

# Mexico behind the Headlines

## Its Past, Its Places and Its People



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**Spanish Language & Cultural Studies**  
**Level II & III, Grades 9–12**  
3 85-minute block classes or 5 55-minute classes

### ACTFL Language Standards

**Communication - Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Cultures - Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Connections - Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Comparisons - Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### Stage 1 – Desired Results

#### ❖ Established Goals:

Students will be introduced to a brief historical and geographical lesson about Mexico and will then explore various themes through watching short interviews conducted with teenagers in Mexico. The interviews will focus on free time, family life, health, the environment and future plans. The goal of the project is to teach students about the commonality of the teenage experience across cultures. After completing the unit of study, students will have a better understanding of the complicated facets of Mexico. They will understand that Mexico is a vast country with diverse people and landscapes who wish for their story to be told. It is far more than the violence and strife recounted on the nightly news.

❖ Understanding:

1. Overview of Mexican history from ancient civilizations to present to better grasp the cultural context of the 21<sup>st</sup> century Mexican teenager
2. Basic geography of Mexico in order to identify where the teenagers being interviewed are from
3. Vocabulary associated with various themes that are incorporated into the Spanish III and IV curriculum:  
Friends and Family  
Free Time  
Future  
Environment

❖ Essential Questions:

1. What are some identifying factors about the history and geography of Mexico?
2. What are some of the similarities and differences between the experiences of teenagers in Mexico and the United States?

❖ Students will know:

1. Historical and geographical facts about Mexico
2. Vocabulary related to the different thematic units
3. How to use different grammatical structures to converse about different themes

❖ Students will be able to:

1. Identify characteristics of different regions of Mexico
2. Talk about their experiences related to their interests and identity
3. Compare and contrast their personal story to that of a Mexican teenager

## Stage 2 – Assessment Evidence

❖ Performance Task

Create a digital portfolio of videos of my students answering the same questions that were asked of the Mexican teenagers. Compare and contrast answers.

❖ Other Evidence

Create a 1-minute iMovie or Keynote presentation summarizing what they have learned through this study of Mexico and its history and culture.

Stage 3 – Learning Plan

❖ Learning Activities

1. Study the Diego Rivera murals at the Palacio Nacional to learn about the different significant events in Mexican history.
2. Use a song (*Mexico en la Piel*) to learn about the geographical regions of Mexico and identify students' cities by using Google maps.
3. Introduce relevant vocabulary for the unit themes through PowerPoint and games.
4. Complete listening guides as each video clip is viewed.
5. Watch and check quizzes for comprehension on the video interviews.
6. Record 1-minute podcast comparing and contrasting their opinions about friends, family and future with that of the Mexican teenagers in the video.
7. As a culminating activity, create a 2-minute iMovie video presentation that would serve as a "commercial" for promoting tourism to Mexico. It must be a bilingual ad that includes relevant historical, geographical and cultural information.



**Take students on a week-long journey, complete with passport, through Mexico. They will learn new vocabulary, review grammar concepts and learn an enormous amount about Mexican culture along the way!**

**All of the corresponding videos can be found at**  
<http://fulbrightmexicovideos.wordpress.com/>

## DAY 1 – Introduction to Mexico’s History and Culture

**Pre-Reading** – Prior to arrival to class, students will read and answer the accompanying comprehension questions (included in supplementary worksheets) that will provide them an overview of Mexican history from the early peoples to the arrival of the Spanish conquistadors.

**Warm-up** – At the beginning of each lesson students will be presented with a fun fact about Mexico. This short introduction will serve to capture student attention and frame the daily lesson.

**¿Sabías que México tiene una población de más de 113,000,000?**

**Passport Activity** – Students will be presented with a “fake” passport (template included with supplementary worksheets) that they will bring to class each day and which will serve as a guide for the vocabulary and grammar concepts that will be reviewed with each lesson. Instruct students on how to fold the passport pages and fill out their individual identifying information on the cover (name, age and date).

**KWL** – Lead students in completing the KWL chart as they reflect on what they already know about Mexico and what they want to learn as the unit progresses.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Tabla S, Q, A (Sé, Quiero saber, Aprendí)  
(KWL Chart–Know, Want to Know, Learned)

Antes de comenzar tu investigación, haz una lista de los detalles en las dos primeras columnas.  
Completa la última columna después de terminar tu investigación.

Tema _____		
Lo que sé	Lo que quiero saber	Lo que aprendí

Instruct students to complete the first column (*Lo que sé*) in partners and then share and record as a whole group. Repeat this process with column two (*Lo que quiero saber*). An easy way to have the students share their answers with the group is to write one of their answers on a post-it note and then these can be compiled on a large chart hung at the front of the classroom. This should be referenced throughout the unit of study.

**PowerPoint** – Discuss diverse aspects of Mexico by reviewing PowerPoint slides 1–26 (PowerPoint presentation is available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/>). Students will fill in lecture notes (included with supplementary worksheets) as each slide is discussed. While reviewing the slides, ask specific questions about the photos to promote further conversation such as: *¿Qué color son los edificios?, ¿Cómo son los bailarines?, ¿Cuántas personas hay en la foto?* Students will then record further observations in the *observaciones* of their passport.

**Historical & Geographical Information** – Use PowerPoint slides 27–31 to discuss important background information related to Mexican history and geography. The *datos importantes* should be written by students on the designated page in their passports. While examining the regional map, students should label their own copy (included in the supplementary worksheets) with each state name. Discuss the symbolism of the flag, the crest and the national anthem (hyperlink provided to video with lyrics) as outlined on the PowerPoint slides.

**Legend** – Read aloud and ask comprehension questions about the legend (included in the supplementary worksheets) entitled *Águila, Serpiente y Nopal*. Discuss the significance of this legend on the founding of Tenochtitlan and its representation present on the Mexican flag and crest.

**History through Art** – Review basic information about the life of Diego Rivera and discuss his relevance to Mexican identity. View his murals at the Palacio Nacional in Mexico D.F. through the *360 Cities* website.

<http://www.destination360.com/north-america/mexico/mexico-city/diego-rivera-mural#>

<http://www.destination360.com/north-america/mexico/mexico-city/diego-rivera-mural/virtual-tour>

General Information about Diego Rivera:

- One of the most famous Mexican artists
- Born in 1886 in the city of Guanajuato
- Spent time in Europe studying the Spanish and French masters
- Returned to Mexico in 1921 and began painting murals and frescos
- Married to famous Mexican artist Frida Kahlo, with whom he spent time living in the United States
- His murals at the Palacio Nacional tell the story of Mexican history from before the arrival of the Spaniards up until the Mexican-American War
- Died in 1957 at 71 years old

Study murals through the video with commentary in Spanish found at:  
<http://www.youtube.com/watch?v=MJ7eiE8uIOA&feature=related>

### **Geography through Song – *México en la Piel* by Luis Miguel**

Watch the video and listen to this song that takes students on a journey through Mexico: <http://www.youtube.com/watch?v=a1UICBawujs>

Watch the video a second time and test for listening comprehension by having students complete the lyrics scramble activity (included in the supplementary worksheets). The activity is completed by first cutting out the boxes on the page and scrambling them and then in groups of two the students will reorder them according to the song lyrics.

**Conclusion** – Each lesson conclude with questions of the day to ponder.

What is one thing you learned today?

What is one thing that we discussed today that you would like to learn more about?

**Watch *Faces of Mexico* Video** (located under resources tab on the website or direct link to <http://fulbrightmexicovideos.wordpress.com/resources/>) to close the lesson.

### **Homework – Interpret Quotes by Famous Mexicans**

Students will conduct basic Internet research to determine who were these three historical figures and identify the context that frames their famous quote.

"Entre los individuos, como entre las Naciones, el respeto al derecho ajeno es la paz." —Benito Juárez

"Pobre de México, tan lejos de Dios y tan cerca de los Estados Unidos"  
—Porfirio Díaz

"La patria es primero." —Vicente Guerrero

## DAY 2 – La Familia y Los Amigos

**Warm-up** – Discuss historical significance

*¿Sabías que el ejército de los Estados Unidos invadió la ciudad de Veracruz por seis meses en 1914?*

<http://militaryhistory.about.com/od/battleswars1900s/p/veracruz.htm>

**Veracruz Intro** – Discuss photos and information on PowerPoint slides 32 and 33. Locate the city on the map of Mexico used during Day 1.

**Vocabulary** – Introduce the vocabulary words (slides 34 and 35) associated with the family and friends interviews. Students should repeat the words after the teacher to practice pronunciation. Students should next make flashcards of the words that are new to them and practice these words with a partner for five minutes.

**Vocabulary Review Game** – Students work in teams as one student describes in Spanish as many vocabulary words as possible in under a minute while the rest of the team guesses for points. This game is similar to Taboo.

**Grammar Review** — Present Tense Verbs

Using the notes in the passport, review the conjugations and irregulars for the present tense verbs. Practice conjugations by using a ball to throw between five different students to practice the conjugations of several frequently used verbs. For example, teacher says, “yo tengo” and throws to student two who says, “tú tienes” and so forth until last student finishes with “ellos tienen.”

**Interview Listening Activity**

Use the note sheet for *La Familia y Los Amigos* (included in supplementary worksheets) to formulate an answer to the listed question. Share the answer with a partner and then listen to each of the interviews with the Mexican teenagers and take notes. Depending on students' oral comprehension levels, they might have to listen to each interview clip twice. Conclude the activity with having each student write four sentences of reflection comparing their experiences to that of the Mexican teenager.

**Conclusion – Question to Ponder**

What did you find most similar and what did you find most different to your own experiences?

**Homework** – Using video clips or photos create a 30-second Animoto (<http://animoto.com/>) presentation describing your family. Include information about your family members as well as the types of activities that you enjoy doing together.

## DAY 3 – El Futuro

**Review** – Review the vocabulary from Day 2 by completing the *¡Personas que Conozco Muy Bien!* activity (included in supplementary worksheets) and discuss in groups of three. Follow this up by watching a montage of the Animoto family videos created for homework.

**Warm-up** – Discuss economic impact and implications of tourism in Mexico

### ¿Sabías que 67% de los turistas que van a México vienen de los Estados Unidos?

**Cancún Intro** – Discuss photos and information on PowerPoint slides 42 and 43. Locate the city on the map of Mexico used during Day 1.

**Vocabulary** – Introduce the vocabulary words (slide 44) associated with the future interviews. Students should repeat the words after the teacher to practice pronunciation. Students should next make flashcards of the words that are new to them and practice these words with a partner for five minutes.

**Vocabulary Review Practice** – Working in pairs, students must choose eight vocabulary words and write eight complete sentences, one for each word. Each group can share one sentence with the whole class.

**Grammar Review** – Future Tense Verbs

Using the notes in the passport, review the conjugations and irregulars for the future tense verbs.

**Grammar Review Game** – Future Tense Verbs

Using the game template (included in the supplementary worksheets); photocopy one copy per student onto cardstock and cut out each square. The teacher will then call out a verb conjugation in English like *I want* and the student will then have to form it (*querré*) in Spanish with the squares.

**Interview Listening Activity** - Use the note sheet for *El Futuro* (included in supplementary worksheets) to first formulate an answer to the listed question. Share the answer with a partner and then listen to each of the interviews with the Mexican teenagers and take notes. Depending on students' oral comprehension levels, they might have to listen to each interview clip twice. Conclude the activity with having each student write four sentences of reflection comparing their experiences to that of the Mexican teenager.

**Conclusion – Question to Ponder**

How does the culture and country that one grows up in affect his/ her dreams and aspirations for the future?

**Homework** – Create a narrated Photostory of at least six pictures and 1-minute in length that answers: ¿Qué quieres hacer en el futuro?

## DAY 4 – La Salud y El Tiempo Libre

When students enter the room they will fill out *Usando mi tiempo libre* (included in supplementary worksheets). They will list here the things that they do in their free time. Use this to encourage class discussion about weekend activities and sports preferences.

**Warm-up** – Introduce the city of Campeche through the city photos and information on PowerPoint slides 37 and 38. Locate the city on the map of Mexico used during Day 1.

### ¿Sabías que el malecón en Campeche es más de 4 kilómetros?

**Vocabulary** – Introduce the vocabulary words (slides 36 and 39) associated with the free time and health interviews. Students should repeat the words after the teacher to practice with pronunciation. Students should next make flashcards of the words that are new to them and practice these words with a partner for five minutes.

**Vocabulary Review Game** – Students work in pairs to complete the vocabulary recognition matching game (included in supplementary worksheets). This game is created by the teacher photocopying on cardstock one per group, cutting them into boxes and shuffling them before giving the pieces to the students. The students must then match the English with the Spanish definitions to put the “puzzle” back together.

**Grammar Review** – Preterite and Imperfect Tense Verbs  
Using the notes in the passport, review the conjugations and irregulars for the preterite and imperfect tense verbs.

**Grammar Review Game** – Preterite and Imperfect Tense Verbs  
Each student will be given a card that is red on one side and green on the other. The teacher will call out a sentence in English using the vocabulary and students will demonstrate how the sentence would be translated in Spanish with card (red for preterite and green for imperfect). For example, *yesterday I went jogging* – red card.

**Interview Listening Activity** – Use the note sheets for *La Salud* and *El Tiempo Libre* (included in supplementary worksheets) to formulate an answer to each listed question. Share the answer with a partner and then listen to each of the interviews with the Mexican teenagers and take notes. Depending on students’ oral comprehension levels, they might have to listen to each interview clip twice. Conclude the activity with having each student write four sentences of reflection comparing their experiences to that of the Mexican teenager.

### Conclusion – Question to Ponder

How might a teenager’s decisions about their health now affect the future?

**Homework** – Record a 1-minute podcast giving advice about healthy living.

## DAY 5 – El Medioambiente

**Warm-up** – Discuss the importance of preserving the habitats of endangered species such as sea turtles. Use this site to explore the role of the Campeche region in this effort:

<http://www.unacar.mx/psabancuy/campamento/tortuguero.html>

Introduce the Mexican students that will be interviewed by using slide 40.

**¿Sabías que Campeche es el santuario mundial de tortugas Carey?**

**Vocabulary** – Introduce the vocabulary words (slide 41) associated with the environment interviews. Students should repeat the words after the teacher to practice pronunciation. Students should next make flashcards of the words that are new to them and practice these words with a partner for five minutes.

**Vocabulary Review Game** – Divide the class into two teams and play Pictionary to review the new vocabulary words.

**Grammar Review** – Conditional Tense Verbs

Using the notes in the passport, review the conjugations and irregulars for the conditional tense verbs.

**Grammar Practice** – Conditional Tense Verbs

Use these web-based activities to quiz student understanding:

<http://www.studyspanish.com/practice/conditional.htm>

<http://www.studyspanish.com/tests/conditional.htm>

**Interview Listening Activity** - Use the note sheet for *El Medioambiente* (included in supplementary worksheets) to first formulate an answer to the listed question. Share the answer with a partner and then listen to each of the interviews with the Mexican teenagers and take notes. Depending on students' oral comprehension levels, they might have to listen to each interview clip twice. Conclude the activity with having each student write four sentences of reflection comparing their experiences to that of the Mexican teenager.

**Conclusion** – Revisit the KWL chart from Day 1. Have each student share at least one thing that they learned from the unit and post it on the class chart. Additionally, have the students fill out the final page of the passport documenting their favorite memory from their “trip” to Mexico.

**Homework** – In groups of three, design a two minute bilingual commercial using iMovie or Windows Movie Maker which promotes the unique historical, cultural and geographical characteristics of Mexico. For large classes, each group can be assigned a different region to research and create the short commercial. Alternatively, if this software isn't accessible for students, PowerPoint with narrated slides can also be used as a modification of the assignment.

# **SUPPLEMENTARY WORKSHEETS**

## Day 1 – Pre-Reading

# Repaso 1

Cuando llegaron los españoles a las costas de México, los aztecas formaban la nación más poderosa de la región. Por muchos siglos anteriores, civilizaciones avanzadas habitaron el país. La civilización olmeca es conocida por las impresionantes cabezas colosales. De los mayas se conocen sus templos, sus jeroglíficos y sus matemáticas. De los aztecas se conocen sus templos y su calendario. Los poderosos aztecas dominaban la región de México cuando llegó Hernán Cortés en el año 1519.

Cortés, un capitán español, fue a México en busca de aventuras y riquezas. Llegó a la costa con pocos barcos, soldados y marineros y pretendía conquistar la nación azteca. Él mandó reconocimiento de la autoridad de la iglesia cristiana y del rey español. Los indígenas no tenían armas de fuego y por consecuencia muchos fueron derrotados por los españoles. También Cortés fundó la ciudad de Veracruz.

Los indígenas creyeron que los españoles eran dioses y tenían mucho miedo de sus caballos y armas de fuego. El emperador de la nación azteca se llamaba Moctezuma. Era un hombre inteligente pero temía a sus dioses. Moctezuma le envió regalos de oro a Cortés y le pidió que abandonara el país. Los españoles se llenaron de codicia y decidieron conquistar ese país de tanta riqueza.

Algunos soldados españoles temían a los indígenas y querían volver a Cuba. Pero cuando Cortés hundió todos los barcos, los soldados no tuvieron otra opción sino conquistar México o morir. Algunas de las naciones indígenas querían su independencia del dominio azteca y ofrecieron su ayuda a Cortés. Por eso formaron alianzas con el capitán español.

Gran parte de los indígenas creía en la leyenda de Quetzalcoatl. Según la leyenda, era un dios que prometió volver algún día. Los indígenas creyeron que los españoles descendían del dios Quetzalcoatl y por eso temían

muchísimo a los españoles. El emperador Moctezuma también creyó que los españoles eran dioses y por eso les envió regalos ricos con la esperanza de que no vinieran a la capital azteca.

La intérprete de los españoles fue La Malinche (o Marina), una joven indígena muy inteligente. Ella sabía el idioma de los mayas y el idioma de los aztecas. Un sacerdote español sabía el idioma de los mayas también. Marina y el sacerdote traducían para Cortés y los indígenas. Algunos la consideran heroína; otros, traidora.

## Después de leer

Contesta en oraciones completas.

1. ¿Qué civilizaciones antiguas habitaban México?
2. ¿Qué evidencia hay para explicar que eran civilizaciones avanzadas?
3. ¿Qué nación dominaba cuando llegó Cortés?
4. ¿Quién fue Hernán Cortés?
5. ¿Para qué fue a México?
6. ¿Llevaba muchos barcos y hombres?
7. ¿Qué pretendía Cortés?
8. ¿Qué ciudad fundó?
9. ¿Cómo se llamaba el emperador de los aztecas?
10. ¿Por qué tenía miedo de los españoles?
11. ¿Qué le envió a Cortés? ¿Por qué?
12. ¿Cómo reaccionaron los españoles?
13. ¿Qué hizo Cortés con los barcos? ¿Por qué?
14. ¿Por qué formaron alianzas con Cortés algunos grupos indígenas?
15. ¿En qué leyenda creían muchos de los indígenas?
16. ¿Quién fue La Malinche?

Lección 1

Observaciones:

Datos Importantes:

Lección 5

El Medioambiente

**VOCABULARIO:**

Adiós y  
Hasta Pronto

Mi recuerdo favorito del viaje  
fue \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.



Pasaporte  
a México

Nombre:

Edad:

Fecha:



Lección 2

La Familia y Los Amigos

**VOCABULARIO:**

Lección 4

La Salud y El Tiempo Libre

**VOCABULARIO:**

Lección 5

**El Condicional**

**Verbos de -AR, -IR, -ER**

(yo)	- ía	(nosotros) - íamos
(tú)	- ías	
(Ud./ ella) - ía	(Uds.)	- ían

**Irregulars:**

Decir – **dir**

Venir – **vendr**

Hacer – **har**

Querer – **querr**

Poner – **pondr**

Salir - **saldr**

Tener - **tendr**

Lección 1

Las Regiones:

La Bandera:

El Escudo:

**VOCABULARIO:**

**El Futuro**

**Verbos de -AR, -IR, -ER**

(yo) - é (nosotros) **-emos**

(tú) - ás

(Ud./ ella) -á (Uds.) **-án**

**Irregulars:**

Decir - **dir**

Venir - **vendr**

Hacer - **har**

Querer - **querr**

Poner - **pondr**

Salir - **saldr**

Tener - **tendr**

**-AR Verbs**

***Preterite***

(yo) - é  
 (tú) - **aste**  
 (Ud./ él) - ó  
 (nosotros) - **amos**  
 (Uds./ellos) - **aron**

***Imperfect***

- **aba**  
 - **abas**  
 - **aba**  
 - **ábamos**  
 - **aban**

**-IR/ER Verbs**

***Preterite***

(yo) - í  
 (tú) - **iste**  
 (Ud./ él) - **ió**  
 (nosotros) - **imos**  
 (Uds./ellos) - **ieron**

***Imperfect***

- **ía**  
 - **ías**  
 - **ía**  
 - **íamos**  
 - **ían**

**El Presente**

**Verbos de -AR**

(yo) - o (nosotros) **-amos**

(tú) - **as**

(Ud./ ella) -a (Uds.) **-an**

**Verbos de -IR/-ER**

(yo) - o (nosotros) **-imos**  
**-emos**

(tú) - **es**

(Ud./ ella) - e (Uds.) **-en**

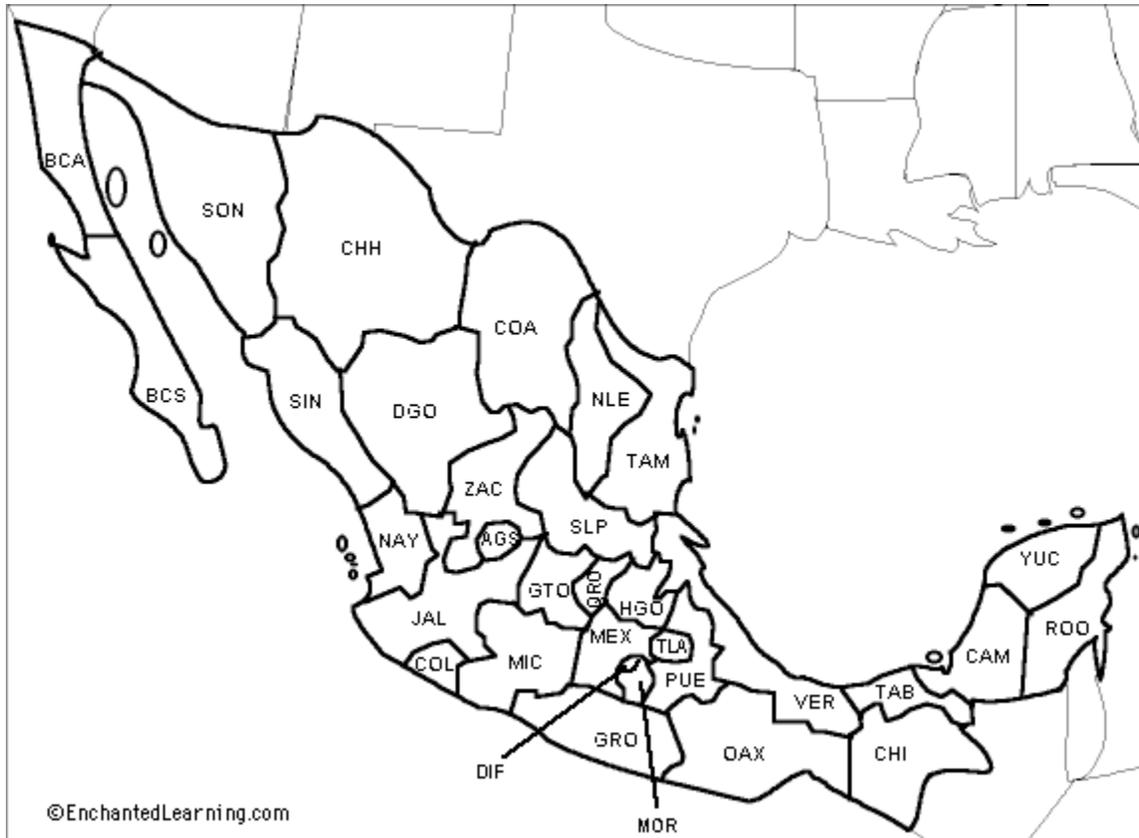
Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## Day 1 Lecture Notes - ¿Qué hay en México?

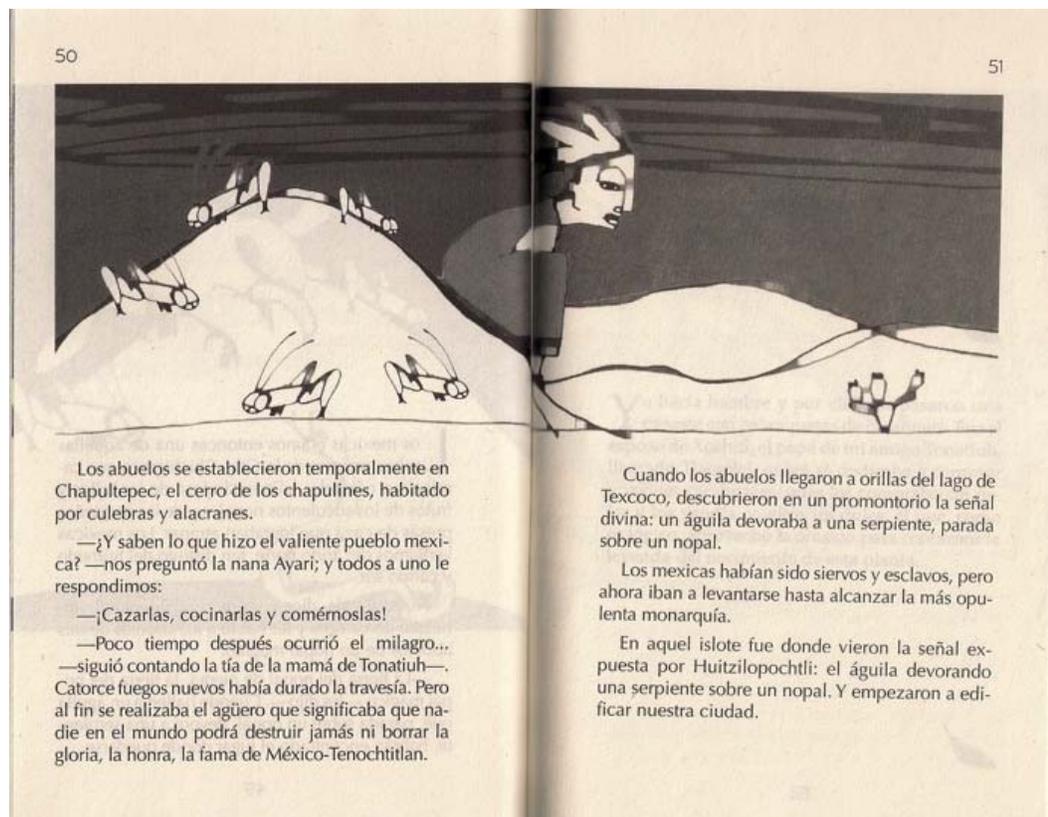
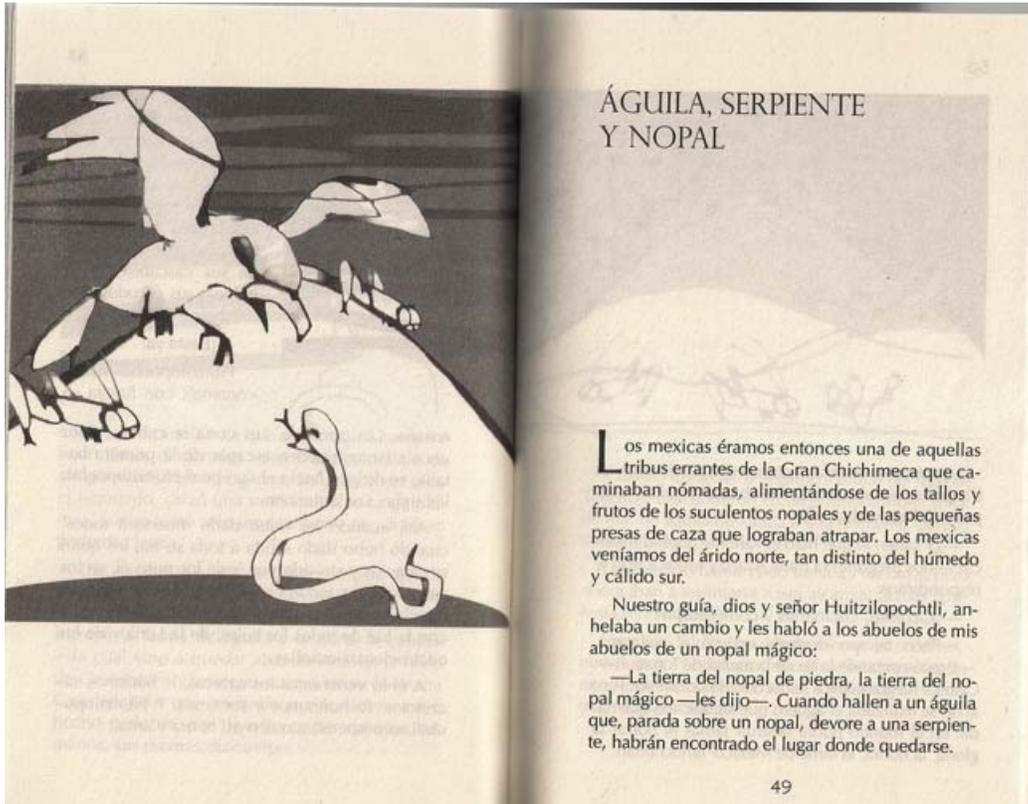
1. Hay \_\_\_\_\_ antiguas en \_\_\_\_\_ y \_\_\_\_\_.
2. Hay \_\_\_\_\_ grandes en \_\_\_\_\_ y \_\_\_\_\_.
3. Hay playas \_\_\_\_\_ en \_\_\_\_\_ y \_\_\_\_\_.
4. Hay \_\_\_\_\_ grandes.
5. Hay gente \_\_\_\_\_.
6. Hay iglesias \_\_\_\_\_ en \_\_\_\_\_.
7. Hay \_\_\_\_\_ deliciosa.
8. Hay \_\_\_\_\_ coloridos en \_\_\_\_\_ y \_\_\_\_\_.
9. Hay plantas \_\_\_\_\_.
10. Hay \_\_\_\_\_ en \_\_\_\_\_.
11. Hay una variedad de \_\_\_\_\_.
12. Hay \_\_\_\_\_.
13. Hay \_\_\_\_\_.
14. Hay gente \_\_\_\_\_.
15. Hay muchos \_\_\_\_\_ en \_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.
16. Hay una \_\_\_\_\_ famosa en \_\_\_\_\_.
17. Hay \_\_\_\_\_ históricos.
18. Hay \_\_\_\_\_ altos en \_\_\_\_\_.
19. Hay mercados \_\_\_\_\_ en \_\_\_\_\_ y \_\_\_\_\_.
20. Hay fortalezas \_\_\_\_\_ en \_\_\_\_\_, \_\_\_\_\_ y \_\_\_\_\_.
21. Hay \_\_\_\_\_ impresionantes en \_\_\_\_\_ y \_\_\_\_\_.
22. Hay \_\_\_\_\_ nacionales.
23. Hay mucha \_\_\_\_\_.
24. Hay \_\_\_\_\_ como \_\_\_\_\_.

## ESTADOS DE México



AGS Aguascalientes	GTO Guanajuato	ROO Quintana Roo
BCA Baja California	HGO Hidalgo	SIN Sinaloa
BCS Baja California Sur	JAL Jalisco	SLP San Luis Potosí
CAM Campeche	MEX México	SON Sonora
CHI Chiapas	MIC Michoacán	TAB Tabasco
CHH Chihuahua	MOR Morelos	TAM Tamaulipas
COA Coahuila	NAY Nayarit	TLA Tlaxcala
COL Colima	NLE Nuevo León	VER Veracruz
DIF Distrito Federal	OAX Oaxaca	YUC Yucatán
DGO Durango	PUE Puebla	ZAC Zacatecas
GRO Guerrero	QRO Querétaro	

## Day 1 Reading – Leyenda de Águila, Serpiente y Nopal



## LYRICS SCRAMBLE ACTIVITY – *México en la piel*

Como una mirada hecha en Sonora  
Vestida con el mar de Cozumel  
Con el color del sol por todo el cuerpo

Asi se lleva México en la piel  
Como el buen tequila de esta tierra  
O como un amigo en Yucatan  
En Aguascalientes deshilados

O lana tejida en Teotitlan  
Asi se siente México  
Asi se siente México  
Asi como unos labios por la piel

Asi te envuelve México  
Asi te sabe México Asi se lleva México en la piel  
Como ver la sierra de Chihuahua

O la artesanía en San Miguel Remontar  
el cerro de la silla  
Asi se lleva México en la piel  
Como acompañarse con mariachi

Para hacer llorar a esa canción  
En el sur se toca con marimba  
Y en el norte con acordeón  
Asi se siente México Asi se siente México

Asi como unos labios por la piel  
Asi te envuelve México Asi te sabe México  
Asi se lleva México en la piel  
Como un buen zarape de Saltillo

Como bienvenida en Veracruz  
La emoción de un beso frente a frente

Asi se lleva México en la piel  
Como contemplar el Mar Caribe  
Descubrir un bello amanecer

Ver la fresca brisa de Morelia  
La luna acariciando a una mujer  
Asi se siente México Asi se siente México

Asi como unos labios por la piel  
Asi te envuelve México  
Asi te sabe México  
Asi se lleva México en la piel

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## La Familia

❖ Contesta la siguiente pregunta.

¿Cómo es tu familia?

❖ Escucha a los videos y toma apuntes en la tabla.


❖ Escribe por lo menos cuatro frases de comparación y contraste entre tu respuesta y las experiencias de los jóvenes mexicanos.

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## Los Amigos

❖ Contesta la siguiente pregunta.

¿Cómo es un amigo ideal?

❖ Escucha a los videos y toma apuntes en la tabla.


❖ Escribe por lo menos cuatro frases de comparación y contraste entre tu respuesta y las experiencias de los jóvenes mexicanos.

## ¡PERSONAS QUE CONOZCO MUY BIEN!

Para cada persona en la lista, escribe seis características importantes que pertenecen a cada una de las tres categorías.

CARACTERÍSTICAS			
	FÍSICAS	INTELECTUALES	EMOCIONALES
Madre			
Padre			
Hermana			
Abuelo/a			
Amigo/a Novio/a			
Hermano			
Primo/a			
Tío/a			
Gato Perro			



## Future Tense Grammar Game

<b>é</b>	<b>ás</b>	<b>á</b>
<b>amos</b>	<b>aron</b>	<b>har</b>
<b>querr</b>	<b>dir</b>	<b>vendr</b>
<b>pondr</b>	<b>tendr</b>	<b>saldr</b>
<b>correr</b>	<b>vivir</b>	<b>comer</b>
<b>saltar</b>	<b>pedir</b>	<b>llevar</b>

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## El Futuro

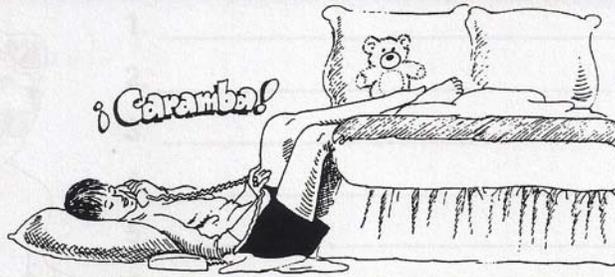
❖ Contesta la siguiente pregunta.

¿Qué quieres ser en el futuro?

❖ Escucha a los videos y toma apuntes en la tabla.


❖ Escribe por lo menos cuatro frases de comparación y contraste entre tu respuesta y los deseos de los jóvenes mexicanos.

# USANDO MI TIEMPO LIBRE



PASATIEMPOS:	ME GUSTA	NO ME GUSTA
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		

DEPORTES:	ME GUSTA	NO ME GUSTA
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		

DEBERES:	ME GUSTA	NO ME GUSTA
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		

Lesson Four Vocabulary Review Game

Adorar	dibujar	to draw	cartoons	el mar	sea/ocean	healthy
to adore	corazón	heart	las caricaturas	free time	los ratos libres	sano
saludable	to skate	patinar	comic strips	salir con los amigos	to go out with friends	premiere
healthy	fortalecer	to strengthen	el estreno	to maintain	malecón	sea walk
las historietas	to take care of	that's all	es todo			

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## La Salud

❖ Contesta la siguiente pregunta.

¿Por qué es importante cuidar de la salud?

❖ Escucha a los videos y toma apuntes en la tabla.


❖ Escribe por lo menos cuatro frases de comparación y contraste entre tu respuesta y las opiniones de los jóvenes mexicanos.

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## El Tiempo Libre

❖ Contesta la siguiente pregunta.

¿Qué te gusta hacer los fines de semana?

❖ Escucha a los videos y toma apuntes en la tabla.


❖ Escribe por lo menos cuatro frases de comparación y contraste entre tu respuesta y las experiencias de los jóvenes mexicanos.

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

## El Medioambiente

❖ Contesta la siguiente pregunta.

¿Por qué es importante cuidar del medioambiente?

❖ Escucha a los videos y toma apuntes en la tabla.


❖ Escribe por lo menos cuatro frases de comparación y contraste entre tu respuesta y las opiniones de los jóvenes mexicanos.

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