

Mexico

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Breckinridge Elementary
Grades 2/3

Approximate Timeline: Three Weeks?

School Level: Elementary School

Area(s) of Core Content: Arts and Humanities, Social Studies, Writing, Reading

Organizer:

How well do I know our geographic neighbors in Mexico?

Targeted Standards:

Academic Expectations and Demonstrators:

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

- Use technology to display information in various ways.
- Express information and ideas using technology.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

- Recognize and respect the right of others to display unique characteristics.
- Recognize that culture is learned.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

- Recognize that everything has a location.
- Compare regions to identify unifying characteristics.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

- Demonstrate through performance or product, forms of music, visual arts, dance, and drama.

2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.

- Demonstrate through products or performances, forms of music, visual arts, dance, and drama from diverse cultures.

Essential Questions:

1. What are the elements of culture?
2. Who are my geographic neighbors in Mexico and how does their geography influence their culture?
3. How does my culture compare to the culture of my neighbors in Mexico?
4. How can I demonstrate my knowledge of the culture of Mexico?

Pre-test/Post Test:

See attached document.

Culminating Performance:

Passport to Mexico Celebration:

Knowledge of Mexican culture will be expressed in a Passport to Mexico Celebration evening involving the students and families of our school. In groups of 6, students will develop a learning center that demonstrates their knowledge of a specific element of Mexican culture. Topics of learning centers will be:

Geography and Location

Visual Arts

Dance

Music

Food

Clothing

Language

Reading (storytelling/folktales)

Open Response:

List 3 cultural elements. Using those 3 elements tell how Lexington and Mexico are alike and different.

Post Test

Scoring Guide

Passport to Mexico Celebration Rubric:

Level 4:

- 🌐 Students will fully participate in design and delivery of their learning center.
- 🌐 Students will work cooperatively, following all classroom rules, in groups to develop their learning center.
- 🌐 Through oral and visual presentations, students will effectively present or express at least five details of their cultural element.
- 🌐 Presentations will be interesting and well-rehearsed with smooth delivery that holds audience attention.

Level 3:

- 🌐 Students will fully participate in design and delivery of their learning center.
- 🌐 Students will work cooperatively, following all classroom rules, in groups to develop their learning center.
- 🌐 Through oral and visual presentations, students will effectively present or express at least four details of their cultural element.
- 🌐 Presentations will be relatively interesting and rehearsed with a fairly smooth delivery that usually holds audience attention.

Level 2:

- 🌐 Students will show partial participation in design and delivery of their learning center.
- 🌐 Students will work cooperatively, following most classroom rules, in groups to develop their learning center.
- 🌐 Through oral and visual presentations, students will effectively present or express at least three details of their cultural element.
- 🌐 Presentations delivery is not smooth, but able to hold audience attention most of the time.

Level 1:

- 🌐 Students will show little or no participation in design and delivery of their learning center.
- 🌐 Students do not work cooperatively, not following classroom rules, in groups to develop their learning center.
- 🌐 Through oral and visual presentations, students will effectively present or express at least two details of their cultural element.
- 🌐 Presentation delivery is not smooth and audience attention lost.

Open Response Rubric:

Level 4:

- 🌐 Student identifies three cultural elements.
- 🌐 Student uses extensive details to compare and contrast the elements between Lexington and Mexico.
- 🌐 Student communicates information in an organized manner.

Level 3:

- 🌐 Student identifies two to three cultural elements.
- 🌐 Student uses broad details to compare and contrast the elements between Lexington and Mexico.
- 🌐 Student communicates information with some lapses in organization.

Level 2:

- 🌐 Student identifies one to two cultural elements.
- 🌐 Student uses basic details to compare and contrast the elements between Lexington and Mexico.
- 🌐 Student communicates reasonably, but has poor organization, and some inaccurate information.

Level 1:

- 🌐 Student identifies zero to one cultural elements.
- 🌐 Student uses minimal or no detail to compare and contrast the elements between Lexington and Mexico.
- 🌐 Student has poor organization, and/or inaccurate information.

Level 0:

- 🌐 Response is totally incorrect or irrelevant.

Knowledge:

Elementary Core Content:

-SS-E-2.1.1 Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.

-SS-E-2.1.2 Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.

-SS-E-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

-SS-E-4.2.1 Every place is unique and can be described by its human (e.g., language, religion, housing) and physical characteristics (e.g., landforms, climates, water).

-AH-E-3.1.42 Create a performance using the elements of production representing specific cultures, periods, and styles (folktales, myths and legends of West Africa, Native America, and Colonial America).

Additional Knowledge:

Elements of culture

Map skills – read legends, label maps

PowerPoint skills

Presentation skills

Dance

Singing

Landforms – tropical rainforest, desert, beaches, plateaus, mountains, grasslands

Climate/weather

Natural resources

Skills/Abilities:

Labeling a map

Identifying elements of culture

Basic presentation and drama skills

Research

Comparing and contrasting

Technology Standards:

T6.1.1 Define an end product

T6.1.2 Develop a plan for the project

T6.1.3 Select software with appropriate capabilities for the project

T6.5 Create a presentation or product using application software.

T6.5.1 Choose appropriate information for purpose and audience

T6.6.1 Use digital media for image input and output (camera, scanner, OCR, videodisc)

Instructional/Assessment Activities and Critical Resources:

| | Activities | Resources | Assessments |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Day 1 | <ul style="list-style-type: none"> • Introduce the unit • Give pre-post test • Give Mexican names • KWL chart • Welcome to Mexico and Mexico City | <p><i>Welcome to Mexico</i> pg.22</p> <p>www.elbalero.gob.mx/kids/about/html/home.html</p> <p>www.mexonline.com</p> <p>www.ga.k12.pa.us/academics/US/ModLang/mexico/mexico98.htm</p> | |
| Day 2 | <ul style="list-style-type: none"> • Begin gathering data for weather; graphing temp. for KY and Mexico • Reading a Landform Map • Enchanted Learning research • Homemade map | <p>www.enchantedlearning.com</p> <p>SS Book Pg 96-97; SS Activity Book Pg 13-14</p> <p>www.weather.com</p> <p>www.ioannegoodwin.com/technology/2nd/mexico/maps.htm</p> <p><i>Postcard from Mexico</i> – (overview) by Helen Arnold</p> <p><i>Cinco de Mayo</i> by Janet Riehecky, illustrated by Krystyna Stasiak</p> | |
| Day 3 | <ul style="list-style-type: none"> • Landforms: Mountains • Basic Words, colors, and phrases | <p>http://stepstar.esd101.net/k12/ps/escuela1.htm</p> <p>www.ioannegoodwin.com/technology/2nd/mexico/vocab.html</p> <p><i>Colors of Mexico</i> by Lynn Ainsworth Olawsky, illustrated by Janice Lee Porter</p> | Cinco de Maya Pictionary/Bingo |

| | Activities | Resources | Assessments |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Day 4 | <ul style="list-style-type: none"> Landforms: Deserts Cactus Hotel – Deserts | www.enchantedlearning.com/Spanish/ - English/Spanish picture dictionary <i>Borreguita and the Coyote</i> <i>The Three Javalinas</i> | |
| Day 5 | <ul style="list-style-type: none"> Landforms: Beaches Counting in Spanish | <i>Count Your Way Through Mexico</i> | |
| Day 6 | <ul style="list-style-type: none"> Landforms: Rainforests | | |
| Day 7 | <ul style="list-style-type: none"> Mexico Map Puzzles | “Where the World Is” – Mexico lesson from Education World | |
| Day 8 | <ul style="list-style-type: none"> Mexican Flag and Coat of Arms – bulletin board | <i>An Eagle and a Cactus</i> | |
| Day 9 | <ul style="list-style-type: none"> Mexican Mural | <i>Diego</i> www.diegorivera.com/diego_home_eng.html | |
| Day 10 | <ul style="list-style-type: none"> Family Roles and Responsibilities Similarities and Differences in Family Life Vocabulary Chart | <i>Children of the World: Mexico</i> (vocab chart) Inspiration http://stepstar.esd101.net/k12/ps/activities/familia/fam.htm <i>Hill of Fire</i> <i>Saturday Market</i> by Patricia Grossman, illustrated by Enrique O. Sanchez | |
| Day 11 | <ul style="list-style-type: none"> Paper Bag Poncho | www.kinderart.com/multic/poncho.htm | |

| | Activities | Resources | Assessments |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Day 12 | <ul style="list-style-type: none"> • Paper Dolls • Mexican Clothing – clothes pin dolls | http://www.ccps.org/ccps/Kenmore/second/SecondGrade/stemple/WebQuest/mexicoqst.html <i>My Mexico</i> by Tony Johnson, illustrated by F. John Sierra | |
| Day 13 | <ul style="list-style-type: none"> • Mexican Foods | <i>Too Many Tomalas</i> | |
| Day 14 | <ul style="list-style-type: none"> • Sweet Tamalas and Sweet Fried Bread • Mexican Wedding Cookies | <i>Pinata</i> <i>The Gullywasher</i> | |
| Day 15 | <ul style="list-style-type: none"> • Tortillas • Soupas | <i>History</i> Pg 8-9 <i>The Mouse Bride</i> | |
| Day 16 | <ul style="list-style-type: none"> • ABC PowerPoint of Mexico | Powerpoint | |
| Day 17 | <ul style="list-style-type: none"> • History of Cinco de Mayo with quiz • Cinco de Mayo rap • Mexican Hat Dance | www.abcteach.com/Mexico/history.htm History of Mexico pg 11 www.legrand.k12.ca.us/programs/cinco <i>Mexican Independence Day & Cinco de Mayo</i> by Dianne M. MacMillan | |
| Day 18 | <ul style="list-style-type: none"> • Rhythm Instruments – Mexican Hat Dance • Cockroach song | <i>Fiesta Mexico</i> pg 10 | |

| | Activities | Resources | Assessments |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Day 19 | <ul style="list-style-type: none"> • God's Eyes • Tissue Paper Flowers • Posada • Map of Mexico • Piñata • Festival Masks | <p><i>A Trip Around the World</i> pg 8 <i>Piñata's and Smiling Skeletons</i> pg 81 <i>Ethnic Celebrations Around the World</i> pg 76</p> <p><i>The Piñata Maker</i> by George Ancona</p> | |
| Day 20 | <ul style="list-style-type: none"> • Play – "The Hidden Corn" | <p><i>A Birthday Basket for Tia</i> <i>The Legend of the Poinsetta</i></p> | |
| Day 21 | <ul style="list-style-type: none"> • Jaijai – Ethnic Game • Costumes | <p><i>History of Mexico</i> pg 12</p> | |
| Day 22 | <ul style="list-style-type: none"> • Fractions for size of Mexico • Mexico divided into states • Cut and Paste Mexico – compare size of Mexico to US and Florida | | |
| Other Ideas | <ul style="list-style-type: none"> • Word Find • Inferring/ Clue | <ul style="list-style-type: none"> • Find as many little words as possible before timer runs out; ie. Festival, burritos, guacamole, sombrero • Teacher thinks of a person, place or thing, teacher gives a clue Ex. ponchos Clue – keep you warm, not just for rainy days, a wearable jacket | |

Additional Resources:

Library Media Resources at Breckinridge

Call Number Information

394.26972 HAR

Harris, Zoe, 1941- **Pinatas and smiling skeletons : celebrating Mexican festivals.** San Francisco : Pacific View Press, 1998.

398.2 SAN

San Souci, Robert D. **Little gold star : a Spanish American Cinderella tale.** New York : HarperCollins, 2000.

745.5 Tem

Temko, Florence. **Traditional crafts from Mexico and Central America.** Minneapolis, MN : Lerner Publications, c1996.

921 RIV

Holland, Gini. **Diego Rivera.** Austin, Tex. : Raintree Steck-Vaughn, c1997.

972 COS

Costain, Meredith. **Welcome to Mexico.** Philadelphia : Chelsea House Publishers, 2002.

972 HAS

Haskins, James, 1941- **Count your way through Mexico.** Minneapolis : Carolrhoda Books, c1989.

972 Iri

Irizarry, Carmen. **Passport to Mexico.** London ; New York : F. Watts, c1987.

972 Jac

Jacobsen, Karen. **Mexico.** Chicago : Childrens Press, c1982.

972 Ste

Stein, R. Conrad. **Mexico.** Chicago : Childrens Press, c1984.

978.9 LA

La Pierre, Yvette. **Welcome to Josefina's world, 1824 : growing up on America's Southwest frontier.** Middleton, WI : Pleasant Company, 1999.

BB E Z

Cruz Martinez, Alejandro, d. 1987. **The woman who outshone the sun : the legend of Lucia Zenteno** = La mujer que brillaba a ñn mĳ s que el sol : la leyenda de Lucĳa Zenteno. San Francisco, Calif. : Children's Book Press, c1991.

E B

Balet, Jan B., 1913- **fence : a Mexican tale**. New York : Delacorte Press, [1969]

E B

Bunting, Eve, 1928- **Going home**. New York : HarperCollins Publishers, c1996.

E G

Geeslin, Campbell. **In Rosa's Mexico**. New York : Knopf ; Distributed by Random House, 1996.

E G

Grossman, Patricia. **Saturday market**. New York : Lothrop, Lee & Shepard Books, c1994.

E L

Lewis, Thomas P. **Hill of fire**, by Thomas P. Lewis. Pictures by Joan Sandin. New York : Harper & Row, [1971]

E T

Thomas, Jane Resh. **Lights on the river**. New York : Hyperion Books for Children, 1994.

F Tri

Tripp, Valerie, 1951- **Josefina learns a lesson : a school story**. Scholastic, 1997.

R 972 Mex

Mexico. Danbury, Conn. : Grolier Educational, 1997.

SP 917.2 Mex

Mexico the cities. SVE, 1968.

SP 917.2 Mex

Mexico the countryside. SVE, n.d.

SP 917.2 Mex

Mexico crafts and industries. SVE, 1968.

VR 394.2 Cin

Cinco de Mayo. Schlessinger, c1994.

VR 917.2 Fam

Families of Mexico. Global Families, n.d.

VR 972 Kid

Kids explore Mexico. Children's International Video Network, c1995.

VR 972 MEX

Mexico.

333.75 Zak

Zak, Monica, 1939- **Save my rainforest.** Volcano, Calif. : Volcano Press, 1992.

E A

Altman, Linda Jacobs, 1943- **Amelia's road.** New York : Lee & Low Books, c1993.

E C

Cherry, Lynne. **The great kapok tree : a tale of the Amazon rain forest.** San Diego : Harcourt Brace, c1990.

Other Resources:

- Thinkquest: Mexico <http://tjjunior.thinkquest.org/6089/>
- Cinco de Mayo Games and Activities:
<http://www.kidsdomain.com/holiday/cinco/party.html>
- Yahoooligans, Mexico:
http://www.yahoooligans.com/Around_the_World/Countries/Mexico/
- Mexico for Kids: http://www.elbalero.gob.mx/index_kids.html
- Mexico's National Anthem in Spanish and English: <http://www.inside-mexico.com/mapamexico.htm>
- A full colorized map of Mexico: <http://www.inside-mexico.com/calendar.htm>
- A list of all holidays celebrated in Mexico: <http://www.inside-mexico.com/flag.htm>
- A color version of Mexico's flag and what each part represents:
http://www.elbalero.gob.mx/kids/index_kids.html
- A great site for kids on all parts of Mexican culture:
<http://www.kidsdomain.com/holiday/xmas/xmasworldlinks.html>
- Mexican Holidays:
<http://www.kidlink.org/KIDPROJ/MCC/getmcc.cgi?querytype=match&infoty pe=country&keyword=Mexico>

- Mexican Newsletter: <http://www.inside-mexico.com/MNewsletter.htm>
- Mexican Art: ***Note to teachers, all content is not appropriate for children. Print out copies of what you want!!!!:
<http://www.diegorivera.com/gallery/index.html>
- Mexican Culture: <http://teach.fcps.net/trt18/Linlee-PET-Mexico.htm>
- Mexico Worksheets:
http://www.abcteach.com/directory/theme_units/social_studies/mexico/
- http://www.elbalero.gob.mx/index_kids.html
- www.kyvl.org (Searchasaurus>Primary Search>"On the Road Again")
- <http://www.timeforkids.com/TFK/magazines/story/0,6277,411856,00.html>
- <http://www.timeforkids.com/TFK/magazines/story/0,6277,400114,00.html>
- <http://www.timeforkids.com/TFK/news/story/0,6260,92363,00.html>
- <http://www.timeforkids.com/TFK/specials/goplaces/0,12405,176084,00.html> (this is that great virtual tour and online test of Mexico)

7. Label a map of Mexico using these words:

| | | | | |
|----------------|---------------|---------------|-------------|------------|
| Gulf of Mexico | Pacific Ocean | United States | Mexico City | Rio Grande |
|----------------|---------------|---------------|-------------|------------|



8. Name 3 things Americans have gotten from Mexican culture.