

Discovering Diverse Mexico: A Culture Box Adventure!



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SUBJECT AREA: ENGLISH LANGUAGE ARTS, SOCIAL STUDIES, ART

GRADE LEVEL: 3RD GRADE

TIME FRAME: APPROXIMATELY 15 SESSIONS, 45 MINUTES EACH

Discovering Diverse Mexico: A Culture Box Adventure!

Erin Shepherd

Established Goals/Content Standards

CCSS ELA Standards

- 3.RL.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- 3.W.7** Conduct short research projects that build knowledge about a topic.
- 3.W.8** Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.
- 3.W.2** Write informative/explanatory texts to examine and convey ideas and information clearly.
- 3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade three topics and texts, building on other's ideas and expressing their own clearly.
- 3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.

Oregon Social Studies Standards

- 3.7** Use a simple grid system, symbols, and other information to locate physical and political features of places on maps and globes.

Oregon Art Standards

- AR.03.HC.02** Identify social, historical and cultural characteristics in a work of art.
- AR.03.CP.03** Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.

Key Understandings

- Mexico is a culturally and geographically diverse country.
- There are similarities and differences between our lives and those of children growing up in Mexico.
- Both print and digital resources provide information to help students research, create and present.

Essential Questions

- Where is Mexico in relation to Oregon and what are its major landforms?
- What makes Mexico's culture and geography so diverse?
- How can we use print and digital resources to research Mexico?
- What can we learn from studying other cultures and why can it be helpful to our lives?

Performance Tasks

Throughout the unit, students will be learning about and creating cultural and geographical "artifacts" as part of their final project, titled "Mexico Culture Box." The unit culminates in a speaking and listening opportunity and celebration of learning. Each student will be required to complete the following mini-projects for their box (refer to attached rubrics for assessment):

- Mexico flag
- Landforms of Mexico map
- Mexican folktale storyboard
- Informative travel brochure about Oaxaca, Mexico

- *Alebríje* art project
- “De Colores” song and dance movements
- Two case study response pages

Sequence of Learning Activities

Lesson 1: Introduction to Beautiful Mexico!—PowerPoint presentation and hands-on exploration of realia. GLAD observation charts. Study of Mexican flag meaning and creation of mini-flags. Introduction of culture box project.

Lesson 2: Mapping Mexico—Input chart of Mexico’s key landforms. Students create their own maps.

Lesson 3: Day 1, Exploring Mexican Folktales—Teacher read-aloud of the Oaxacan Folktale, “The Tale of Rabbit and Coyote.” Whole-class story-structure chart.

Lesson 4: Day 2, Exploring Mexican Folktales—Folktale “storyboards” using rubric to assess.

Lesson 5 Day 1, Discover Oaxaca!—Interactive presentation on Oaxaca. Explore and make observations on travel brochures.

Lesson 6: Day 2, Discover Oaxaca!—Print and digital resource research. Rough drafts of travel brochures. Rubric for brochure assessment.

Lesson 7: *Alebríje* Art Adventure—Watch *alebríje* video and presentation from Oaxacan Village, San Martín Tilcajete. Explore the legend of *alebrijes*. Students create their own out of clay.

Lesson 8: A Folksong of Mexico—“De Colores” song and dance movements.

Lesson 9: Case Study of Mexican Children: Tlapanala Village, Puebla—PowerPoint presentation, class discussion, personal response page.

Lesson 10: Case Study of Mexican Children: Escuela Secundaria 26, Veracruz—PowerPoint presentation, class discussion, personal response page.

Lesson 11: Putting It All Together—Modeling and guided practice of sharing culture boxes and experiences with peers.

Lesson 12: Learning Celebration—Present to peers throughout the day. Class celebration with food, song, dance.

Lesson 1: Introduction to Beautiful Mexico!

Subject Area(s): Geography, art, social studies

Standards Addressed

3.W.8 Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.

Lesson Summary

Students will be introduced to the diverse country of Mexico, through a PowerPoint presentation and exploration of realia, as they complete language-rich observation charts. Students will learn the history behind the Mexican flag and create their own mini-flags. The teacher will foster excitement about the upcoming unit and will introduce their mission: *To become cultural anthropologists of Mexico and create culture boxes to teach other students, teachers and their families about this incredibly diverse country!*

Objectives

- Students will be introduced to Mexico's geography, culture and population information through a multimedia presentation.
- Students will understand the meaning behind the Mexican flag.
- Students will understand their mission to create a culture box of Mexico during the unit that will be used to teach others.

Evidence of Lesson Mastery/Performance Tasks

- Students will demonstrate their understanding of the introduction to Mexico presentation by participating in a discussion session.
- Students will demonstrate their understanding of Mexico's flag by completing a notes page and creating their own.
- Students will demonstrate their understanding of the mission of the unit through class discussion and receiving their culture boxes for the first time.

Vocabulary

Mexico, population, anthropologist, culture, flag, observation

Materials

Mexico PowerPoint (available for download from this website), chart paper, markers, sticky notes, class set of flag notes page (attached), class set wooden dowels (or straws), class set flag blacklines (attached), coloring tools for the students, class set of shoe boxes, map of Mexico, pictures and/or realia from Mexico

Student/Teacher Discussion and Activities

Anticipatory set: "Today, you will begin a learning adventure! Your mission is to become cultural anthropologists, which are people who study about different cultures around the world. You will be learning many different things about Mexico and creating a very special culture box to teach others about this amazing country! Let's get started!"

Objective share: “Today you will watch a presentation about Mexico, explore some real objects from the country and make observations and ask questions. You will also learn about the Mexican flag, create your own and obtain your culture box!”

Sequence of Activities

1. KWL chart

Post KWL chart (large chart paper). Have students share as you record what they already **know** about Mexico and what they **wonder**.

2. “An Introduction to Beautiful Mexico!” section of PowerPoint presentation

Discussion questions—discuss with partners:

- What was your favorite part of the presentation?
- What are you excited to learn about?
- Why is it important to learn about other cultures and countries?
- What parts of the presentation were familiar to you/brand new?

3. Explore Mexican realia

Set out the following around the classroom with a piece of chart paper next to each one: large map of Mexico (preferable showing landforms), *alebrijes*, Mexican flag, Talavera pot, Zapotec rug. If you do not have these objects, pictures from Google Images will work.

Each student must write a question or observation about each object using sticky notes. Whole-group sharing of observations and questions from the realia.

4. Mexican flag meaning and notes page

Teacher reads aloud the Mexican flag meaning: The Mexican flag (*Bandera de México*) that we know today has gone through many changes. In 1821, when Mexico gained its independence from Spain, the tri-color flag was adopted. There is an Aztec legend that told its people to build a city when they came upon an eagle eating a serpent. That city, Tenochtitlan, is now known as Mexico City. The coat of arms in the middle of the white section is of a Golden Eagle eating a snake on top of a cactus. The three colors green, white and red do not have an official meaning. Most believe they represent the colors of the liberation army of Mexico.

Students take notes on page provided. Then, they create their own mini-flag by cutting out flag blackline, coloring it and attaching it to dowel or tongue-depressor (this will be the first item for their culture box).

5. Closure

Revisit students’ mission for the unit: *To be cultural anthropologists of Mexico and create a culture box to share with others.*

For the culture boxes: Ask students to bring in shoeboxes from home. They can decorate them with symbols of Mexico throughout the unit if they finish tasks early.

Exit ticket (on sticky note): Write one question you have about Mexico and one thing you are excited to learn about.

Extension(s)

Before beginning the unit, ask families who are from Mexico to volunteer to come in and speak about their region. They may bring in realia, share experiences or possibly do a language lesson.

Flag of Mexico Notes



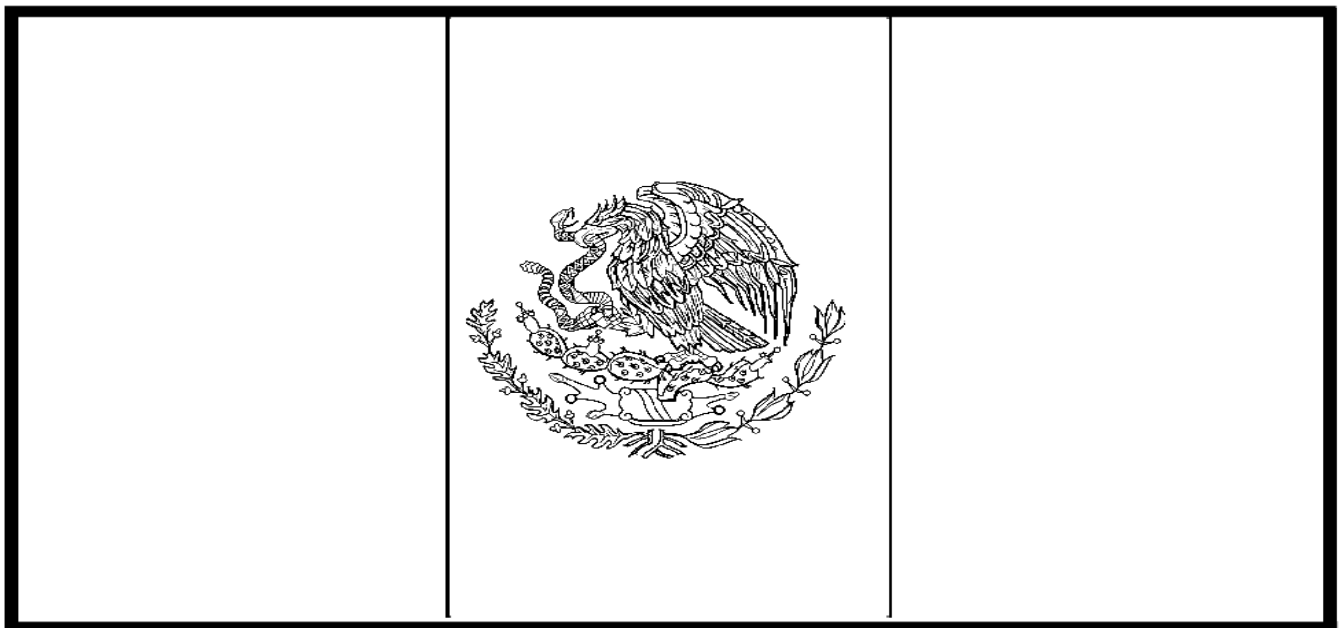
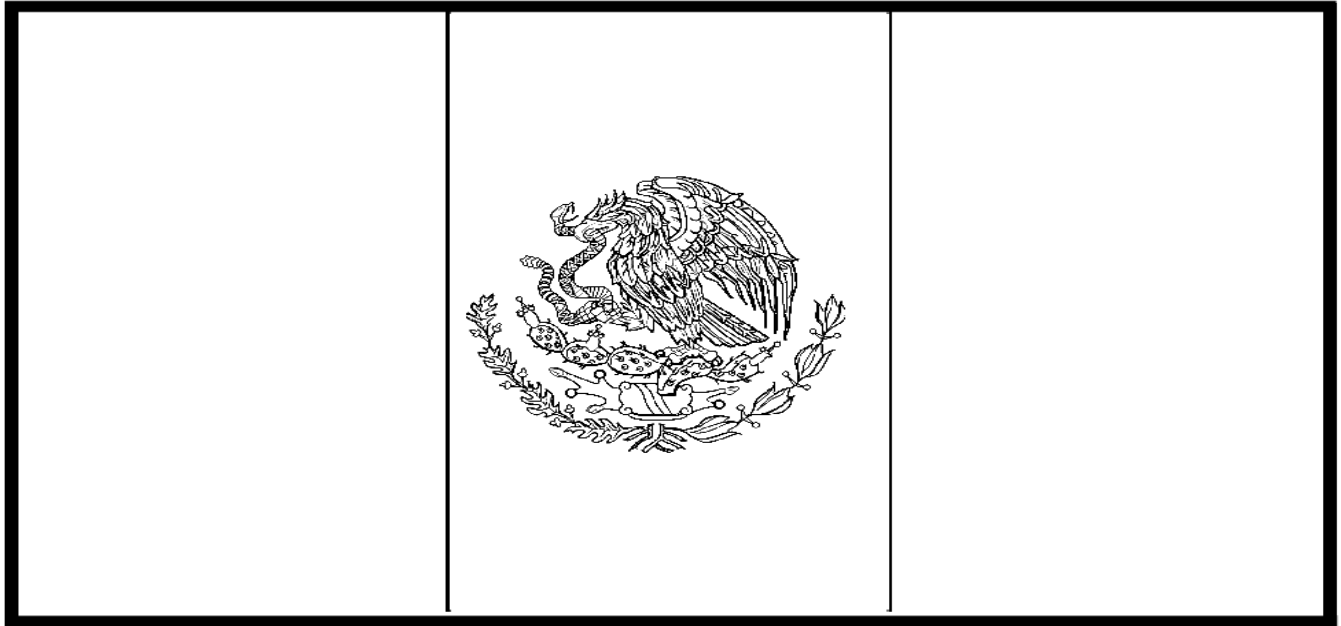
Name: _____

What is the **meaning** of the Golden Eagle eating the snake on top of the cactus?

What do the three colors of the flag mean?

What is the ancient city of Tenochtitlan now known as?

Mini-Flag Blacklines



Lesson 2: Mapping Mexico

Subject Area(s): Geography

Standards Addressed

3.7 Use a simple grid system, symbols, and other information to locate physical and political features of places on maps and globes.

Lesson Summary

After being introduced to the unit, students will begin to learn more about the geography of Mexico as they observe the teacher producing an input chart of key landforms within the country. Students then create their own landform maps of Mexico on large graph paper. Students will self-assess their work using the attached rubric, and the teacher will use it to assess them as well. The map will be the second artifact to be placed in their culture box.

Objectives

- Students will learn the major geographical features of Mexico.
- Students will apply their knowledge of symbols, keys and grid systems with their map.

Evidence of Lesson Mastery/Performance Tasks

- Students will demonstrate their understanding of key landforms in Mexico by completing their own landform map based on expectations on the map rubric.
- Students will demonstrate their understanding of keys, legends, and symbols by accurately placing them on their Mexico landform map.

Vocabulary

Landforms, symbols, geography, mountain range, canyon, river, lake, key/legend, tropical rainforest, plain, desert

Materials

Large chart paper, markers, Mexico map backline (teacher and student copies, attached), large graph paper, class set of Mexico outline copied onto the large graph paper sheets, glue, pencils, scissors, coloring tools

Student/Teacher Discussion and Activities

Anticipatory set: (Have students gather at carpet area) “Did you know that Mexico not only has rainforests, but deserts, beaches and volcanoes? Today your mission as cultural anthropologists is to learn the geography of Mexico so that you can further study of the amazing people of this country and better understand the areas they live in!”

Objective share: “Today you will get to learn about the very diverse geography of Mexico. You will first watch me as I create a map to show you major landforms in the country. Then you will get to create your own Mexico landform map including a key. You will be following a rubric that both you and I will use to score your map. Let’s get started!”

Sequence of Activities

1. Input chart (GLAD strategy) of Mexico's geography

Prep ahead of time: lightly trace an enlarged outline of Mexico onto a large sheet of chart paper/butcher paper. Lightly sketch the following landforms: Copper Canyon, Sierra Madre Occidental range, Sierra Madre Del Sur range, Sierra Madre Oriental range, Rio Grande, lake, desert.

Using different colored markers for each landform, trace around the outline and fill in key features as you provide information about each one. Write the names of each next to the landform.

2. Share map rubric and expectations

Distribute map rubric to students and read each category and level together.

3. Student activity: Create Landform map of Mexico

Distribute large chart paper with Mexico outline already copied onto it. Students will refer to the input chart and draw their own symbols for each key feature. Students then create a key based on the symbols they chose. Specific names of landforms will be in the key.

4. Students self-assess maps using rubric provided

Give students time to self-reflect and self-score. Collect maps/rubrics and complete teacher rubric.

5. Closure

Using the “lines of communication” strategy, have the class line up in two equal lines (line A, line B) facing each other with their maps in hand. *Partner A asks:* “What is the most interesting landform you learned about today?” *Partner B responds:* “The most interesting landform that I learned about today was _____.” Partners then switch roles. Maps are placed in their culture boxes.

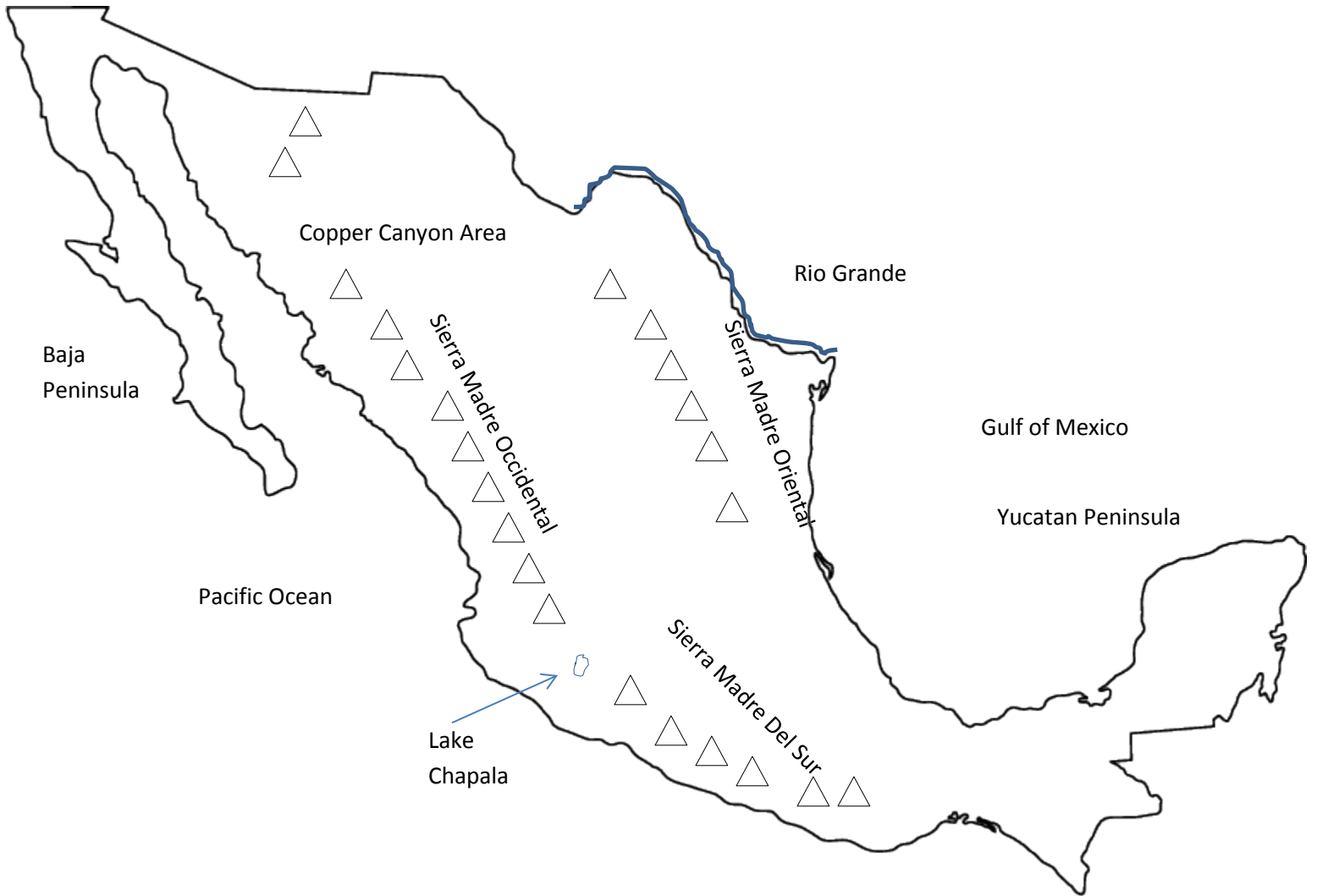
Extension(s)

For students who have a strong grasp of geographical features, they can do an extension project. Have them choose one particular landform of Mexico that interests them to research and present to the class.

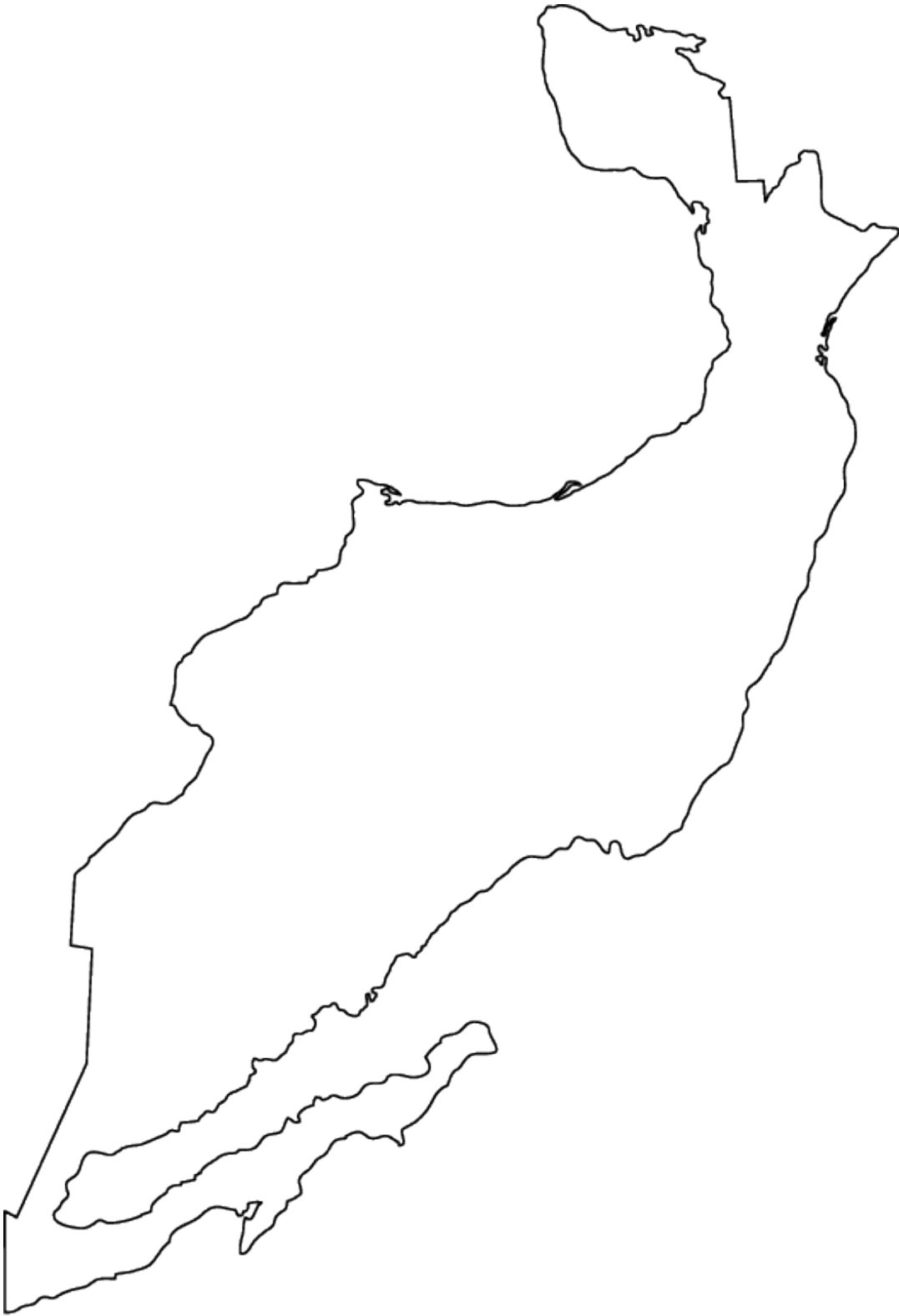
Rubric: Landform Map of Mexico				
	Exceeds Standards	Meets Standards	Nearly Meets Standards	Not Yet Meeting Standards
Completion of key landforms	All key landforms are represented on map and key. Extension project completed.	All key landforms are represented on map and key.	One or two key landforms are missing from the map and/or key.	Two or more key landforms are missing from the map and/or key.
Key/Legend	Key is exceptionally clear, thorough, colored and includes more landforms than required.	Key is includes all required landforms and is very neatly completed and colored.	Key missing one or two landforms. Writing or coloring either not done or consistent with student's skill level.	Key missing two or more landforms. Writing or coloring not present or in a sloppy manner.
Overall accuracy and neatness	Title, symbols, key and all other written/drawn features are exceptionally neat and colored.	Title, symbols, key and all other written/drawn features are very neat and colored.	Missing parts of title, key or other written/drawn features. Not neatly done or accurate in placement.	Map is not accurate with landform placement and not neatly completed.

Rubric: Landform Map of Mexico				
	Exceeds Standards	Meets Standards	Nearly Meets Standards	Not Yet Meeting Standards
Completion of key landforms	All key landforms are represented on map and key. Extension project completed.	All key landforms are represented on map and key.	One or two key landforms are missing from the map and/or key.	Two or more key landforms are missing from the map and/or key.
Key/Legend	Key is exceptionally clear, thorough, colored and includes more landforms than required.	Key is includes all required landforms and is very neatly completed and colored.	Key missing one or two landforms. Writing or coloring either not done or consistent with student's skill level.	Key missing two or more landforms. Writing or coloring not present or in a sloppy manner.
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Mexico Blackline—Teacher Copy



Mexico Blackline—Student Copy



Lesson 3: Day 1, Exploring Mexican Folktales

Subject Area(s): Literacy, writing

Standards Addressed

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

3.W.8 Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

Lesson Summary

In this lesson, students are introduced to a traditional Mexican folktale, titled “The Tale of Rabbit and Coyote,” by Tony Johnston. This story is originally from Oaxaca, Mexico and is an entertaining tale about how a rabbit continually tricks a coyote. In the end, students learn why the coyote always howls at the moon. Students complete a story element chart with the teacher to prepare for making their own folktale storyboards in the following lesson. Depending on the students’ literacy levels, they can create their storyboards from the story that the teacher presents or they can write their own folktale. Both students and teacher will assess the storyboards using attached rubric.

Objectives

- Students will learn the story structure of a folktale and common story elements.
- Students will learn how to recount accurately the details of a folktale.

Evidence of Lesson Mastery/Performance Tasks

- Students will demonstrate their understanding of folktale story structure by completing a storyboard that accurately recounts the details of a folktale of their choice.
- Students will demonstrate their understanding of folktale story structure by participating in partner discussions.

Vocabulary

Folktale, characters, problem, solution, setting, storyboard, comic, plot, sequence, moral

Materials

Folktale “The Tale of Rabbit and Coyote,” by Tony Johnston (can be purchased or various versions of the folktale can be found online), story elements notes page (attached)

Student/Teacher Discussion and Activities

Anticipatory set: “Who remembers the story about the tortoise and the hare? Stories such as this with animals in them are very fun to read and they usually have an important lesson in them also. Today, you will get to hear an amazing animal folktale from Mexico!”

Help students activate prior knowledge by recounting folktales and fables they’ve heard.

Objective share: “Today, you will listen to traditional Mexican folktale and then we will discuss the important elements of folktales as a class together. Tomorrow, you will get to create your own storyboard, similar to a comic strip, from today’s story!”

Sequence of Activities

1. Define the word *folktale*

“A folktale is a story or legend that gets passed down from generation to generation. They are from all over the world. Folktales are usually told orally and often explain something that happens in nature or an important lesson to be learned.” Record students’ ideas of folktales they have already read.

2. Introduce students to the common elements of a folktale

Folktales are all quite different, but there are a few common elements. Write these elements on chart paper to post up for student reference. You will usually find the following parts:

- The story explains something in nature, such as how the bird got its feathers.
- There is often magic or “trickery” involved.
- Many folktales have animal characters.
- There may be an important moral, or lesson, to the story.
- The story takes place “long, long ago” or in a “far-away land.”

3. Read “The Tale of Rabbit and Coyote” to the class

Use the following discussion questions:

Pre-reading: Have you ever heard of coyotes howling at the moon? Predict which character you think might be the trickster.

During-reading: Why did the farmer make a beeswax doll? How did the rabbit first trick coyote? How would you describe the personality of rabbit and coyote?

Post-reading: Explain why, according to this folktale, coyotes howl at the moon. What details make this story humorous? What could coyote have done differently?

4. Distribute the “Folktale Story Element Chart”

Complete the attached folktale story chart as a class.

5. Closure

Have students partner up or share in small groups to check their comprehension answers from the chart.

Exit ticket: Have students write at least three story elements of folktales on a sticky note to close.

Explain that tomorrow they will get to make their own “comic strip” from this story!

Extension(s)

Assign additional folktales for independent reading. Have students complete the “Folktale Story Element Chart” for each additional folktale read.

Students can act out a folktale with simple props in small groups.

Students can pick a truth in nature and develop their own folktale to explain it. (Examples: Why the Sky is Blue, Why Snow is White, Why Penguins Don’t Fly.)

Name: _____



Folktale Story Element Chart



Title: _____

Country of Origin	Characters	Setting
Plot		
Beginning	Middle	Ending

1. Describe two differences between coyote and rabbit.

2. How does this folktale explain the idea of why coyotes howl at the moon?

Lesson 4: Day Two, Exploring Mexican Folktales

Subject Area(s): Literacy, writing

Standards Addressed

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

3.W.8 Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

Lesson Summary

In the previous lesson, students were introduced to the elements of a folktale through the reading of a story, “The Tale of Rabbit and Coyote,” and completing a comprehension chart with the teacher. In this lesson, they will apply their knowledge of folktale elements and create their own “storyboard” of the same folktale. They will use writing and art to complete their storyboards to show their understanding.

Objectives

- Students will learn the story structure of a folktale and its common elements.
- Students will learn how to recount accurately the details of a folktale.

Evidence of Lesson Mastery/Performance Tasks

Students will demonstrate their understanding of the elements of a folktale by creating their own storyboard re-tell of “The Tale of Rabbit and Coyote.”

Vocabulary

Folktale, characters, setting, plot, problem, solution, storyboard, sequence, moral, lesson

Materials

Class set of storyboard templates (attached), coloring tools, pencils, folktale story element teacher chart from previous lesson, students’ completed charts from previous lesson for reference, copy of “The Tale of Rabbit and Coyote,” storyboard rubric (attached)

Student/Teacher Discussion and Activities

Anticipatory set: “Who enjoys reading comics? Comics are sometimes called comic strips and they tell a story through pictures and sometimes add words. They are fun and interesting to read and today you will get to create a folktale comic strip!”

It is helpful to prepare a model of the folktale comic strip to show students before they begin working on theirs.

Objective share: “Yesterday, you learned about the elements of a folktale. Today, you are going to take what you learned and using the story about the rabbit and coyote as your guide, you will create your own comic strip! You are going to re-tell the story in your own words with colorful pictures and detailed sentences.”

Sequence of Activities

1. Review of folktale story elements

Ask students to take out their story element chart from yesterday. Review each of the parts of the story, by having students retell it to a partner.

2. Model comic strip and review rubric

Show teacher model of the comic strip folktale. Emphasize the importance of a detailed sentence for each section as well as a colored drawing. Distribute and review each part of the scoring rubric. Both you and students will be grading their folktale comics.

Distribute the comic strip template. Show the students that they will be cutting out each square and mounting it onto a strip of construction paper to create one long piece (like a comic).

3. Independent work time on comic strip folktale

Depending on time, this work may take more than one class period. The students can work on their comic strip when they complete subsequent work early.

4. Closure

Partner the students up and have them share similarities and differences between their comic strips. These will now be placed in the culture boxes.

Extension(s)

Students can act out their comic strips assigning different characters to kids in a small group.

Students create their own folktales either in story form or comic form.

Rubric: Folktale Storyboard				
	Exceeds Standards	Meets Standards	Nearly Meets Standards	Not Yet Meeting Standards
Comprehension of story sequence	Writing and art precisely reflects the folktale at the beginning, middle and end plus additional details.	Writing and art precisely reflects the folktale at the beginning, middle and end.	2–3 pieces missing from writing and/or art. Writing and/or art reflects only part of the plot.	3 or more parts from writing and/or art are missing from the story board.
Overall accuracy and neatness	Handwriting and artwork are exceptionally neat and great care was taken to present best work.	Handwriting and artwork are very neat and student took time to do best work.	Parts of handwriting and/or artwork is not complete or done neatly.	Handwriting and/or artwork is not complete and/or carelessly done.

Rubric: Folktale Storyboard				
	Exceeds Standards	Meets Standards	Nearly Meets Standards	Not Yet Meeting Standards
Comprehension of story sequence	Writing and art precisely reflects the folktale at the beginning, middle and end plus additional details.	Writing and art precisely reflects the folktale at the beginning, middle and end.	2–3 pieces missing from writing and/or art. Writing and/or art reflects only part of the plot.	3 or more parts from writing and/or art are missing from the story board.
Overall accuracy and neatness	Handwriting and artwork are exceptionally neat and great care was taken to present best work.	Handwriting and artwork are very neat and student took time to do best work.	Parts of handwriting and/or artwork is not complete or done neatly.	Handwriting and/or artwork is not complete and/or carelessly done.

Lesson 5: Day One, Discover Oaxaca!

Subject Area(s): Writing, reading, social studies

Standards Addressed

- 3.W.2** Write informative/explanatory texts to examine and convey ideas and information clearly.
- 3.W.8** Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

Lesson Summary

Students have previously mapped Mexico, explored folktales and gained an initial understanding of the geographic diversity of the country. In the next two lessons, students will be introduced to the culturally rich area of Oaxaca. Students will first view the PowerPoint presentation. Then they will explore travel brochures and learn about the structure of them. During day two, students will create their own Oaxaca travel brochures from online and print research.

Objectives

- Students will learn the about the location, cultural diversity, music, food and areas of interest in Oaxaca, Mexico.
- Students will learn to apply non-fiction writing skills from online and print research.

Evidence of Lesson Mastery/Performance Tasks

- Students will demonstrate their understanding of Oaxaca, Mexico by responding/discussing teacher prompts following presentation.
- Students will demonstrate their understanding of Oaxaca by writing a non-fiction travel brochure to describe the area.

Vocabulary

Oaxaca, culture, brochure, title, heading, caption, illustration, article, describe, travel, tourist

Materials

Mexico PowerPoint (available for download from this website), class set of Oaxaca notes page (attached)

Student/Teacher Discussion and Activities

Anticipatory set: “As you continue your study of Mexico as cultural anthropologists, you have been asked to do research and teach others about a very interesting area in Mexico called Oaxaca.” (Wuh-Hah-Kah)

Objective share: “Today, you will get to watch a presentation on Oaxaca and complete a question page to record what you learned. Then, you will explore a website to do your own research on Oaxaca.”

Sequence of Activities

1. Show the “Oaxaca, Mexico” section of PowerPoint presentation

The discussion can take place either in small groups, partners or as a whole group.

Discuss: What are your observations about the people of Oaxaca? Describe ways that Oaxacans express themselves. What are some interesting areas in Oaxaca that you would want to visit and/or tell others about?

2. Digital/print research activity

Tell students that they will now do some research of their own to learn more about Oaxaca, Mexico. They will be researching online and in books to learn more about Oaxaca.

Research can be conducted in pairs. In computer lab, have students go to:

http://www.sunofmexico.com/oaxaca_culture.php (this website has a lot of different content, including videos). They will complete the Oaxaca notes page to show their work and understanding.

5. Closure

Collect and review students' notes pages for completeness and accuracy.







Extension(s)/Adaptation

This lesson could also be structured as a small group research activity. For example, one group could focus on Oaxacan art. Then each group could present a poster or brochure on which they collaborated.

Name: _____

Date: _____

Notes on Oaxaca, Mexico

<p>Geography/Location</p> 	<p>People</p> 	<p>Interesting Sights/Landmarks</p> 
<p>Food</p> 	<p>Folkart, Handicrafts</p> 	<p>Other Notes</p> 

Lesson 6: Day 2, Discover Oaxaca!

Subject Area(s): Reading, writing, social studies

Standards Addressed

3.W.2 Write informative/explanatory texts to examine and convey ideas and information clearly.

3.W.8 Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

Lesson Summary

In the previous lesson, students saw a presentation about Oaxaca, Mexico and completed research on the area. Today students will learn about the basic structure of a travel brochure to show important aspects of an area. They will begin work on their own Oaxaca travel brochure. The teacher will assess each brochure using the attached rubric. This will be the next “artifact” placed in their culture box.

Objectives

Students will learn how to write non-fiction articles in a brochure format.

Evidence of Lesson Mastery/Performance Tasks

Students will demonstrate their understanding of the area of Oaxaca by completing a non-fiction travel brochure with three articles and illustrations.

Vocabulary

Oaxaca, culture, brochure, title, heading, caption, illustration, article

Materials

Completed Oaxaca notes page for reference, travel brochure template (create a tri-folded paper), Internet access, pencils, coloring tools, collection of various travel brochures as examples, travel brochure rubric (attached)

Student/Teacher Discussion and Activities

Anticipatory set: “As you continue your journey as cultural anthropologists, you have been researching all about Oaxaca. Cultural anthropologists often publish their research and ideas for others to read and learn from. Today, you will get to do just that!”

Objective share: “Today you will get to explore several travel brochures from different areas and popular attractions. Then you will take all that you have learned to create a travel brochure for Oaxaca! You will get to put this in your culture box so others can learn about Oaxaca.”

Sequence of Activities

1. Explore brochures and their structure

Distribute a variety of brochures to small groups. Have students read them and make observations. Record observations from each group about the structure of brochures and the purpose of them.

Show students the following parts on a brochure (have them locate each): title(s), headings, illustrations, captions.

2. Present and discuss rubric for brochure

Distribute copies of brochure rubric to students. Go over each section and level.

3. Oaxaca brochure independent work

Explain to students that their job is to create a brochure all about Oaxaca. They will write at least three short articles on their choice of topics from their notes page (e.g., art, food, geography).

Distribute copies of the blank brochure template or paper for students to fold into three sections. They will first write a rough draft using this template. Model the writing of one article for the students demonstrating topic sentence and at least three details for each subject.

When rough drafts are complete, have students peer edit. Encourage students to use the rubric to evaluate their rough draft. After editing, students will work on completing their final brochures including colored illustrations.

Plan for the process of rough draft writing, editing and final copies to take 3–4 days.

Differentiate as needed. Students with writing goals could focus on writing one or two articles that interest them.

4. Closure

Give students time to do a final evaluation of their brochure using the rubric. Evaluate student work using rubric.

Students share brochures with a partner, then place brochure in culture box.

Rubric: Oaxaca Travel Brochure				
	Exceeds Standards	Meets Standards	Nearly Meets Standards	Not Yet Meeting Standards
Written Articles	Four or more articles of interest are clearly written with excellent details.	Three articles of interest are clearly written with important details noted.	One or two articles of interest are written. A few details are present, although some may be missing.	One or no articles of interest are written, details insufficient to show meaning of topic.
Illustrations	Illustrations demonstrate text from each article and are neatly and completely colored.	Illustrations are excellent examples of the text from each article and are neatly colored.	Illustrations are incomplete and/or not colored. They may not portray examples from the articles.	Illustrations are incomplete or missing altogether and/or not colored. May not include accurate examples of the text.
Titles, headings, captions	Titles, headings and captions are complete and creative for each article.	Titles, headings and captions are complete and clear for each article.	One or two titles headings and or captions are missing or not accurate descriptions of the articles.	Two or more titles headings and/or captions are missing and/or not accurate descriptions of the articles.

Rubric: Oaxaca Travel Brochure				
	Exceeds Standards	Meets Standards	Nearly Meets Standards	Not Yet Meeting Standards
Written Articles	Four or more articles of interest are clearly written with excellent details.	Three articles of interest are clearly written with important details noted.	One or two articles of interest are written. A few details are present, although some may be missing.	One or no articles of interest are written, details insufficient to show meaning of topic.
Illustrations	Illustrations demonstrate text from each article and are neatly and completely colored.	Illustrations are excellent examples of the text from each article and are neatly colored.	Illustrations are incomplete and/or not colored. They may not portray examples from the articles.	Illustrations are incomplete or missing altogether and/or not colored. May not include accurate examples of the text.
Titles, headings, captions	Titles, headings and captions are complete and creative for each article.	Titles, headings and captions are complete and clear for each article.	One or two titles headings and or captions are missing or not accurate descriptions of the articles.	Two or more titles headings and/or captions are missing and/or not accurate descriptions of the articles.

Lesson 7: *Alebrije* Art Adventure

Subject Area(s): Art, speaking and listening

Standards Addressed

AR.03.HC.02 Identify social, historical and cultural characteristics in a work of art.

AR.03.CP.03 Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.

Lesson Summary

Alebrijes (al-eh-bree-hays) are wild and imaginative handicrafts from Oaxaca made from the soft wood of the copal tree. Students will be delighted and inspired as they watch the presentation of *alebrijes* being created by artists in Oaxaca, Mexico. Students will get to plan and design their own *alebrijes* in this lesson. Quick-drying clay would be ideal for this lesson, although students can also draw and color their creatures. This art piece will be added to students' culture boxes.

Objectives

- Students will learn what a handicraft is and the cultural significance of them.
- Students will learn about the legend of *alebrijes*.
- Students will plan, design and create their own *alebrijes*.

Evidence of Lesson Mastery/Performance Tasks

Students will demonstrate their understanding of Oaxacan *alebrijes* and significance of handicrafts by designing and creating their own out of clay.

Vocabulary

Handicrafts, folklore, legend, Oaxaca, *alebrije*, sculpture, copal tree, carve, imagination, design, creature

Materials

Mexico PowerPoint (available for download from this website), *alebrije* planning page (attached), quick drying modeling clay, tempera paint

Student/Teacher Discussion and Activities

Anticipatory set: “As part of your adventure as cultural anthropologists, you are studying about the amazing people in Mexico. In Oaxaca, there are many people who create art and handicrafts to sell and make a living. These people are very talented. Today you will get to see a popular handicraft of Oaxaca being made called *alebrijes*!” (al-eh-bree-hays)

Objective share: “As you learn about *alebrijes* today, start to think of your own ideas. After you learn the legend of *alebrijes* and view pictures, you get to create your very own *alebrije*!”

Sequence of Activities

1. Define/discuss sculpture and *alebrijes*

Ask students what a sculpture is. Record their ideas and discuss what it means to carve. What types of materials can be carved? Why do people make sculptures?

Tells students that in Oaxaca, there are artists who make wooden sculptures called *alebrijes*. They are works of art and sometimes used as toys. They are created from the soft wood of the copal tree. Example shapes include dog, cat, snake, lizard, fish.

2. Show “*Alebríjes* of Oaxaca, Mexico” section of Powerpoint presentation

Discussion questions: How are the *alebrijes* carved? How are they decorated? What are your observations of the artists?

3. *Alebríje* planning/teacher modeling

Distribute the planning page and model for kids a simple sketch of an animal. Also show how to draw small dots or simple small designs on all or part of the animal. (Remind kids to keep their animal/creature simple because they will be shaping it out of clay.)

Using quick-dry clay (preferably, white) show students how to make body parts (rolling legs, arms, heads, forming ears and tails) so they have idea before they begin. Demonstrate to kids how to smooth out joint parts so they stay together.

4. Student creation of *alebrijes*

Give each student a workspace and fist-sized ball of clay. Have clay tools available, or toothpicks/popsicle sticks to help shape clay.

Using their planning sketch, they can begin molding and shaping their creature.

Let them completely dry. This may take several days. Then using tempera paints have students decorate their creatures.

5. Closure

Have students introduce their creature in small groups, then place it in their culture box.

Extension(s)

Students can create their own legend/folktale to explain the story of their *alebrije*.

Alebrije Planning Page

Name: _____

Animal	Name for your <i>alebrije</i>	Description
<p>Draw a sketch of what you'd like your <i>alebrije</i> to look like. Include small dots to add design.</p>		

Lesson 8: A Mexican Folk Song

Subject Area(s): Music

Standards Addressed

AR.03.CP.03 Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.

AR.03.HC.02 Identify social, historical and cultural characteristics in a work of art.

Lesson Summary

Traditional Mexican folk songs tell many stories. “De Colores” is a very popular song about the beautiful colors in nature and the seasons around us. In this lesson, this song is utilized as an avenue for teaching about the rich diversity and meaning of folk songs of Mexico. Students will listen to and learn the lyrics first and then add on simple hand gestures and step movements.

Objectives

- Students will learn the rich cultural history of folk songs in Mexico.
- Students will learn the lyrics and simple movements to the song “De Colores.”
- Students will perform their song for visiting classes.

Evidence of Lesson Mastery/Performance Tasks

- Students will demonstrate their understanding of the song “De Colores” by accurately performing the lyrics and movements.
- Students will demonstrate their understanding of the rich cultural history of folksongs by illustrating the lyrics page with symbols to place in their culture box.

Vocabulary

Folksong, culture, “De Colores” (Of Colors), lyrics, translation, motions, gestures

Materials

Recording of “De Colores,” can be found in *De Colores and Other Latin American Folk Songs for Children* by Jose-Luis Orozco, lyrics in English and Spanish (attached)

Student/Teacher Discussion and Activities

Anticipatory set: “You have learned about the geography, folktales and art of diverse Mexico. Another very important part of Mexican culture is music.”

Discuss: What are the types of music we have in the United States? How are these types of music different? How are they the same? What do you enjoy about music? How does music tell stories?

Objective share: “Today, you will hear a folksong that is special in Mexico, titled “De Colores” (Of Colors). You will learn the lyrics of the song and a few simple motions that go along with it. You will get to perform this song as part of sharing your culture boxes with other students!”

Sequence of Activities

1. Learning the lyrics

Play the song 2–3 times all the way through, simply having students listen.

Distribute the lyrics and first have them read the English version. Tell students that sometimes song lyric translations may not be exact literal translations of the words.

Model for the kids (without the music) what the words sound like. For non-native Spanish speakers, they will need to hear you say them slowly and discuss the meanings as they repeat what you've said.

Play the song again and have students practice singing the lyrics. If needed, turn music off and go through lyrics slowly without music.

2. Folk song gestures

Split the class into three groups. Each different group will be responsible for creating a few simple props and motions for their part of the song.

- (1) *Primavera* (spring) group
- (2) Bird group (rooster, hen, chicks)
- (3) Sunshine group (sun, sunrise, glittering light)

Ideas for props/gestures for each group:

Primavera/Spring group: Students draw, color and cut out flowers. Movement of starting low on ground and moving upward to show growth.

Bird group: Make beaks and wings for each student in group. Movement of flapping wings and then flying off.

Sunshine group: Color and cut out large suns and make a large glittering diamond shape. Movement of sun coming up and then sinking down.

3. Putting it all together

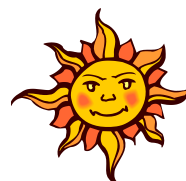
Have students practice their movements with props as individual groups then together as a whole. Each group could enter the front of the classroom when their part of the song comes up. They will act out their movement and then exit the "stage."

4. Closure

Students will be performing the song for another class or classes. Place props and lyrics in culture box.

Name: _____

De Colores (Of Colors)	
Spanish Lyrics	English Lyrics
<p>De colores, de colores se visten los campos en la primavera De colores, de colores son los pajaritos que vienen de afuera De colores, de colores es el arco iris que vemos lucir Y por eso los grandes amores de muchos colores me gustan a mí Y por eso los grandes amores de muchos colores me gustan a mí</p> <p>Canta el gallo, canta el gallo con el quiri quiri quiri quiri quiri La gallina, la gallina con el cara cara cara cara cara Los polluelos, los polluelos con el pío pío pío pío pío pío Y por eso los grandes amores de muchos colores me gustan a mí Y por eso los grandes amores de muchos colores me gustan a mí</p> <p>De colores, de colores brillantes y finos se viste la aurora De colores, de colores son los mil reflejos que el sol atesora De colores, de colores se viste el diamante que vemos lucir Y por eso los grandes amores de muchos colores me gustan a mí Y por eso los grandes amores de muchos colores me gustan a mí.</p>	<p>All the colors, all the colors, oh how they dress up the countryside in springtime, All the colors, all the colors of birdies, oh how they come back to us outside, All the colors, all the colors in rainbows we see shining bright in the sky, And that's why a great love of all colors makes me feel like singing so joyfully, And that's why a great love of all colors makes me feel like singing so joyfully.</p> <p>The rooster sings, he sings, cock-a-doodle, doodle, doodle, doodle, doodle, doodle, doodle-doo, The chicken clucks, she clucks, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, cluck, The little chicks they cheep, they cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, cheep, And that's why a great love of all colors makes me feel like singing so joyfully, And that's why a great love of all colors makes me feel like singing so joyfully.</p> <p>All the colors, all the great, glowing colors that we see in the sky at sunrise, All the colors, all the colors are seen in the thousand reflections in sunlight, All the colors, all the colors are seen glittering in a diamond ring, And that's why a great love of all colors makes me feel like singing so joyfully, And that's why a great love of all colors makes me feel like singing so joyfully.</p> <p>(Lyrics from Mama Lisa's World)</p>



Lesson 9: Case Study of Mexican Children: Tlapanala Village, Puebla

Subject Area(s): Geography, social studies, writing, speaking and listening

Standards Addressed

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade three topics and texts, building on other's ideas and expressing their own clearly.

3.W.7 Conduct short research projects that build knowledge about a topic.

Lesson Summary

Students have been exploring Mexico's geography and culture in a variety of ways and contributing "artifacts" to their culture boxes. The students have been practicing investigating this beautiful country from the perspective of a cultural anthropologist. In the next two lessons, students get a very unique opportunity to learn about Mexican students and what their lives are like. This lesson begins with a PowerPoint that tells about a small rural village, Tlapanala, near Puebla, Mexico. Students are then given discussion time supported by a graphic organizer to compare and contrast their lives with the lives of the children living in this village. Students do not create an "artifact" per se in the next two lessons, but the knowledge gained from expanding their awareness of other cultures is powerful.

Objectives

- Students will learn about the daily lives of children living in Tlapanala Village, in Puebla, Mexico.
- Students will practice discussion and interaction skills in small and whole group settings.
- Students will compare and contrast their lives with the lives of children in Mexico.

Evidence of Lesson Mastery/Performance Tasks

- Students will demonstrate their understanding of the daily lives of children in Tlapanala Village by participating in a discussion and completing a graphic organizer.
- Students will demonstrate their understanding of comparing and contrasting skills with discussion and completing a graphic organizer.

Vocabulary

Rural, village, Tlapanala, Puebla, migrate, chicken coop, sausage, business, responsibility

Materials

Mexico PowerPoint (available for download from this website), class set of Tlapanala Village questions/graphic organizer (attached)

Student/Teacher Discussion and Activities

Anticipatory set: "Cultural anthropologists are investigators of people! For the next two days, you get a special opportunity to learn about the lives of children just like you that are from two different areas in Mexico."

Objective share: "Today, you are going watch a presentation on a village in Mexico near Puebla that is called Tlapanala (Tlah-Pan-Nah-Lah). Then, you discuss your observations and questions in small groups and complete a question page."

Sequence of Activities

1. “Tlapanala Village, Puebla, Mexico” section of PowerPoint presentation

Begin by asking students what they want to know about kids in Mexico and their own personal experiences. Present the PowerPoint.

2. Small group discussion/processing

Share with the students that they are now going to use a routine for sharing their questions and observations about the lives of kids from Tlapanala.

Group students in fours and give each group one popsicle stick as their “talking-stick.” When a student is holding it, they get to speak and others are listening.

Write up the following sentence frames. Each student is required to read them and insert their response.

- I thought _____ was interesting about the village.
- One question I have is _____.
- A difference between my life and the children from Tlapanala is_____.
- A similarity between my life and the children from Tlapanala_____.

3. Graphic organizer

After students have had time to discuss, distribute the graphic organizer and questions for them to complete. Leave time for volunteers to share their ideas from the Venn diagram.

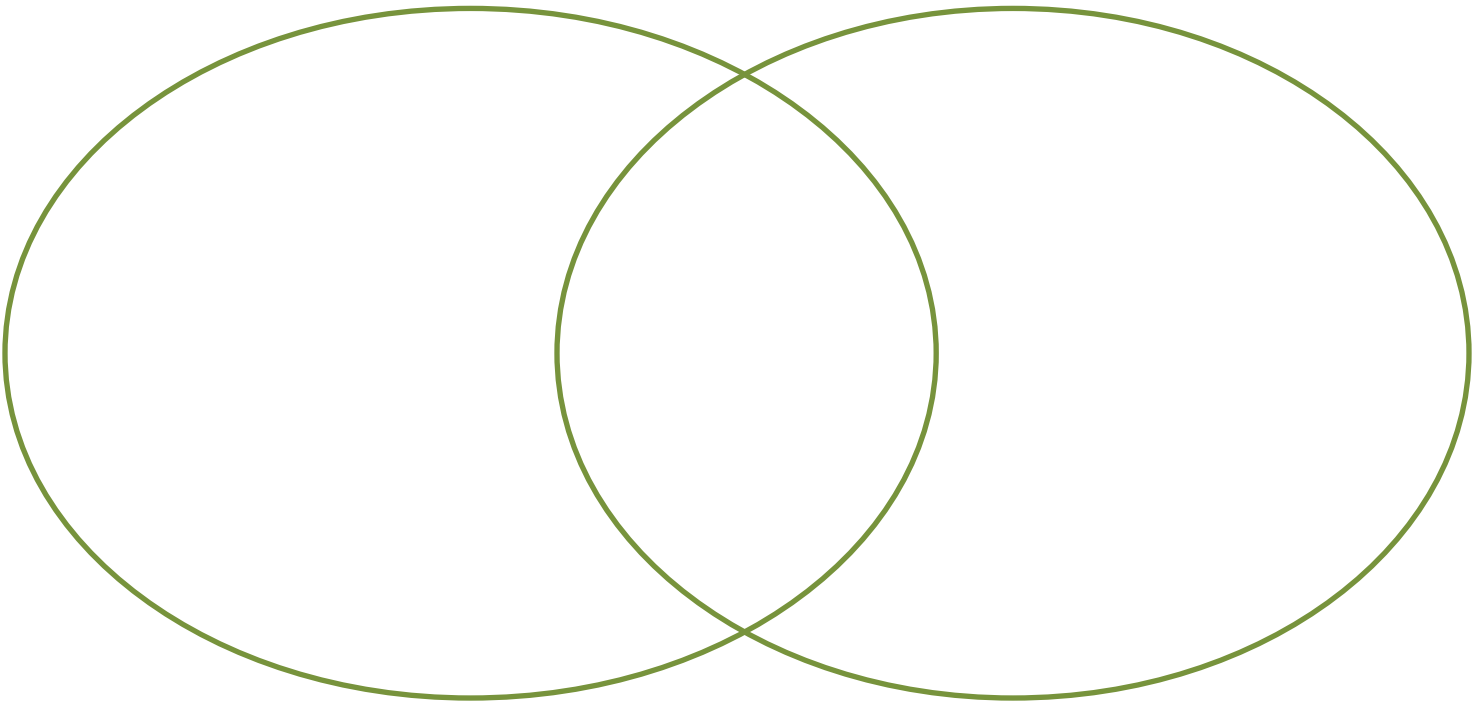
4. Closure

Have students place their response page in their culture box.

Tlapanala Village Case Study

Name: _____

Directions: Think about the information you learned from Tlapanala village. Complete the Venn diagram below to compare and contrast your life with the lives of children living in this village.



1. Imagine if you were able to meet one of the children from Tlapanala Village. What would you want to ask them? Think of two questions:

Question 1:

Question 2:

2. The most interesting thing that I learned about Tlapanala Village is...

Lesson 10: Case Study of Mexican Children: Escuela Secundaria 26, Veracruz

Subject Area(s): Social studies, geography, speaking and listening

Standards Addressed

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade three topics and texts, building on other's ideas and expressing their own clearly.

3.W.7 Conduct short research projects that build knowledge about a topic.

Lesson Summary

Students have just finished learning about children from Tlapanala Village. Today, they will learn about students from a public middle school in Veracruz, Mexico. Veracruz is coastal city on the Gulf of Mexico in the state of Veracruz. Students will view a presentation on Escuela Secundaria and then, just as in the previous session, participate in group discussion and complete graphic organizers. These case studies are a deeply valuable contribution to students' understanding of the diversity of Mexico.

Objectives

- Students will learn about the school lives of children attending Escuela Secundaria in Veracruz, Mexico.
- Students will practice discussion and interaction skills in small and whole group settings.
- Students will compare and contrast their lives with the lives of children in Mexico.

Evidence of Lesson Mastery/Performance Tasks

- Students will demonstrate their understanding of the daily lives of children attending Escuela Secundaria by participating in a discussion and completing a graphic organizer.
- Students will demonstrate their understanding of comparing and contrasting skills with discussion and completing a graphic organizer.

Vocabulary

Escuela secundaria (secondary school, similar to middle school in U.S.), Veracruz

Materials

Mexico PowerPoint (available for download from this website), class set graphic organizer (attached), popsicle sticks

Student/Teacher Discussion and Activities

Anticipatory set: "Yesterday, you learned about the lives of children from Tlapanala Village in Mexico.

Please turn to an elbow partner and tell them one thing you learned. We are going to continue learning about other kids that live in a different part of Mexico."

Objective share: "Today, you are going to see a presentation about a school in Veracruz, Mexico. Then you will talk about what you've learned and complete a graphic organizer."

Sequence of Activities

1. "Escuela Secundaria 26, Veracruz" section of PowerPoint presentation

Share the presentation with the students.

2. Discussion

Group students in fours and hand out one popsicle stick to each group.

As in the previous lesson, the “talking-stick” is for the student speaking, all others are listening.

Each student in the group must respond to these sentence frames (post up)

- I think that _____ is interesting about this school.
- I wonder _____ about the school/students.
- A question I have about the school or students is _____.

3. Graphic organizer/question page

After discussion, distribute the graphic organizer page and have students respond to differences between their school lives and the lives of Veracruz students. Have volunteer students share their thinking from the Venn diagrams.

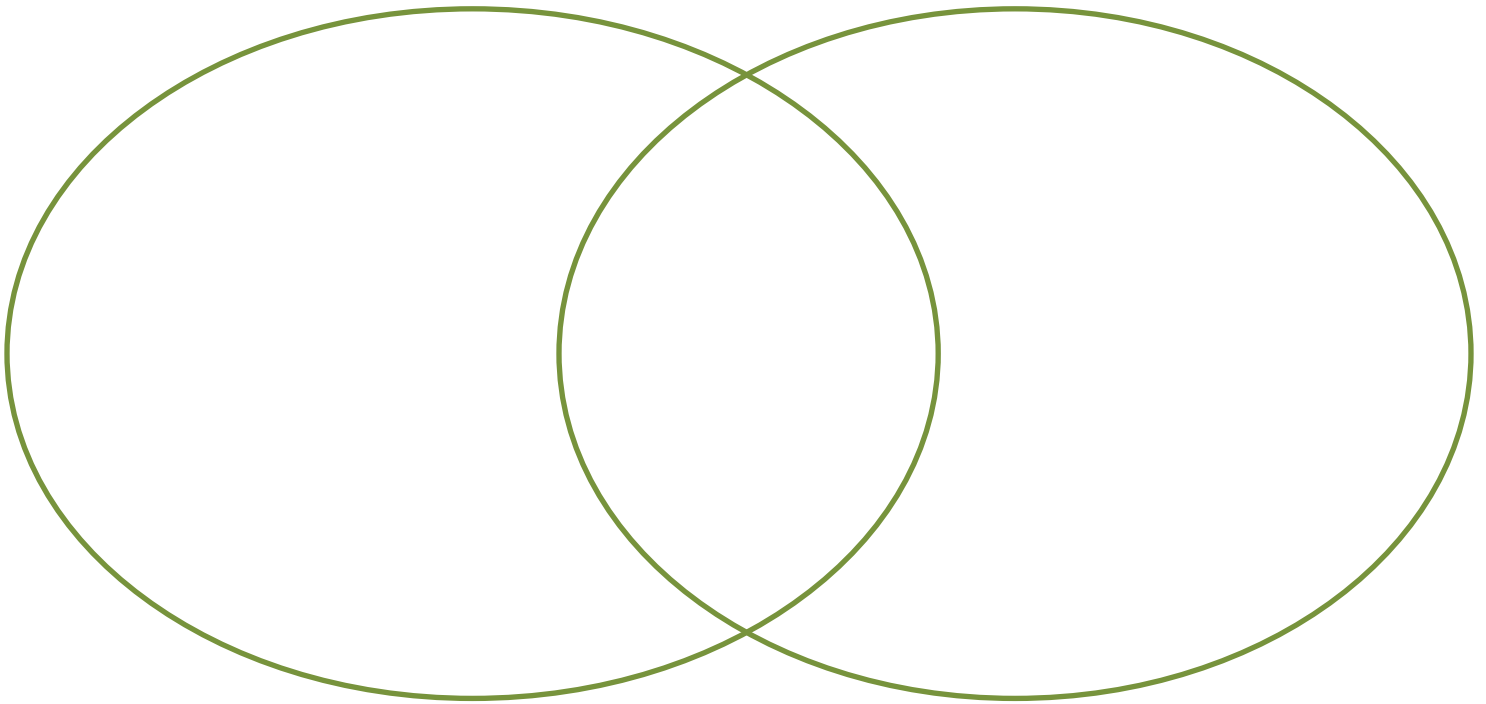
4. Closure

Students place their organizer pages from both case study lessons in their culture box.

Escuela Secundaria, Veracruz Case Study

Name: _____

Directions: Think about the information you learned about this school. Complete the Venn diagram below to compare and contrast your school life with the lives of students attending this school.



1. Imagine if you were able to meet one of the students at this school. What would you want to ask them?
Think of two questions:

Question 1:

Question 2:

2. The most interesting thing that I learned about Escuela Secundaria in Veracruz is:

Lesson 11: Putting It All Together

Subject Area(s): Speaking and listening

Lesson Summary

This lesson is structured as a practice session. It is a chance for the students to take all that they have learned as “cultural anthropologists” and to organize the artifacts they’ve created from their boxes and practice speaking about each object. They will be also practicing, “De Colores” and the movements to the song to be ready to present to a class or classes. This is a special opportunity for the students not only to solidify all that they have learned but to use their knowledge to teach others.

Objectives

Students will learn how to present the information, artifacts and song they’ve learned during the unit to others.

Evidence of Lesson Mastery/Performance Tasks

Students will show their understanding of presentation skills by participating in partner practice and sharing their checklist with the teacher.

Vocabulary

Present, speak, posture, eye contact, demonstrate, brochure, *alebrije*, folktale, geography, mountain range

Materials

Students’ culture boxes, class set of presentation sentence frame checklists (attached)

Student/Teacher Discussion and Activities

Anticipatory set: “You’ve been on a fantastic learning adventure about many different parts of diverse Mexico! Now you are going to get a chance to share all that you’ve learned with other students at our school!”

Today’s share will allow students to share what they’ve learned over the course of the unit.

Objective share: “Today, you will be practicing with a partner and going through each artifact you’ve made about Mexico to share what you’ve learned about it.”

Sequence of Activities

1. Complete sentence frame page

Distribute the attached sentence frame/checklist sheet. Review the page, sharing with students that they will use it to help them present their culture boxes to other students. Give students 15–20 minutes to work on completing the page.

2. Teacher modeling of presentation

Have a student volunteer play the role of your partner for this activity. Set up the practice situation where you and the student are sitting at a desk. You will share each part of the culture box using the sentence frame checklist. Remind kids to sit up tall, speak clearly and make eye contact.

Switch roles and now have your partner share their culture box, practicing the checklist.

3. Presentation partner practice

Partner students up using A–B cards. Have them each take turns reading each part of their sentence frame/checklist page. Monitor as students share. Ensure that listening partners are being attentive.

4. Closure

Following the practice session, share with students that tomorrow they will get to present their culture box to a student from another class.

My Mexico Culture Box—Presentation Checklist



Name: _____

Complete the sentence frames below by using the artifacts in your culture box. Once this page is complete, you will use it to help you as you share your box with another student in our school!

“My class has been learning all about Mexico! Today, I’m going to share some interesting things that I learned and made. This is my culture box. Let me tell you about what’s inside!”

Geography

This is a map of Mexico. Three important landforms are _____,
_____ and _____.

Folktales

I learned that a folktale is a _____.
We read a Mexican folktale called, _____. Let me share my storyboard
of the story with you!

Art

We made *alebrijes*. The story or legend of *alebrijes* is

My *alebrije* is a _____ named _____.

I made it using _____ and _____.

Folksong

Our class learned a folksong from Mexico called “De Colores.” It’s about _____.
Here are the lyrics in Spanish and English.

Case Studies

We also learned about kids who live in a small village called Tlapanala, in Puebla. Two interesting things about the kids and their village are:

We also studied about middle school students who live in Veracruz. Two interesting things about the students and their school are:

Thank you for listening to my presentation. What questions do you have?”

Presentation day ideas

There are a variety of ways to structure the sharing activity for your students. It can be in the form of simply inviting another class and partnering each student up so they can present their culture boxes using the sentence frame format (as in the last lesson). If you have more time, a unit celebration can be planned with families invited. This unit ties in well with a school cultural night and students' boxes can be on display.

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