



# Celebration of Mexicanos Through Music, Dance, and Art

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



# Celebration of Mexicanos Through Music, Dance, and Art

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Grades K–2

Implementation Time  
for Unit of Study: 3 weeks

Denver Public Schools  
El Alma de la Raza Curriculum  
and Teacher Training Program

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# Celebration of Mexicanos Through Music, Dance, and Art

## Unit Concepts

- Holidays
- Songs/dances
- Family
- Celebrations/fiestas
- Music
- Art

## Standards Addressed by This Unit

### Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

### Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

### History

Students understand that societies are diverse and have changed over time. (H3)

### Math

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. (M5)

### Music

Students will listen to, analyze, evaluate, and describe music. (MU4)

Students will relate music to various historical and cultural traditions. (MU5)

## Introduction

Celebrations signify the good things in life. Above all else, they mean a day off from work, and offer time to spend with family and friends and connect with a culture. People have celebrated in many ways through dance, art, and music. Traditions are what keep a society of people together. This is a bond, which has been passed down through generations. Many people can recall a song, which was sung to you by rote when you were a child, and in turn you have taught it to your children and one day they may pass it on to their children. The music from Mexico has influenced the culture today. Mexicanos have used their rich history, from the beginning of the 16th century through present day, to help carry on those traditions. In the 16th century, the Europeans came to rule Mexico and Central America and brought with them their music and art. Latin music has evolved from the Europeans into a distinct sound. Latin music is prevalent in the United States today, whether it is as pop music, R&B, or the traditional Latin sound.

## Implementation Guidelines

This unit is based on 30-minute classes that will meet three times a week and can be used in any primary grades, kindergarten through second grade. These lessons can be shortened or lengthened depending on the time available and the preparation of the teacher. This unit should be taught as an interdisciplinary unit of Social Studies and English and could be used to introduce students to holidays, celebrations, family, and music of the Latino culture.

## Instructional Materials and Resources

CD/cassette player

Large wall map, or globes

### **Books:**

- A World of Holidays: Cinco de Mayo* by Sarah Vasquez
- Celebrating Cinco de Mayo: Fiesta Time!* by Sandi Hill
- Cinco de Mayo* by Janet Riehecky
- Cinco de Mayo: Yesterday and Today* by Maria Cristina Urrutia and Rebeca Orozco
- De Colores and Other Latin-American Folk Songs for Children* by Jose Luis Orozco
- En Mi Familia* by Carmen Lomas Garza
- Fiesta: Mexico's Great Celebrations* by Elizabeth Silverthorne
- Fiesta USA* by George Ancona
- Hooray, A Piñata* by Elisa Kleven
- Hooray for Three Kings' Day* by Lori Carlson
- Los Mariachis: An Introduction to Mexican Mariachi Music* by Patricia Harpole
- Made in Mexico* by Peter Laufer and Susan Roth
- Magda's Tortillas* by Becky Chauarria-Chairez
- Making Magic Windows* by Carmen Lomas Garza
- Mexico* by David F. Marx
- Mexico* by Ann Heinrichs
- Pablo's Tree* by Pat Mora
- Piñatas and Paper Flowers* by Lila Perl
- The Piñata Maker* by George Ancona
- The Song of El Coqui and Other Tales* by Nicholesa Mohr
- The Tortilla Factory* by Gary Paulson
- Ticket to Mexico* by Tom Streissguth
- Too Many Tamales* by Gary Soto
- Una Tortilla Para Emilia* by Maria Angeles

### **Video:**

- Families of Mexico*
- Mexican-American Heritage*

### **Music (CDs):**

- De Colores and Other Latin-American Folk Songs for Children* by Jose Luis Orozco
- Fiestas/Holidays Canciones Para Todo El Año* by Jose Luis Orozco y *Las Hormiguitas*

## Lesson Summary

Lesson 1	An Introduction to Mexico..... 5 This lesson will teach the students basic information about Mexico. Where is it? What language is spoken there? What are the colors of the Mexican flag?	5
Lesson 2	Celebrations: Celebrating Cinco de Mayo ..... 11 Celebrations are important in any country. There are many reasons to celebrate including special holidays, events, and days. Cinco de Mayo is a holiday deeply rooted in Mexican history. Students will learn of its importance and why it is celebrated today.	11
Lesson 3	Families of Mexico ..... 14 The importance of family is one of the most basic and important concepts in Mexico and throughout Latin America today. This lesson will examine the common thread of family through celebrations.	14
Lesson 4	Music of Mexico ..... 17 Music is one of the key aspects in celebration. In Mexico there are many different types of music, with the most well known being mariachi music.	17
Lesson 5	Food ..... 21 Food is an integral part of the Mexican culture and celebrations. Students will learn about different kinds of Mexican food and learn to make tortillas too.	21
Lesson 6	Holiday Celebrations: Three Kings Day ..... 24 Religious celebrations are common throughout Mexico. Often these celebrations revolve around times of years or specific patron saints. Three Kings Day is a holiday which begins before Christmas and ends on January 5th.	24
Lesson 7	Art of Mexico ..... 29 This lesson will introduce students to some basic art used and seen throughout Mexican celebrations.	29
Unit Assessment—Piñatas: Symbols of Celebration ..... 31	Piñatas are an important part of celebration in Mexico. This unit assessment brings aspects together from the various lessons of the unit into a culminating celebration for the students.	31

# LESSON 1:

## An Introduction to Mexico

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Students understand that societies are diverse and have changed over time. (H3)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students will sing or play on instruments a varied repertoire of music, alone or with others. (MU1)

### BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Student will write and speak for a variety of purposes.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

### OBJECTIVES

Students will learn where Mexico is on a map in comparison to the United States.

Students will learn the colors of the Mexican flag.

Students will learn the national language of Mexico.

Students will learn the words to and sing a popular Mexican song “Ceilito Lindo.”

Students will learn the lyrics to a popular Mexican song and sing along with the video.

### SPECIFICS

Mexico is bordered on the north by the United States and Belize and Guatemala on the south. To the East lies the large Gulf of Mexico and to the west the beginnings of the Pacific Ocean. Mexico is a country of extremes from the high plateaus of Mexico City to the rain forest and jungles of the Yucatan Peninsula. The country is the perfect example of geographic extremes.

Mexico is also country full of many cultures and languages. For thousands of years, Mexico flourished with thousands of different native tribes, customs, and cultures. In the mid-14th century, the Aztec Indians came to power and ruled approximately two-thirds of present day Mexico. The Aztecs were a strong, powerful tribe that established their capital city, Tenochtitlan, on the basis of a legend. This legend directed the Aztecs to leave their homeland

of Aztlan and search for a new place to live. The legend directed the Aztecs to wander and search until they came upon an eagle eating a snake perched on the top of a cactus. They finally found this eagle, snake, and cactus in the valley of Mexico and established their capital city. When the Spanish arrived in 1519 they went to war with the Aztecs so they could conquer all of Mexico for the Spanish reign. The Aztecs were driven back and systematically defeated. In this defeat the city was demolished, and upon its ruins began the construction of the current Mexico City.

The colors of the Mexican flag are red, green, and white. According to one source, the color red represents parenthood and the blood of national heroes, green represents hope, and the color white is representative of unity, purity, and honesty. The symbol on the Mexican flag is an eagle perched on the cactus, eating a snake—this comes from the legend of the Aztecs

The national language of Mexico is Spanish. However, there are hundreds of other dialects in the country because of the many different native Indian tribes throughout the country.

What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Active Listening

Singing

Group Discussion

Map Usage

Questioning

Comparison/Contrast

#### PRELIMINARY LESSON PREPARATION

The teacher needs to get a large wall map of the western hemisphere or a world map. This will be used to discuss the geography and location of Mexico. A television with a VCR is needed to show the video, *Mexican-American Heritage*. A class set of copies of the Mexican flag is needed so the students can color it later.

#### PRETEACHING

It is important that the teacher review the vocabulary words before the activity. All vocabulary words should be written on the chalkboard in English and in Spanish and allow space on the side so that they can draw a symbol or drawing to help them remember the word and its meaning.

#### ACTIVITY

After reviewing the geography terms, show the video *Mexican-American Heritage* to introduce students to Mexico and its landscape, history, and culture. Discuss the video with students. Teach the students the lyrics to “Ceilito Lindo” (see page 10) and sing the song together. Use the piece from the video where the students sing along to the song with the musicians.

Following the video and song, lead a discussion about Mexico. Read *A Ticket to Mexico* to the class.

Read Chapter 1 (pages 9 through 15), “The Three Cultures,” to the class. Begin a discussion about the three cultures of Mexico: the Indians, Spaniards, and the Mexicans. Divide a piece of chart paper into three columns to write down information about the three groups. (For additional background information, read two other books that provide brief overviews about Mexico: *Read About Geography: Mexico* by David F. Marx and *A True Book: Mexico* by Ann Heinrichs.)

Make copies of the Mexican flag worksheet on page 9 and pass it out to the students. Instruct the students to color the flag using red, green, and white. Use the information from the “Specifics” section (above) to tell the students the meaning of the flag.

Review the information from the video and various books regarding the geography of Mexico. Give each student a blank piece of paper to draw the country of Mexico, including mountains and oceans. (First- and second-grade students will need to label geographic features.)

### VOCABULARY

Map .....	Mapa
Spanish .....	Español
Mountains .....	Montañas
Desert .....	Desierto
Plains .....	Llano
Hurricane .....	Huracan
Rain forest .....	Bosque de Lluvia
Mextizo .....	Mestizo
Valley .....	Valle
Peninsula .....	Peninsular
Volcanoes .....	Volcanes
Country’s capital .....	Capital del pais

### RESOURCES/MATERIALS

Crayons  
Copies of the Mexican flag  
Drawing paper  
Classroom map of the western hemisphere or North America  
*Mexican-American Heritage* (video)  
*Fiesta: Mexico’s Great Celebrations* by Elizabeth Silverthorne  
*A Ticket to Mexico* by Tom Streissguth  
*A True Book: Mexico* by Ann Heinrichs  
*Read About Geography: Mexico* by David F. Marx

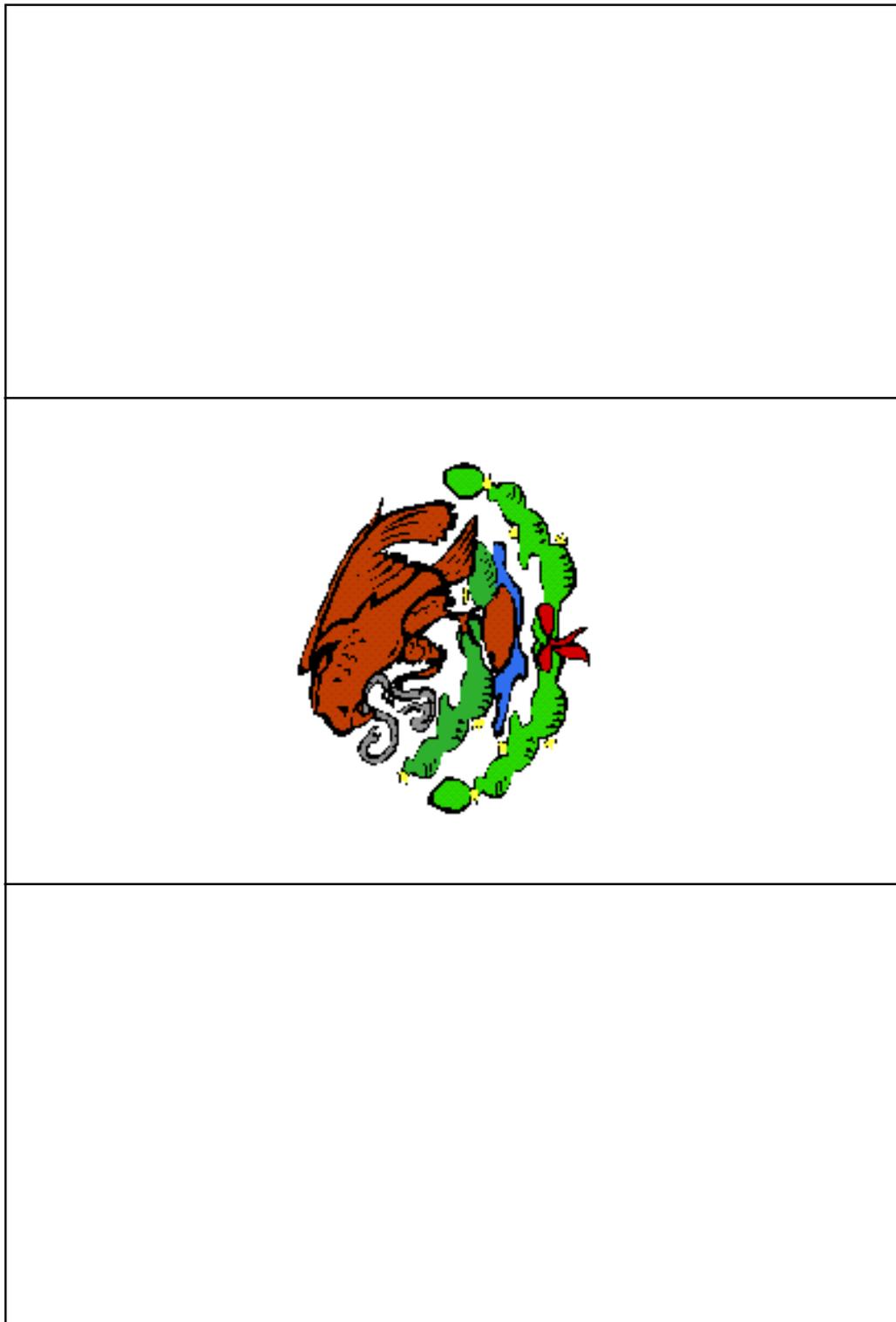
### ASSESSMENT

The students have done many activities within this lesson. The teacher should assign a participation grade for each student based on his or her overall participation, effort, and work using the assessment form on page 8.



Name \_\_\_\_\_

## The Flag of Mexico



## “Ceilito Lindo” Lyrics

*Verse 1:*

*De la sierra Moreno,  
ceilito lindo vienen bajando un par de ojitos negros  
ceilito lindo de contrabando*

*Chorus:*

*ay ay ay ay  
canta y no llores  
porque cantando se alegran ceilito lindo los corazones.*

*Verse 2:*

*Ese lunar que tienes ceilito lindo junto a la boca no se lo des a nadie  
ceilito lindo que a mi me toca*

Sing each verse two times and then the chorus

## LESSON 2: Celebrations: Celebrating Cinco de Mayo

What will students be learning?

### STANDARDS

Students will read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students will sing or play on instruments a varied repertoire of music, alone or with others. (MU1)

Students will relate music to various historical and cultural traditions. (MU5)

### BENCHMARKS

Students read literature to understand places, people, events, and vocabulary.

Students will use comprehension strategies.

Students will write and speak for a variety of purposes.

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading.

Students read literature to understand places, people, events, and vocabulary.

Students know the general chronological order of events and people in history.

Students use the chronology to present historical events and people.

### OBJECTIVES

Students will learn the importance and significance of celebrations in Mexico.

Students will learn about one significant holiday in Mexico: Cinco de Mayo.

Students will learn about the holiday of Cinco de Mayo.

Students will sing a song often associated with Cinco de Mayo.

### SPECIFICS

Celebrations are important in any society. They are important because this is the way we acknowledge special days, holidays, or events. Celebrations in Mexico, like any country, have their own style and flair. Mexican celebrations often include music, dance, and art.

One such celebration is Cinco de Mayo. Cinco de Mayo is an important day in Mexican history because it signifies a historic battle and victory that occurred on May 5, 1862. French forces, under the reign of Napoleon, began to occupy Mexico to secure unpaid debt owed to them. As the occupying army began to enter the gates of the city of Puebla, they were met by an undermanned, poorly armed Mexican army consisting of farmers, peasants, and Indians. The battle between the two sides raged on for over two hours. In the end, the well-equipped French army retreated. Eventually, the French army reversed routes and was able to move on and occupy Mexico City, but the spirit and determination of those who fought in Puebla lives on through the Mexican people.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Singing

Read Aloud

Viewing

Large-Group Discussion

### PRELIMINARY LESSON PREPARATION

Have a VCR available to show the video and a CD/tape player to play the music. Write the lyrics to “De Colores” on the chalkboard so students can follow along. If you (or para) can play the piano, study the sheet music provided in the book *De Colores*.

### ACTIVITY

Discuss that celebrations are a part of every culture. They are used to remember important days, holidays, or events. List responses from students to questions taken from the text read in this lesson. Students may say things like: birthdays, Easter, Christmas. The teacher may need to give one or two answers to facilitate the discussion. Explain that celebrations are like big parties, also known as fiestas. Ask students, “What kinds of activities are associated with fiestas?” List responses on the chalkboard or butcher paper

Discuss the history of Cinco de Mayo (information from “Specifics”) and the importance of this holiday in Mexico. Show the video, *Holidays For Children, Cinco de Mayo*. After watching the video, lead a discussion on the important facts of the holiday, songs, and activities associated with the holiday. For additional background information, read *Cinco de Mayo* by Sarah Vasquez, *Celebrating Cinco de Mayo, Fiesta Time* by Sandi Hill or *Cinco de Mayo: Yesterday and Today* by Maria Cristina Urrutia and Rebeca Orozco.

Play “De Colores” and “Duermete, Mi Niño” from the *De Colores* CD by Jose Luis Orozco. For first- and second-grade students, write down or hand out copies of the lyrics to use to sing along. Play each song twice through before having the class try to sing it.

### RESOURCES/MATERIALS

*Holidays for Children: Cinco de Mayo* (video)

*De Colores and Other Latin American Folk Songs for Children* (CD) by Jose Luis Orozco

*De Colores and Other Latin American Folk Songs for Children* by Jose Luis Orozco

*Cinco de Mayo* by Sarah Vasquez

*Celebrating Cinco de Mayo, Fiesta Time* by Sandi Hill

*Holidays for Children: Cinco de Mayo* by Schlessinger Media

*Cinco de Mayo: Yesterday and Today* by Maria Cristina Urrutia and Rebeca Orozco

ASSESSMENT

The teacher can choose between an oral assessment or a drawing assessment or a combination of each. Students must be able to provide the following:

<u>Points Possible</u>	<u>Description</u>
2 .....	Two reasons why there are celebrations. Possible answers: Holidays, birthdays, special events, historic days, religious days.
2 .....	Two ways we celebrate: Possible answers: song, dance, artwork.
2 .....	Two facts about the holiday Cinco de Mayo: Possible facts: 1862, France, Mexico, Benito Juarez, Puebla.
1 .....	One line of lyrics for the song "De Colores." Any line in the song is a possible answer (check song lyrics for accuracy).

Based on a total of 7 points possible, use the rubric below to evaluate students.

<u>Rubric Points</u>	<u>Description</u>
7 .....	Student has grasped the concepts of the unit.
5-6 .....	Student has been done well in remembering information from the lesson.
3-4 .....	Student has done adequate in remembering facts from the lesson.
1-2 .....	Student has done poorly in remembering facts and should have the concepts of the lesson reviewed so that they have a better grasp of the information provided in this lesson.

## LESSON 3: Families of Mexico

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARKS

Students will use comprehension strategies.

Students will write and speak for a variety of purposes.

Students will read literature to understand places, people events, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

### OBJECTIVES

Students will identify the characteristics of a family unit of a family in Mexico.

Students will understand that family is an integral part of any celebration.

Students will be introduced to the works of Carmen Lomas Garza and her works on the family.

### SPECIFICS

Family is one of the most important parts of any society. In Mexico the family is a vital part of the community. The family unit is very strong and one of respect. Parents and grandparents are not only treated with respect, but looked to for guidance as well. Families take an active part in every celebration, many times they are the wedding coordinators, the flower girls, the best men, the one who arranges the family get-togethers. Without family there can be no celebrations.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Guided Reading

Individual Groups

Oral Language

### PRELIMINARY LESSON PREPARATION

Make photocopies of the worksheets for students to take home.

### PRETEACHING

Introduce the words from the vocabulary section. Work with the students to try to remember the Spanish translation to the words. Use these words throughout the lesson activities.

### ACTIVITY

Discuss with students the importance of family and list their responses. Emphasize the roles of the family members and their relationships to them. Encourage students share information about their families, including number of siblings, if other family members—such as aunts, uncles, or grandparents—live with them, who is respected in their family, etc. Read the books, *En Mi Familia/In My Family* and *Family Pictures* by Carmen Lomas Garza and also *Pablo's Tree* by Pat Mora. Also watch the video *Families of Mexico* to get a perspective on the Mexican family. Handout and explain the homework worksheets to the class. Tell them that their parents need to help them fill it out.

### VOCABULARY

Mother .....	Mama
Parents .....	Padres
Father .....	Papa
Family .....	Familia
Brother .....	Hermano
Sister .....	Hermana
Grandmother .....	Abula
Grandfather .....	Abuelo
Uncle .....	Tio
Aunt .....	Tia
Cousin .....	Primo

### RESOURCE/MATERIALS

*En Mi Familia/In My Family* by Carmen Lomas Garza

*Family Pictures* by Carmen Lomas Garza

*Families of Mexico* (video)

*Pablo's Tree* by Pat Mora

Homework worksheet (see page 16)

Butcher paper

### ASSESSMENT

Students are assessed on their response to teacher's questions about their families and completion of their homework worksheet on page 16.

Oral responses—5 points each, maximum of 25 points

Homework—10 points complete, 5 points partial, 0 points undone

Name \_\_\_\_\_

## Celebrations of Mexicanos: Take-Home Family Worksheet

**Directions:** Draw a picture of your family. Include your brothers, sisters, parents, uncles, aunts, cousins, and pets.

## LESSON 4: Music of Mexico

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Students will sing or play instruments a varied repertoire of music, alone or with others. (MU1)

Students will listen to, analyze, evaluate, and describe music. (MU4)

Students will relate music to various historical and cultural traditions. (MU5)

### BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students write and speak for a variety of purposes.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

### OBJECTIVES

The student will be learning the names of five of the instruments used in mariachi music.

The student will listen to mariachi music and try to name the various instruments that are playing.

The students will create an oral and written/drawing story using vocabulary words.

The students will learn the lyrics to two traditional Mexican songs, “De Colores” and “Las Mañanitas.”

### SPECIFICS

Music is a constant in the Mexican cultures. In almost any occasion you can find melodies and notes being played together in harmony; weddings, baptisms, funerals, anniversaries and birthdays seldom pass without music being part of the celebration. One of the most popular types of Mexican music is known as mariachi provides some most distinctive music of Mexico. The instruments provide the dynamic sound of the mariachi tradition and are heard more and more outside of Mexico. Many states throughout the Southwest, including California, New Mexico, Texas, Arizona, and Colorado have many mariachi ensembles.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Teacher Guided/Student Directed

Student Response

Active Listening

Drawing

### PRELIMINARY LESSON PREPARATION

Begin by playing mariachi music from *Los Mariachis* or other types of Mexican music. Make copies of the lyrics for “De Colores” and “Las Mañanitas.”

### PRETEACHING

Introduce the vocabulary words to the students. If possible, show them pictures of the instruments.

### ACTIVITIES

Introduce mariachi music to the students. Explain that they are like a band/group. Mariachi groups do not have electric equipment such as synthesizers or electric guitars, or drums. Read page 8 in the *Los Mariachis* music set to familiarize the students with descriptions of the instruments. The main instruments in a mariachi group are the vihuela, guitar, guitarron, violins, and trumpets. Use the pictures in the *Los Mariachis* packet to show the students pictures of the instruments. As you introduce the instruments say the name of the instrument three times and have students repeat the words. Listen to the music and try to identify which instrument is playing in various parts of the music.

Gather students in a large circle. Instruct students that they are going to create a story using the instrument vocabulary words, and examples of celebrations they have participated in or have attended. For example, start the story by saying, “One day I went to a graduation party,” the next person (a student) could say “at the graduation party there was a mariachi group.” This story will continue around the circle. Encourage students to use the vocabulary words they have just learned. Continue this story circle until each student has had an opportunity to add to the story.

Keeping the students in a large circle, play the *De Colores* CD. Let the first few songs play so the students get into the mood of the music. Pass out the lyrics to the students. Turn the music off and slowly pronounce each lyric. Have the students repeat the lyrics with you so that pronunciation is appropriate. Practice this at least five times before trying to sing along with the music. It will take several times for the students to be able to sing fast enough to follow along with the song.

Use the *Fiesta! Mexico and Central America* text and tape to introduce the next song the students will sing, “Las Mañanitas.” Pass out the lyrics and read through them with the students. Remember to pronounce the words slowly and clearly as the students will follow the lead of the teacher. After reading through the lyrics at least five times, have students try to sing along with the audiotape.

VOCABULARY

- Guitar ..... a 6-string wooden instrument.
- Guitarron ..... a 6-string wooden instrument, with a V-shaped back and a deep bass sound.
- Vihuela ..... a 5-string wooden instrument, that is much smaller than a guitarron, it too has a V-shaped back.
- Violin ..... a 4-stringed instrument that has one end rested on the musicians shoulder as it is being played.
- Trumpet ..... the only brass instrument in a mariachi band, it provides a distinct contrasting sound compared to the other instruments.

RESOURCES/MATERIALS

- Los Mariachis!* (Tape/CD packet)
- Fiesta! Mexico and Central America* (book and tape)
- De Colores and Other Latin-American Folk Songs for Children* by Jose Luis Orozco
- De Colores and Other Latin-American Folk Songs for Children* (CD) by Jose Luis Orozco
- Drawing paper
- Crayons/colored pencils

ASSESSMENT

Assess the students on two items: 1) Their participation in singing the songs, and 2) their knowledge of the instruments in a mariachi band/group.

<u>Rubric Points</u>	<u>Description</u>
4 .....	Students read through the lyrics and participated in singing the song.
3 .....	Students read through the lyrics and participated somewhat in singing the songs.
2 .....	Students read through the lyrics but did not sing the songs.
1 .....	Students did not read the lyrics or sing the song.

Name \_\_\_\_\_

## Matching Worksheet for Lesson 4

Directions: Match the correct instrument name with correct definition

- |                   |   |
|-------------------|---|
| 1. ____ Vihuela   | A. The only brass instrument in a mariachi band/group.  |
| 2. ____ Guitarron | B. A 6-string wooden instrument.  |
| 3. ____ Guitar    | C. A 5-string wooden instrument, that is much smaller than a guitarron, it too has a V-shaped back. |
| 4. ____ Violin    | D. A 6-string wooden instrument, with a V-shaped back and a deep bass sound.                        |
| 5. ____ Trumpet   | E. A 4-stringed instrument that has one end rested on the musicians shoulder as it is being played. |

## LESSON 5: Food

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

### OBJECTIVES

Students will learn how to make corn tortillas.

Students will learn about the process of making the tortillas, from planting to harvesting.

Students will learn about foods from other countries.

### SPECIFICS

As in many cultures, food is an important aspect in Mexican culture as well. Celebrations and food go hand in hand. For example, at Christmas time there are special cookies like biszcochitos, sopapillas, and tamales. By far one of the more popular Mexican foods is the tortilla. Tortillas are used to make burritos, sometimes tacos, and quesadillas.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Guided Reading

### PRELIMINARY LESSON PREPARATION

Gather all of the ingredients and measuring cups ahead of time and place them at two different workstations around the room.

### PRETEACHING

Introduce vocabulary terms.

### ACTIVITY

Read *The Tortilla Factory* to the students. Discuss the process of making tortillas, from planting to mixing. Ask if anyone has harvested corn or other foods from a farm. Ask if anyone has ever made tortillas. If so, who did they make them with and for what occasion?

Read *Too Many Tamales*. Discuss how holidays, such as Christmas, Easter, and Cinco de Mayo, are usually accompanied by special foods that are usually made only one or two times a year. Ask the students what special foods they have in their families and for what celebrations they are made. Write down their answers on the chalkboard.

If you can read in Spanish, read *Una Tortilla Para Emilia*. Discuss different foods from different countries. Ask the students what other kinds of foods they have eaten from other countries and make a list of their responses.

Demonstrate how to make tortillas. Mix the ingredients together and prepare the tortillas using the directions below. Have only two stations to make the tortillas, this way you can monitor for safety purposes. Help students make their own tortilla—emphasize safety and that the skillets are hot.

1. Mix 2 cups of Masa Harina and 1-1/4 cups of water; knead to form your masa (dough).
2. Pinch off a golf-ball sized piece of masa and roll it into a ball.
3. Set the masa on a piece of plastic in the tortilla press, and cover with another piece of plastic. Press the masa so that it is flattened and that it is about the same width throughout. If you do not have a tortilla press, cover a rolling pin with a light layer of flour and smooth out the golf-ball sized piece of masa so that the tortilla is thin and circular.
4. Transfer the tortilla to a hot, dry skillet.
5. Cook for about 30 seconds on one side and gently turn.
6. Cool for about 60 seconds (it should puff slightly); turn back to the first side.
7. Cook for another 30 seconds on the first side.
8. Remove and keep the tortilla warm.

This recipe should make 12-14 tortillas about 6 inches in diameter. They can be served plain, or with butter, salt or salsa.

### VOCABULARY

Harvest ..... when crops, such as corn, are done growing, and they are picked from the planting fields.

Skillet ..... a pan that is used for cooking tortillas and other foods, it is circular and had a wooden or metal handle.

RESOURCE/MATERIALS

*The Tortilla Factory* by Gary Paulsen

*Una Tortilla Para Emilia* by Maria Angeles

*Too Many Tamales* by Gary Soto

2 cups of Masa Harina

1-1/4 cups of water

Measuring cups

ASSESSMENT

Good listening and discussion, as well as participation in the making of tortillas, are essential. Award points for the students who have listened and interacted during the reading portions of the lesson, and who have help make the tortillas.

	Very good	good	satisfactory	poor
Participation in reading and discussion .....	5	4	3	0
Participation in making tortillas .....	5	4	3	0

## LESSON 6: Holiday Celebrations—Three Kings Day

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students will sing or play on instruments a varied repertoire of music, alone or with others. (MU1)

Students will listen to, analyze, evaluate, and describe music. (MU4)

Students will relate music to various historical and cultural traditions. (MU5)

### BENCHMARKS

Students will use comprehension strategies.

Students will use information from their reading to increase vocabulary and language usage.

Students will expand vocabulary development using a variety of methods.

Students will write and speak for a variety of purposes.

Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

### OBJECTIVES

Students will sing the song “El Coqui,” a song associated with the Three Kings Day.

Students will write a poem or chant using five examples about the holiday.

Students will learn how to make Rosca de Los Reyes (King’s Bread).

### SPECIFICS

In Mexico and Central America, the celebration of Christmas begins on December 16, but young children receive gifts on January 6, the Day of the Three Kings. Traditionally children write letters to the wise men (Magi) and put them in their shoes. The shoes are placed outside on the evening of January 5 along with a bundle of hay for the Kings’ camels. This tradition is much like the tradition of the United States and Santa Claus, where children place cookies and milk for Santa to eat and send a letter to the North Pole wishing for a toy for Santa to bring them. The Day of the Three Kings is as much a part of Central America as Christmas or Thanksgiving is a part of the United States.

### PRELIMINARY LESSON PREPARATION

Write down the recipe directions on butcher paper or the chalkboard and review math/measurement skills. Share the information with the students about the Day of the Three Kings celebration. “El Coqui” is sung with the family in the evening after a meal. Review how to write a poem before doing the activity.

Gather the ingredients to make King’s bread at the end of the lesson. Have one demonstration station at the front of the room and five other bread stations throughout the room for small groups.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Listening

Group Discussion

Shared Reading

Baking

Singing

Comparison/Contrast

### ACTIVITIES

Share with the students the background of Three Kings Day (from the “Specifics” section). Read *Hooray for Three Kings Day*, *The Song of El Coqui and Other Tales*, and *Fiesta U.S.A* and Chapter 2 from *Piñatas and Paper Flowers*. After reading, ask students questions about *Hooray for Three Kings Day*. Why were the children dressed that way? What were some things the children ate throughout the night? What is the difference between this holiday and Christmas? What is the shoebox of hay and water for? What are puppets used for in the parade? What is the name of the cookies that are being eaten?

Pass out the lyrics for “El Coqui” and practice saying the words at least five times. Play the “El Coqui” from the tape *Fiesta! Mexico and Central America* and have the students try to sing along. Try singing it five times.

Use the bread recipe on page 27, or make copies of the recipe for Rosca De Los Reyes on page 149 of *Fiesta! Mexico and Central America*. Demonstrate how to make the bread using the following instructions and then let the students try. Have four bread-making stations set up around the room.

### VOCABULARY

Bread ..... pan

King ..... Rey

Balthazar ..... One of the three kings

Kaspar ..... One of the three kings

Melchior ..... One of the three kings

Lyrics ..... words to a song

RESOURCES/MATERIALS

- CD Player
- Butcher paper
- Chalkboard
- Measuring cups
- Fiesta U.S.A.* by George Ancona
- Hooray for Three Kings Day!* by Lori Marie Carlson
- Piñatas and Paper Flowers: Holidays of the Americas in English and Spanish* by Lila Perl
- Fiesta: Mexico's Great Celebrations* by Elizabeth Silverthorne (audiotape)
- Frozen bread dough—2 packages
- Flour
- Granulated sugar
- Cinnamon
- Chopped pecans
- Powdered sugar
- Vanilla
- Milk
- Candied fruits
- Waxed paper
- Cookie sheets
- Scissors

ASSESSMENT

Students will use the comparison contrast worksheet to compare and contrast Three Kings Day and Christmas.

<u>Rubric Points</u>	<u>Description</u>
5 .....	Student has listed five things that are the same, or five things that are different about Christmas and Three Kings Day.
3 .....	Student has listed three things that are the same, or three things that are different about Christmas and Three Kings Day.
1 .....	Student has listed one thing that is the same, or one thing different about Christmas and Three Kings Day.

## King's Bread Recipe

1. Thaw the frozen bread dough according to the instructions on the package.
2. Divide the dough in half.
3. On a floured surface, roll the dough into a 9" x 15" rectangle.
4. In a small bowl, mix together 1/4 cup granulated sugar and 1/2 teaspoon of cinnamon.
5. Sprinkle the dough with the sugar mixture, 1/2 cup chopped pecans, and candied fruits (save some candied fruits to use as "jewels" to top the bread after it has been frosted).
6. Roll up the rectangle of dough, beginning on the long side. Pinch the rolled edge to seal well.
7. Place the dough, sealed edge down, on a cookie sheet. Shape the dough into a ring and pinch the ends together. Make cuts in the ring of the dough at even intervals with scissors.
8. Cover the dough with waxed paper and let rise for 30 minutes.
9. Bake for 30 minutes or until brown.
10. While bread is baking, mix 1/2 cup powdered sugar and 1/4 teaspoon vanilla. Add enough milk so the consistency of the frosting is easy to spread or dribble.
11. Carefully remove the bread from the oven and cook on a rack.
12. Dribble the frosting over the cooled loaf and add "jewels" (candied fruits) on the "crown."

This recipe could be prepared the night before. Have students eat the bread in the classroom while they share the chants they have written.

Name \_\_\_\_\_

## Three King's Day and Christmas: What is the same and what is different?

Directions: Write or draw five things that are the same or five things that are different between the two holidays?

Same:

Christmas

Three Kings Day

1.

2.

3.

4.

5.

Different:

Christmas

Three Kings Day

1.

2.

3.

4.

5.

## LESSON 7: Art of Mexico

What will students be learning?

### STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

### BENCHMARKS

Students will use comprehension strategies.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.

### OBJECTIVES

Students will learn that art plays a major role in Mexican celebrations.

Students will learn how to make god's eyes.

Students will learn how to make papel picado.

### SPECIFICS

Art is a strong tradition in Mexico. Whether it is the great murals of Diego Rivera or paintings of Frida Kahlo, art is important to the Mexican people. God's eyes and papel picado are types of art that students are able to make because they are fairly simple and require few supplies to get a finished product. Plus, students will have the satisfaction of seeing their finished product.

What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Listening

Following Directions

### PRELIMINARY LESSON PREPARATION

Set up several different workstations throughout the room so that the students can make god's eyes and papel picado. Gather the supplies needed for the activities and set them out at the workstations. Select one of the tapes or CDs to play during the activity time while the students are constructing their crafts.

### PRETEACHING

Explain to the students the importance of safety when using scissors.

ACTIVITY

Read pages 42-43 in *A Ticket to Mexico* to the class. Talk about different crafts and artwork the students have done in their other classes or at home. Ask if any of the students have ever made papel picado or god's eyes before.

Divide the students into groups to make papel picado or god's eyes. Eventually the students will change the workstations so that each student can make both crafts. Use the directions from *Fiesta: Mexico's Great Celebrations*.

RESOURCES/MATERIALS

*A Ticket to Mexico* by Tom Streissguth

*Fiesta: Mexico's Great Celebrations* by Elizabeth Silverthorne

*Making Magic Windows* by Carmen Lomas Garza

Craft sticks

Yarn in several different colors

Scissors

Tissue paper in several different colors

CD/tape player

ASSESSMENT

Students will be assessed on whether or not they participated in the crafts and came up with a final product.

<u>Rubric Points</u>	<u>Description</u>
4 .....	Student has participated and completed a god's eye and papel picado.
3 .....	Student has participated however not completed one of the two pieces of art.
2 .....	Student has participated however not completed either of the two pieces of art.
1 .....	Student has not participated in any of the art/craft activities.

## Unit Assessment: A Celebration of Their Own

Celebrations in Mexico and throughout the world are way to gather for important days, holidays or events. This unit assessment is a culmination of the celebration activities from the lessons. The performance aspect of this unit assessment is the making of a piñata. The teacher will need to read the following books with the students to provide background information on pinatas. When the students finish their piñatas, hold a celebration with music, dance, food and art learned about in previous lessons.

### **Books:**

*Hooray a Piñata* by Elisa Kleven

*The Piñata Maker* by George Ancona

*Piñatas and Paper Flowers* by Lila Purl

### **Materials:**

1/2-inch newspaper strips

wheat paste

tempera paint

large balloons

paintbrushes

crepe paper, tissue, feathers, beads, or any other decorative material

strong cord

scissors or a knife (for adults to use)

### **Directions:**

Inflate and tie a large balloon

Have students dip newspaper strips in the paste and apply all over the surface of the balloon. Apply each layer in a different direction to make it easier to tell if you have covered the balloon. Apply only three layers or the breaking of the piñata will be difficult.

Add features such as legs and a head, with wads of paper or paper cups covered with papier-mâché strips

Let the figure dry for several days

Cut an opening in the top or bottom of the piñata. Pop the balloon inside and remove it.

Fill the piñata with goodies (candy, toys, or other trinkets) and then close the opening with a bit of tissue.

Punch two small holes in the top of the piñata and insert a strong cord as a hanger for the piñata.

Paint and decorate the piñata.

## Annotated Bibliography

Ancona, George. *Fiesta U.S.A.*

The book describes four fiestas that are celebrated in the USA.

Ancona, George, *The Piñata Maker.*

Introduction to the Latin American art of piñata making and a glimpse of life in a Mexican village.

Angeles, Maria. *Una Tortilla Para Emilia.*

A Spanish picture book students will be introduce to foods from other countries.

Carlson, Lori Marie. *Hooray for Three Kings Day.* Morrow Junior Books 1999

A picture book which combines many observances of Three Kings Day.

Chavalier, Debbie. *Mexican Folk Dances.*

A book with step-by-step directions of the dances and a CD of the music.

Chavez, Becky Chaverria. *Magda's Tortillas.*

A tortilla-making adventure told through a young girl's eyes.

Garza, Carmen Lomas. *Family Pictures.*

Garza, Carmen Lomas. *Making Magic Windows.*

An introduction to traditional Mexican craft of papel picado, the folding and cutting of tissue paper.

Harpole, Patricia. *Los Mariachis: An Introduction to Mexican Mariachi Music.*

An introduction to understanding the Mariachi.

Heinrichs, Ann. *Mexico.*

An easy reader book about the geography of Mexico.

Hill, Sandi. *Celebrating Cinco de Mayo.*

An easy reader book about Cinco de Mayo.

Kleven, Elise. *Hooray, A Piñata.*

A young girl wants a piñata for her birthday, she gets one in the shape of a puppy.

Laufer, Peter. *Made in Mexico.*

A story about guitars made in Paracho and the community that sends them around the world.

Marx, David. *Mexico.*

A colorful easy reader book about the geography of Mexico.

Mohr, Nicolasa. *The Song El Coqui and Other Tales.*

Three Puerto Rican Folktales

Mora, Pat. *Pablo's Tree.*

A special bond between a grandparent and a grandchild

Orozco, Jose-Luis. *De Colores and Other Latin-American Folk Songs for Children.*

This book/CD features many Mexican folk songs written in music form with the lyrics.

Palacios, Argentina. *Viva! Mexico!*

A story about Benito Juarez and Cinco de Mayo.

Paulson, Gary. *The Tortilla Factory.*

A story from seed to plant and to tortilla.

Perl, Lila. *Piñatas and Paper Flowers/Piñatas y Flores de Papel.*

An introduction to eight of the liveliest, most popular holidays.

Riehecky, Janet. *Cinco de Mayo.*

A colorful book about Cinco de Mayo.

Silverthorne, Elizabeth. *Fiesta! Mexico's Great Celebrations.*

An introduction to fiestas and ways in which they are celebrated.

Soto, Gary. *Too Many Tamales.*

Maria was feeling grown-up as she helps her mother prepare the tamales for the Christmas dinner. Maria loses her mother's ring in one of the tamales.

Streissguth, Tom. *A Ticket to Mexico.*

A general overview of Mexico.

Urrutia, Maria Christina, and Orozco, Rebecca. *Cinco de Mayo: Yesterday and Today.*

A book which uses historical facts and real-life photos of a contemporary reenactment of what the holiday means today.

Vazquez, Sarah. *A World of Holidays: Cinco de Mayo.*

A book with real life photographs about Mexico.

### **Videos**

*Cinco de Mayo*, Schlessinger Video Productions

*Mexican-American Heritage*, Schlessinger Video Productions

## About the Authors

### Ron Ingle II

Ron Ingle II has lived in Denver all of his life. He is a product of the Denver Public School system. Ron is at Kaiser and University Park Elementary schools teaching music. Growing up, he went to the symphony, the theater, and several other arts related events. He was involved with those theater productions because his father taught drama in the Denver Public Schools. While in college he traveled around the country and has played with many famous people. Ron's love for Spanish music came while he was traveling in a salsa band, even though he does not speak Spanish the music moves him to do so.

### Dan Villescas

Dan Villescas was born in El Paso, Texas, and moved to Denver in the late 70s. He attended Metropolitan State College of Denver and graduated with a bachelors of arts degree in History. In May of 2001, Dan completed his Masters degree in Administration, Supervision and Curriculum Development, from the University of Colorado at Denver. In addition, Dan completed and received his principal license program and received his principal license for the state of Colorado.

Dan has taught in the Denver Public Schools for three years as a 6th grade bilingual Social Studies teacher. He also coached flag football and basketball at Lake Middle School. In 1999, Dan left the classroom to work as a Curriculum Development Specialist for the Alma Curriculum and Teacher Training Program. Before leaving the classroom, Dan received the Crystal Apple Teaching Award. This award is based on peer nomination for outstanding teachers in the classroom and the community.

Dan recently accepted the assistant principal position at Swanson Elementary in Jefferson County Public Schools, beginning July 2001.

Most importantly, Dan is a proud husband and father of two children and resides in southwest Denver.