to create a mural (topic chosen will be dependent upon students' interests and community issues: environment, homelessness, animal rights, hunger, effects of war, etc.)

Mexican Art: Diego Rivera

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
<ul style="list-style-type: none">- Dioramas representing an aspect of Rivera' life with a corresponding written description.- Class mural representing social issues or a problem in our community.- A written, oral, and/or visual reflection about what was learned about Diego Rivera's life and art.	<ul style="list-style-type: none">- Rubric- Teacher Observations- Self-Assessment/Reflection- Sharing of student work

Mexican Art: Diego Rivera

Stage 3 – Learning Plan

Learning Activities:

Lesson One:

- Teacher will access prior information from students about the artist Diego Rivera.
- Prior to reading the book Diego by Jeanette and Jonah Winter the teacher will present a graphic organizer with focusing questions on the Smart Board to help students attend to pertinent information.
- While teacher is reading Diego aloud, students will have a paper copy of the same graphic organizer at their desks (attached).
- As a class, students will generate answers to the focusing questions and then as a class and individually the students will fill out their graphic organizers with the information they are learning from the text.
- To support this note-taking process the teacher will stop after each page to ensure that the students are comprehending the information.
- After gathering information from the book, the teacher will ask questions that will help the students to make self-text connections and then using a Think-Pair-Share model the students will verbally share what they learned about Rivera's life. They will use their notes as a reference.
- Each student will then choose an aspect of Rivera's life that interests them and create a diorama representing what they chose.
- The students will display their dioramas and orally share using their notes as a reference to what their dioramas are depicting.

Lesson Two:

- Teacher will create and then share a slide show of Diego Rivera's murals.
- Create a chart of observations tate students make about Rivera's murals. Have the chart separated into categories: What do you see (colors, people, actions, objects, setting, etc.)? What can you learn about Mexico by examining Rivera's murals?
- Share with students a step-by-step plan about how they will go about creating a mural

(attached).

- Have the students decide as a group what the subject or subjects their mural will be. Ask the following questions to prompt a class discussion: Will your mural teach something to the people viewing it? Will it represent something that is occurring in our community? How do you want the viewer to feel when they see the mural? What do you want the viewer to learn when looking at the mural?
- Brainstorm a list of ideas with students and, through class discussions, decide on some ideas.
- Break each group's mural into parts and have each student sketch a draft of his/her part of the mural.
- Each student will be given a handout which will be a To Do List outlining a planning process and a step-by-step process as to how to create his/her part of the mural.
- Provide students with materials to paint mural.
- Students will share their mural with another class and then reflect upon the process. (What did I learn about Rivera's murals and life? What did I like about creating our class murals? What was challenging about creating our murals? What would I do the same next time and what would I do differently next time? What problems did we encounter when creating class mural and how did we try to solve these problems? etc.)

Taking Notes on Diego by Jeanette and Jonah Winter

Name _____

Answer in complete sentences:

1. Where was Diego born?

2. What happened to Diego's twin brother?

3. Why did Diego have a nurse?

4. Why did Antonia (Diego's nurse) take him to her hut?

5. What did Diego like about Antonia?

6. What did Diego do when he stayed with Antonia?

7. What did Diego get for a present when he came home?

8. What did he do with the present?

9. Why did Diego have a hard time at school?

10. Why didn't Diego like art school?

11. What did Diego like to paint?

12. Why did Diego sometimes paint horrible things?

13. Why did Diego go to Paris and Italy?

14. Why did Diego paint murals?

15. What did he paint in his murals?

16. What were some of the colors he used when painting?

17. Why do you think he chose those colors?

18. Why do you think Diego loved Mexico so much?

19. Why do you think Diego chose to make murals about some of the problems in Mexico?

Diego Rivera Mural Checklist

Material Checklist

- With a partner, measure off four feet of brown craft paper.
- Cut craft paper into four-foot rectangle.
- Collect tempura paint: red, green, yellow, white, blue.
- Collect paint brushes.
- Fill water cup for rinsing brushes.
- Collect cups for mixing colors.
- Spread newspaper on floor.
- Gather masking tape to tape craft paper to newspaper.
- Collect pencils and erasers.

To Do Checklist

- With your mural partners, review the book Diego.
- Answer these questions:
 - What will your mural be about?
 - What do you want your mural to teach people viewing your mural?
 - Will your mural represent something that is occurring in our community?
- Sketch your scenes in pencil first:
 - Did you cover as much paper as possible?
 - Is there a sequence in your mural?
- Paint in your sketches.
- Create a title for your mural.
- Remember to sign your mural.

Mexican Art: Frida Kahlo

Stage 1 – Desired Results

Established Goal(s):

Students will learn about the life and art of Frida Kahlo and will connect to her work through creating their own self-portraits.

Understanding(s):	Essential Question(s):
<ul style="list-style-type: none">- Students will understand what was important to Frida Kahlo.- Students will understand how her childhood experiences affected the choices she made as an artist.	<ul style="list-style-type: none">- How did Frida Kahlo's life experiences affect the choices she made in her life?- How did Frida Kahlo communicate her feelings and life experiences through her art?- What emotions and/or symbolism will be expressed in the students' self-portraits?

Mexican Art: Frida Kahlo

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
<ul style="list-style-type: none">- Illustrated time line with captions about Kahlo's life- Self-Portraits- A written, oral, and/or visual reflection of what was learned about Frida Kahlo's life and art	<ul style="list-style-type: none">- Rubric- Teacher Observations- Self-Assessment/Reflection- Sharing of student work

Mexican Art: Frida Kahlo

Stage 3 – Learning Plan

Learning Activities:

Lesson One:

- Teacher will access prior information from students about the artist Frida Kahlo.
- Prior to reading the book *Frida* by Jonah Winter the teacher will present focusing questions to help the students attend to pertinent information (see attachment).
- While teacher is reading *Frida* aloud, the teacher will have a T-Chart on the Smart Board. One column of the T-Chart will be labeled *Important Events* and the second column will be labeled *Feelings*.
- As the teacher reads the story aloud s/he will stop after each page to gather information from the students and then place this information onto the T-Chart.
- After gathering information from the book, the teacher will ask questions that will help the students to make self-text connections.
- The teacher will provide each pair of students with a copy of the T-Chart. While looking at the T-Chart the teacher will have a graphic organizer representing a time-line on the Smart Board.
- As a class, the teacher with the students will create a plan for making the timeline: What information will be included? In what order will the information be included? How will the information be depicted?
- Each student will be assigned an important event in Kahlo's life that s/he will illustrate and create a corresponding caption.
- The students will come together and work cooperatively to put the timeline in chronological order.
- The teacher will display the timeline so that each student can orally share with his/her classmates his/her contribution to the time line and what s/he learned about Kahlo's life.

Lesson Two:

- Teacher will create and then share a slide show of Frida Kahlo's self-portraits with students.
- Create a chart of observations the students make about Kahlo's portraits. Have the chart separated into categories: What do you see (colors, objects, setting, etc.)? How do you think

Frida is feeling in each of her self-portraits? What can you learn about Frida Kahlo's life by examining her self-portraits?

- Share with students a step-by-step plan about how they will go about creating their own self-portraits. The teacher will visually model the process while verbally doing a "Think Aloud" of the process.
- Students will be given a handout which will be a To Do List outlining a planning process and a step-by step-process as to how to create their self-portraits and what needs to be included in their self-portraits (facial features, emotions represented on the face, setting, colors, etc).
- Provide students with materials for self-portraits (mirrors, 9" x 12" paper, pencils for sketching, tempera paints including multi-cultural paints for skin-color).
- Students will share their self-portraits with classmates and reflect upon the process. (What did I learn about Kahlo's self-portraits? What did I like about creating my own self-portrait? What was challenging about creating my own self-portrait? What would I do the same next time and what would I do differently next time? What problems did I encounter when creating my self-portrait and how did I try to solve these problems? etc.)

Focusing Questions:
Frida by Jonah Winter

I. Pre-reading Activity/Questions

Show cover of the book.

Ask students to look at the cover.

From the cover art, ask: What do you observe?

What do you think it is about?

What do you think is important to Frida Kahlo?

II. Read the book through without stopping to ask questions.

Let the pictures and text “speak” to the students.

When finished, ask the students: What stood out the most to you from the book?

Who is Frida Kahlo?

What is important information you recall?

III. Reread the book.

Focusing questions:

- a. Where is Frida Kahlo from?
- b. Who is in Frida Kahlo’s family?
- c. Describe Frida Kahlo’s childhood.
- d. Why does Frida Kahlo teach herself to draw?
- e. Have you ever taught yourself to do something? What was it?
- f. After Frida’s bus accident, why does Frida paint?
- g. How does the bus accident change Frida’s life?
- h. In the story, it says, “Nothing can stop Frida from painting.” What does she do that demonstrates this statement?
- i. What does the author mean when she says, “She (Frida) turns her pain into something beautiful”?
- j. Why do you think Frida Kahlo is an important artist to people in Mexico and all over the world?

Writing a Research Paper

Stage 1 – Desired Results

Established Goal(s):

Students will write a three to five paragraph beginning research paper.

Understanding(s):	Essential Question(s):
<ul style="list-style-type: none">- Students will learn to find information in research materials.- Students will learn the difference between fact and fiction.- Students will understand how to organize their research and ideas into a research paper.	<ul style="list-style-type: none">- What is a research paper?- How do I generate ideas for writing?- What sources can I use for the paper and where can I find them?- What is a bibliography and how do I create one?- How do I take notes?- How do I create an outline?- How do I use my outline to create a rough draft?- How do I incorporate edits into a final paper?
Students will know... <ul style="list-style-type: none">- what a research paper is.- where to find sources.- the difference between fact and fiction.- what a bibliography is.- what plagiarism is.	Students will be able to... <ul style="list-style-type: none">- brainstorm about a topic.- find and select sources.- find information in a book or other sources.- take notes.- create a bibliography.- create an outline from ideas and notes.- write a rough draft.- write a final draft.

Writing a Research Paper

Stage 2 – Assessment Evidence

Performance Task(s):

- Writing a three to five paragraph research paper

Other Evidence:

- Rubric
- Teacher Observations
- Self-Assessment/Reflection
- Sharing of student work

Writing a Research Paper

Stage 3 – Learning Plan

Learning Activities:**Materials Needed:**

- Packets of different colored index cards
- Folders with pockets for each child
- Copy of blank monthly calendar with space to write information
- Rubber bands or paper clips
- Books, magazines, interviews, DVDs, and other relevant source materials
- Research project checklist (attached)

Lesson One: Introduction

- Teacher will explain to students what it means to do research. He or she will determine if students should work individually, in pairs, or in groups and the time needed to complete the project.
- Students answer the following questions and use the answers to create a chart: What do I already know about Mexico? What would I like to know about Mexico? What sources can I use to find out?

Lesson Two: Making an Idea Web

- Students will select a topic from the content areas covered in the Mexico unit and write down every word or phrase that comes to mind when they think of that topic.
- Students will organize their thoughts by drawing lines between the words and phrases to determine main topics, subtopics, and details.

Lesson Three: Creating a Bibliography

- Students will browse the provided books, magazines, DVDs, and other materials and select at least three sources they will use in their research paper. People and pictures count as sources.
- Students will write the title, author, and page number of each source they ultimately use on a yellow index card.

Lesson Four: Writing Notes

- Teach students the difference between a fact and an opinion and have them practice.
- Students will select facts and opinions from their sources and put them on index cards. Facts will be written on blue cards and opinions on pink cards.
- Students who are conducting interviews will write each question they want to ask on a separate index card. They will take these cards to the interview and write the answers they hear on the same index card as the questions.
- Students will collect any charts, diagrams, and pictures they want to use in their papers.

Lesson Five: Plagiarism

- The teacher will explain what plagiarism is.
- Students will write down a sentence from one of their sources that contain information they want to use in their paper.
- Students will be taught to use quotation marks if they want to use the sentence exactly as is.
- Students will be taught to refer to the sentence as they write their paper to check if they are plagiarizing.

Lesson Six: Creating an Outline

- Students group their note cards into related piles—e.g., one pile for geography, one pile for history, one pile for culture, etc.
- These groupings become their outline with the topic being the roman numerals and the facts and opinions being the details. On a piece of paper, students will write their topic on the top of the page, then list subtopics. Students should leave plenty of space between subtopics. Each must be supported by a new idea.

Lesson Seven: Rough Drafts

- Using their outlines, students will write a rough draft of their papers. If possible, they should write them on a computer.
- Students add an introduction and conclusion.
- Students will share their papers with each other.
- Students will ask questions about the papers that they don't understand in order to help the authors clarify.

Lesson Eight: Final Report

- Students will write the final report, including pictures, graphs, etc. Emphasize this is the least important part of the process.

Each lesson may take more or less than one period.

INSIDE MEXICO: A JOURNEY THROUGH HISTORY AND SOCIETY

Research Project Checklist

Name: _____

- [] at least 15 fact (blue) cards
- [] at least 3 opinion (pink) cards
- [] at least 3 bibliography (yellow) cards
- [] all fact cards re-written in your own words
- [] outline: fact and opinion cards organized in outline form
- [] write a draft from outline
- [] correct draft
- [] write the final version

Remember: you must use at least three different source materials for your paper.

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