



The Legacy of Hispanic Cultures

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This curriculum unit is recommended for: Kindergarten Social Studies

Keywords: (Maya, Aztec, Mexico, Hispanic, Latino/a, Hispanic Contributions)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Throughout this unit Kindergarten students will learn about ancient cultures such as Maya, Aztec, as well as modern Mexican culture. Students will learn about the rich histories and contributions of said cultures to our society including communication methods, clothes, games, and food. As we explore individual cultures students will have opportunities to create traditional crafts, and express themselves through writing and dramatic art forms. Students will compare and contrast their culture to the new culture, to identify similarities and differences. The differences will allow students to understand each culture's uniqueness, and the similarities will enable students to develop connections between their culture and the newly learned culture. Students will assist the teacher in cooking a typical dish for each culture. Then, students will eat and share their favorite part of learning each individual culture. The last lesson in the unit will focus on local Hispanic heroes their respective contributions to our communities and world. The cultural unit will culminate in a Culture Night, where students and their families prepare traditional dishes from their culture to share with the community.

*I plan to teach this unit during the coming year to **18** students in **Kindergarten**.*

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Hispanic Cultures and Their Contributions

Lisa Cook

Introduction

Rationale

Have you ever felt like you just didn't fit in anywhere? I remember feeling this way growing up as a Hispanic youth. I didn't fit in with my American peers, whose immediate ancestors were born here, because they didn't speak Spanish or eat Latin foods like I did. I didn't fit in with students who were born in Spanish-Speaking countries because I was born here in the United States. I was this new hybrid of sorts, a Dominican-American. This feeling of not fitting in led me to feel shameful of my Hispanic language, roots, and culture. I began to perceive the English language and American culture to be more socially and linguistically prestigious than my own. Through teaching this unit, I genuinely hope my students will embrace their heritages and understand that difference is not an obstacle, it is a strength. I hope my students understand that their cultures are relevant and that many diverse Hispanic cultures have shaped the American culture and landscape. I hope to inspire my students to devote their lives to public service through teaching them about local Hispanic heroes and how they are making a difference in our local schools and communities.

I aim to nurture my students' love of learning through teaching them about indigenous and modern Hispanic cultures. Students will learn how culture is connected to everything we do and don't do, say or don't say, and think or don't think. With each culture, students will learn about their communication methods, clothing/local fashion, recreational games, and cuisine. They will be able to explain how the human race is connected, sharing similar needs and wants.

This unit will empower educators to be the best they can be, by demonstrating a passion for teaching and learning. The unit's vast educational resources will surely enable educators to lead by example, demonstrating to their students how they are continuous learners, seeking to be experts in the subjects they teach.

Lastly, this unit will prepare students for the jobs of tomorrow. The unit's activities and strategies will help students develop priceless 21st century skills, such as cultural competence, speaking and listening skills, and working with diverse people. This unit will ultimately prepare students to work in a global economy with lessons geared towards appreciating diversity in the classroom and the world around us.

School/Student Demographics

My school is a Pre-kindergarten-8th grade school, which follows the traditional school calendar. According to the 2014-2015 North Carolina School Report Card, we have approximately 675 students enrolled.¹ School Diversity is represented as follows: 52% Hispanic, 22% White, 16% Black, 6% Asian, 3% two or more races, and 1% American Indian.² I teach 18 kindergarteners, which includes 8 girls and 10 boys. The demographics of my classroom are as follows: 7 Black, 7 Hispanic, and 4 White.

My school is a Title I school, located in a large, urban school district. Under Title 1 Part A, of the Elementary and Secondary Education Act, schools like mine receive federal educational grants due to the high percentage of students enrolled, from low-income families.³ The purpose of these funds is to ensure that all students, regardless of income, meet rigorous state standards.⁴ As a result, breakfast and lunch are provided free of charge to all students.

Unit Goals

Refer to [Appendix 1: Teaching Standards for Details](#)

This curriculum unit entails several thoughtful and purposeful goals for my students: instill pride in their Hispanic heritage, learn the origin and contributions of Hispanic culture, facilitate in the development of twenty-first century skills such as cultural competence and social skills, and nurture an appreciation for cultural diversity. Understanding local and worldwide Hispanic contributions will instill a sense of pride in students and ensure they carry on their precious cultural traditions. The unit's activities will enable students to develop twenty-first century skills necessary to compete in a global economy.

The social studies and English Language Arts teaching standards perfectly align with my personal goals and the unit goals. By learning elements of Hispanic culture, students will: gain the content knowledge necessary to make connections, instill pride in their own heritage, and embrace similarities of all cultures. The speaking and listening and role playing activities will foster mutual respect, empathy, culture competence, diversity appreciation, and an appreciation for diverse opinions and perspectives. Students will understand that we are all different, yet we all have value. We are more alike than different, with similar needs and wants. We belong to one race, the human race. This unit's goals support, enhance, and maximize the North Carolina teaching standards and ensure students receive the best educational experience possible.

Activities are specifically chosen based on what is developmentally appropriate for kindergarteners. According to the Developmental Study of Kindergarten, most kindergartners are visual, kinesthetic, and interpersonal learners.⁵ Five-six year olds are becoming social beings, who enjoy playing games and interacting with others.⁶ They

understand a story has a beginning, middle, and end.⁷ They enjoy participating in pretend play where they are creating and telling their own stories, and able to remember and repeat stories read to them.⁸ Visual aids are necessary to allow all visual learners to access the content.⁹

According to page 105 of Eric Jensen's, Engaging Students with Poverty in Mind, role playing strengthens student learning by allowing them to experience content through diverse perspectives, which facilitates deeper levels of understanding.¹⁰ Jensen states that teamwork opportunities nurtures student confidence and promotes student responsibility, which leads to active engagement.¹¹ Jensen enlightens about the use of visuals, stating visuals facilitate meaning and allows students to develop deeper content knowledge.¹² Finally, Eric Jensen declares that game-based teaching supports learning, engagement, and long-term content retention.¹³

As a result of student needs, my unit will provide a myriad of opportunities for interpersonal learners to interact with peers. Students will connect with their peers through activities such as turn and talk, think-pair-share, and think-draw-pair-share. The lessons on folklore address the needs of kinesthetic learners through dramatic art forms such as tableaux, pantomimes, and re-enactments of their favorite scenes. In addition, visual support will be provided through the use of Google images, storybooks, and videos. All activities incorporated will address the needs of diverse learners.

Content Research

The Definition of Hispanic and Latino

If you were to ask several different people the definition of the term Hispanic, perhaps you might receive several diverse responses and perspectives. For example the U.S. 2010 Census, defines the term Hispanic interchangeably with Latino, referencing "Hispanic or Latino refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."¹⁴ However, the Oxford English Dictionary defines Hispanic as "A Spanish-speaking person, esp. one of Latin-American descent, living in the U.S."¹⁵ and Latino is defined as, "A Latin American inhabitant of the United States".¹⁶ The definitions for both terms are quite similar in the Oxford English Dictionary.

For the purposes of this curriculum unit, I am defining the term Hispanic as individuals who originated, or whose families' originated from a Spanish-speaking country and speak Spanish as their common language. My definition of the term Latino (a) depicts a Spanish-speaking individual, or individuals whose families originated from Latin America. It seems that I too define both terms almost interchangeably.

The consensus is that the term Hispanic depicts individuals that have a Latin American or Spanish origin, and the term Latino is someone who was born in Latin America. Ultimately, the terms utilized are largely determined by the speaker, their native country, and their global location. In the United States, the term Hispanic is more widely used, while the term Latino is more commonly utilized elsewhere.

The Influence of the Mayan Civilization on Hispanic Cultures

Perhaps Hispanic culture began with the Mayan civilization. The Maya culture dates back to 1200 BCE.¹⁷ They established an organized class system which determined individual occupations, residences, and mates.¹⁸ They lived in Mexico and Central America, an area also known as Mesoamerica.¹⁹ They also lived in portions of the Yucatán Peninsula, Guatemala, Belize, Honduras, and El Salvador.²⁰ Archeologists have divided the Maya region into three geographic and cultural zones: southern lowlands, northern lowland, and highlands and Pacific Piedmont.²¹ We will explore Maya communication methods, clothing, games, and food.

Communication

The Mayans communicated in a myriad of ways. Evidence suggests that southern Mayans spoke early forms of Mayan language such as Pocomam, Chol, and Mam; while other Mayans spoke Mixe-Zoquean.²² However, the Oxford Encyclopedia of Mesoamerican Cultures reveals that each Mayan region/zone spoke a different language: southern lowlands spoke Cholean, northern lowland residents spoke Yucatec, and highlands and Pacific Piedmont spoke Southern Mayan.²³

They were storytellers who passed down traditions to future generations.²⁴ Sometimes, drama was incorporated to act out their stories.²⁵ They developed a sophisticated written language that contains about 700 symbols or pictographs, where symbols represent sounds, terms, or a portion of a word.²⁶ Books, called codices, chronicled stories of their gods and important Mayan people.²⁷ The Mayans were exceptional historians, documenting the following facts about their rulers' origins, death, sacrifices, accession to the throne, and military victories.²⁸

The Maya people developed the Mayan Calendar System to help them keep track of time and predict the path of heavenly bodies. They calculated Venus' revolution around the sun with an error rate of fourteen seconds.²⁹ The Haab, Tzolk'in, Calendar Round, and Long Count are some of the most well known calendars within the Mayan Calendar System.³⁰ Mayan kings used the Long Count to document their lives and reign.³¹ Maya calendar terms include: a kin represents one day, an uinal represents a month, a tun represents 360 days, a haab represents 365 days, and a katun represents twenty tuns or twenty years.³² The Mayans were precise time keepers calculating the length of a year as 365.2420, with an error of .0002 of a day or seventeen seconds.³³

Apparently their numeration system, based on the number twenty, is recognized as the first to understand the concept of zero.³⁴ This simple system uses a bar-and-dot notation represented by three symbols: shells, bars and dots.³⁵ One dot represents the numerical value of one, a bar represents the numerical value of five, and a seashell represents the numerical value of the number zero.³⁶

Clothing

Mayan women were responsible for making the clothes for their households.³⁷ The clothing they wore reflected their gender and status within the hierarchy. Lower status Mayans wore simple clothes. Mayan women mainly wore a manta, or cotton skirt, under their armpits to cover their breasts.³⁸ They also wore a Booch, or cotton shawl, to cover their shoulders and heads, as well as sandals for their feet.³⁹ Mayan men wore cotton loincloths around their waists, called an Ex, and cotton cloths around their shoulders, called a Pati.⁴⁰ Pati feather work, patterns, and colors were status specific.⁴¹ Men also wore untanned deer hide sandals.⁴² Higher status Mayan men wore bold, feathered headdresses along with ornate clothing.⁴³ Lower status Mayans wore nose plugs, lip plugs, and earrings made of stone, bone, shell, or wood.⁴⁴ Higher status Mayans wore elaborate accessories made from obsidian, jade, coral, stone, or shell.⁴⁵ Elite accessories include jaguar teeth and claws, collars, crocodile teeth, necklaces, shells, wristlets, jade beads, anklets, and feather-made knee bands.⁴⁶ For more information about Mayan textiles, please visit the Charlotte Mint Museum Randolph.

Games

For entertainment, some Mayans played a ball game called Pok-A-Tok.⁴⁷ Players hit a ball back and forth (volleyball size) with their hips, elbows, or other body parts to keep it from touching the ground.⁴⁸ Players are not allowed to use their hands or feet.⁴⁹ Another version of Pok-a-Tok involves placing stone rings in the middle of two flat walls.⁵⁰ Using the elbow, wrist, or hip, players must launch the ball through the center of the stone rings.⁵¹ The winner receives the audience's clothing and jewelry.⁵² Other versions of the game dictate that game results were predetermined, and the losers were sacrificed or decapitated.⁵³

Bul, similar to checkers, was played by the Mayans.⁵⁴ Bul game boards were carved onto the stone flooring of Mayan houses.⁵⁵ To create the game board, place 15 buttons in a row, spaced two inches apart, on a flat surface.⁵⁶ Each player needs a die, five game pieces (seeds), and one side of the game board.⁵⁷ Players take turns rolling their die and moving their game pieces the number of times dictated by the die.⁵⁸ If a player lands on the opposing player's spot, that player may capture his/her game piece.⁵⁹ The captured piece is considered dead and out of the game.⁶⁰ The object of the game is to capture all of

the opponent's game pieces.⁶¹ Pok-a-Tok and Bul were games played during times of recreation and relaxation.

Food

Mayans were hunter-gatherers who transitioned to agriculture based on maize, squash, beans, and other plants.⁶² Their diet varied according to the crops they harvested, animals they hunted, and perhaps the region in which they lived. Maize (corn) was a fundamental food because it was the most productive crop.⁶³ Chili peppers⁶⁴ and manioc, or cassava⁶⁵ were grown by the Mayans. The Yucatan Maya kept beehives and used honey as a sweetening agent.⁶⁶ Other common Mayan foods include green leafy plants, sweet potatoes, papayas, and pineapples.⁶⁷ Archeologists have learned that maize, tortillas, and tamales were a central part of the Mayan diet.⁶⁸

Mayan men hunted a wide variety of animals including deer, turkey, rabbits,⁶⁹ fox, peccary, monkey, iguana, raccoon, armadillo, paca, tapir, opossum, jaguar, porcupine, coatimundi/coon, and squirrel.⁷⁰ The Mayans were also skilled fisherman who ate lots of fish.⁷¹

The Mayans traded salt, Cacao beans, and textiles.⁷² Salt, invaluable for food preservation, involved boiling the seawater and collecting the leftover deposits.⁷³ Cacao beans could be processed into chocolate and utilized for making drinks and sauces.⁷⁴ Cotton was harvested and spun into threads for textile production.⁷⁵ Cotton had a longer shelf life since it was less perishable than food and easily transportable.⁷⁶ The Maya people were resourceful people who eventually became skilled in plant and animal domestication.⁷⁷

Conclusion

The Mayans were highly intelligent people and created a highly sophisticated culture. They were some of the most accomplished people on the planet, at that time. They were highly skilled in so many different vocations from farming to astronomy. What happened to them? Theories about their collapse have circulated for centuries. One expert believes that their collapse began around 900 and culminated with the Spanish conquest in 1517.⁷⁸ Archeologists believe that there was a cessation of cultural and political rituals in the central city-states.⁷⁹ Some hypothesize that conflicts arose within city-states due to famine, stemming from food shortages and ecological imbalances.⁸⁰ What we know for sure is that Mayan central cities were abandoned and ultimately consumed by the surrounding jungle.⁸¹

Was the Mayan culture lost forever? "No, civilizations never die", states Arthur Demarest author of a book titled Ancient Maya.⁸² During the eighth-century, it is believed Mayan kingdoms began to either break off into smaller groups, or perhaps they attempted

to reinvent themselves.⁸³ Evidence suggests that cultural changes in the northern Yucatan, Guatemala, and Chipas highlands were due to an influx of other Mesoamericans.⁸⁴ I believe the Maya people exhausted all of the natural resources in their native land, and were forced to relocate in order to survive. The Maya people experienced a cultural metamorphosis and emerged a new civilization with similar belief systems. Luckily for us, they left behind cultural treasures to teach us who they were and what they valued.

Aztecs

The Aztecs were indigenous people with humble beginnings. In 1325, the Aztecs established their empire on an island in Lake Texcoco, Mexico.⁸⁵ The Lord of Azcapotzalco, Tezozomoc, controlled the region but allowed the Aztecs to stay on the island as long as they agreed to “tribute” and participate as wartime soldiers.⁸⁶ By 1428, the Aztecs freed themselves from the Tepanecs and formed an alliance with the Tetzucoco and Tacuba societies.⁸⁷ Together they expanded over Mesoamerica and conquered over three hundred communities, and they paid their tribute in the form of goods.⁸⁸ The Aztecs referred to themselves as Mexica and they referred to their world as Cemanahuac, or “the Land Surrounded by Water”.⁸⁹

The Aztecs were organized by social class: commoners or Macehualtin, the nobles or Pipultin, and slaves or Tlatlacotin.⁹⁰ The Macehualtin were obligated to pay taxes in the form of goods, labor, and assisting with the maintenance of the city.⁹¹ The Pipultin ran the government, so they were exempt from taxes.⁹² The Tlatlacotin were required to perform manual labor as a result of either a legal verdict, debt, or other agreement.⁹³ My research will uncover cultural aspects of the Aztec Empire including their communication methods, clothes, games, and food.

Communication

The Aztecs communicated using a myriad of methods. The Mexica people had a spoken language, the Nahuatl language.⁹⁴ Communication was facilitated through the use of canoes that traveled through the canals transporting people, goods, and ideas within the city and the surrounding cities.⁹⁵

The Aztecs created their own picture-writing system which utilized drawings to recount historic and spiritual events.⁹⁶ They made codices, or books, from bark paper or deer skin.⁹⁷ Bark paper was made by peeling bark from either Fig or Mulberry trees.⁹⁸ Afterwards, the bark was washed, boiled, and combined together by hammering it with a stone.⁹⁹ Skilled scribes were in charge of making Aztec codices.¹⁰⁰ One example is Plate 1 of the Codex Mendoza, which depicts the legendary founding of the Aztec Empire, created after the Spanish conquest.¹⁰¹

Clothes

Author Bobbie Kalman depicts the Aztecs as a strict society which created clothing laws: plain clothes for most; vibrant clothes, jewelry, and shoes were reserved for nobility; and feathered attire was reserved for important individuals.¹⁰²

Using homegrown cotton, Aztec women weaved cotton fibers into cotton cloth.¹⁰³ Then they made homemade dyes from insects, flowers, shellfish, and vegetables.¹⁰⁴ The brightly colored cloaks and sandals were reserved for nobility,¹⁰⁵ and commoners fashioned coarse cloth.¹⁰⁶ The Aztecs highly valued cloaks, and the embroidery depicted the occupation of the individual wearing it.¹⁰⁷ Nobles were also allowed to wear clothing below the knee.¹⁰⁸ Generally Aztec clothing consisted of cloth-made skirts, cloaks, and loin cloths.¹⁰⁹ Both men and women decorated their clothes with gold jewelry, and both wore gold earrings.¹¹⁰ Aztecs dressed according to their place in society.¹¹¹

Games

During religious ceremonies, Aztec royalty played Tiachtli.¹¹² Tiachtli is a ball game played on a stone court with stone walls framing the court.¹¹³ Player's elbows, knees, and hips are the only body parts that may make contact with rubber ball.¹¹⁴ The object of the game is to shoot the rubber ball through the stone opening in the wall.¹¹⁵ Experts believe that the Aztecs, Mayans, and Toltecs played Tiachtli, with rubber tree sap balls.¹¹⁶

Patolli is another common Aztec game involving a game mat, number cube, and beans.¹¹⁷ Players rolled the cube and moved their beans accordingly.¹¹⁸ The object of the game is to get three beans in a row.¹¹⁹

On page 180 of the book titled, The Daily Life of the Aztecs, the first player to complete the course with six beans is the winner.¹²⁰ Authors Carrasco and Sessions compare Patolli to Parcheesi or Backgammon.¹²¹ They state the game mat contains a large X, which is used to create squares.¹²² Twelve red and blue rocks are placed in the squares.¹²³ Dice consist of five or six black beans with numbers painted on them, and bets are placed to determine who will be the dice handler.¹²⁴ Experts believe indigenous people played Patolli in order to win jewelry or other valuable trinkets.¹²⁵ Every aspect of Aztec life centered on religion, so it is quite possible that their recreation activities also followed suit.

Food

Mesoamerica's main crop prior to and after the emergence of the Aztecs was maize-black, red, white and yellow.¹²⁶ Maize was ground into corn flour and used to make tortillas and Atolli (corn drink), or porridge.¹²⁷ Honey or chilies were used to add flavor to the Atolli.¹²⁸ Their complete protein-rich diet consisted of three main crops, squash, beans, and corn.¹²⁹ Beans were boiled and flavored with chilies and tomatoes.¹³⁰ Due to

sophisticated irrigation methods in Motecuhzoma's garden (in Huaxtepec), natives harvested a variety of tropical plants such as cocoa and vanilla.¹³¹ They gathered wild fruit, vegetables, and nuts to round out their diet.¹³² Aztecs ate a variety of animals such as turkeys, dogs, rabbits, deer, and ducks.¹³³ They fished for shellfish, newts, tadpoles, salamanders, turtles, and frogs.¹³⁴

During special occasions, nobility indulged in a drink made from cocoa beans, called Chocolatl, while commoners drank Pulque.¹³⁵ Pulque is a beverage made from the Maguey cactus plants.¹³⁶ Cocoa beans were ground and blended with vanilla and other spices to make Chocolatl.¹³⁷ During special occasions, Aztec nobility ate cranes, quail, pelicans, pigeons, and geese.¹³⁸ The class system determined all aspects of their way of life, from clothing to basic diets.

Conclusion

The demise of the Aztecs is accredited to Spanish exploration. In 1518, Spanish Captain Juan de Grijalva met a tax collector while on an expedition in Mexico.¹³⁹ The tax collector told Grijalva about the indigenous Aztecs and their gold.¹⁴⁰ Upon Grijalva's return to Spain, he shared this information with the Spanish crown.¹⁴¹ A year later in 1519, Hernan Cortés was dispatched to explore the Aztec region.¹⁴² Aztec warriors and priests welcomed Cortés with gifts.¹⁴³ Frightened by Cortés' attempt to engage in war, the Aztecs fled to Tenochtitlan.¹⁴⁴ Cortés and his army marched towards Tenochtitlan and by the time they reached Tlaxcala, they were surrounded by thousands of soldiers.¹⁴⁵ Scared by Spanish horses and guns (they had never seen before), the Tlaxcala people joined the Spanish to defeat the Aztecs.¹⁴⁶ Motecuhzoma welcomed them and treated them as if they were gods, but the Spanish were only interested in claiming the Aztec gold for themselves.¹⁴⁷ The Spanish imprisoned and eventually executed Motecuhzoma, but they would not conquer the Aztec kingdom until April of 1521.¹⁴⁸ The Aztecs will be remembered as people who adapted and shared the cultural traditions of others as well as their own.

Modern-day Mexican Culture

Mexico, the name, originated from the Aztecs, also known as the Mexica people.¹⁴⁹ Mexican culture is a rich mixture of many other ancient civilizations and cultures including: Olmec, Zapotec, Maya, Toltec, Aztecs, and the Spanish.¹⁵⁰ The Spanish ruled Mexico from 1519 to 1821, which shaped the beliefs and customs of modern Mexico.¹⁵¹ A large majority (about 80 percent) of Mexicans belong to the Catholic faith, but many still observe indigenous traditions.¹⁵² According to author Lori McManus of Global Cultures Mexican Culture, "Spanish is the official language of Mexico...yet almost 100 native languages are spoken around the country."¹⁵³ Also, modern Mexico adopted the use of the Gregorian calendar in 1752, to keep track of time.¹⁵⁴ My research will examine

many aspects of Mexican culture including its rich: communication methods, clothes, games, and food.

Clothing

Many Mexicans, especially city dwellers, dress like Americans do wearing t-shirts, jeans, blouses and skirts.¹⁵⁵ However, traditional Mexican attire is commonly worn for special festivals or in rural areas, and this vibrant attire is representative of their heritage.¹⁵⁶ Women manufacture the families' clothing by hand, utilizing traditional methods passed down from previous generations.¹⁵⁷ For example, Backstrap Loom is a traditional weaving technique which has been practiced in Mexico for more than 4,000 years.¹⁵⁸ Flowers, wood, leaves, bark, fruit, and beetles are utilized by weavers to create colorful synthetic dyes.¹⁵⁹

Some Mexicans wear traditional clothing. Huipis, and Quechquemits are typically worn by women, and Serapes, or blankets, are typically worn by men.¹⁶⁰ A Huipi is a sleeveless tunic with complex floral embroidery around the neckline, usually worn with a wraparound skirt.¹⁶¹ A Quechquemitl is a cape in the shape of a triangle, worn on the shoulders.¹⁶² In addition to a shirt, men might wear calzones, or loose pants, and Serapes with a head opening.¹⁶³ Native men also wear Guayaberas, or cotton shirts, and Huaraches, or thick sandals, along with their pants.¹⁶⁴

Similar to Serapes, Ponchos are native clothing that have an opening for the head and are worn by men, women, and children.¹⁶⁵ Many farmers wear Sombreros, or palm hats, to protect themselves from the damaging effects of the sun.¹⁶⁶ Rebozos, or lengthy shawls, are used to carry babies or packages.¹⁶⁷

Men and women alike wear special rodeo costumes of a Charro, or Mexican cowboys, on special holidays.¹⁶⁸ The Charro's costume consists of a Sombrero and black pants and blazer, decorated with silver and gold.¹⁶⁹ For patriotic holidays, women wear the China Poblana, a national costume which symbolizes a generous princess famous for her kind deeds.¹⁷⁰ The China Poblana costume consists of a shawl, white blouse embroidered with red and green accents, and a red and green skirt decorated with beads and sequins.¹⁷¹ Mexican fashion reflects both ancient and modern belief systems.

Games

Some of the most popular games in Mexico are Fútbol, Béisbol, and Balonmano.¹⁷² Fútbol, or soccer, is considered the most popular sport in Mexico where they manage their own professional Fútbol league.¹⁷³ Important Fútbol games are played in Mexico City's Azteca Stadium, which has a capacity for up to 100,000 spectators.¹⁷⁴ Béisbol, or baseball, is the second most popular pastime in Mexico.¹⁷⁵ Balonmano, or handball, is a game that can be traced back to the ancient Mayas.¹⁷⁶ Mexicans play handball for fun,

whereas the Mayans believed the ball represented the sun and if someone dropped the ball, that person was condemned to death.¹⁷⁷ Mexico has evolved to incorporate indigenous and modern methods of recreation.

Food

Mexican food differs by region; however Mexican cuisine is a savory blend of indigenous and Spanish flavors. Indigenous foods include corn, tomatoes, beans, avocados, and squash.¹⁷⁸ Later on, Spanish exploration introduced foods such as pigs, cows, chickens, cheese, and rice.¹⁷⁹

There are many staples in Mexican cuisine including corn, tortillas, and chili peppers.¹⁸⁰ The use of corn dates back thousands of years.¹⁸¹ Corn is utilized to make many dishes including tortillas, enchiladas, and tamales.¹⁸² Tortillas are used as utensils in rural regions and chili peppers are common ingredients in Mexican meals.¹⁸³

Tacos, guacamole, Chocolatl, and Polvorones are among the countries most popular dishes.¹⁸⁴ Tacos are tortillas filled with your choice of meat, vegetables, or beans and topped with tomatoes, lettuce, and guacamole.¹⁸⁵ Guacamole is a popular dip, which can be made with eight ingredients including: avocados, onions, tomatoes, lemon juice, salt, pepper, jalapeño pepper, and fresh cilantro.¹⁸⁶ Chocolatl is an Aztec chocolate drink with a Spanish twist, and it includes five ingredients: unsweetened cocoa, milk, heavy cream, sugar, and cinnamon.¹⁸⁷ Polvorones are Mexican style sugar cookies which contain four basic ingredients flour, sugar, cinnamon, and butter.¹⁸⁸

Chiles En Nogada and Mole Poblano are two of the most famous dishes created in Puebla, Mexico.¹⁸⁹ Chiles En Nogada was first created in 1821 to celebrate Mexican Independence Day,¹⁹⁰ and is basically a Poblano chili stuffed with vegetables, seasonings, fruit, and shredded pork.¹⁹¹ The colors of the toppings reflect the colors of the Mexican flag: pomegranate seeds represent the red, sauce made from walnuts and cream represent the white, and parsley represents the green.¹⁹² Mole Poblano was created by Puebla City nuns in the sixteenth century.¹⁹³ A heavenly angel provided the nuns with the recipe to delight their archbishop.¹⁹⁴ Mole Poblano is a thick savory sauce which may include up to 100 ingredients, including bittersweet chocolate, sugar, peanuts, cinnamon, almonds, cloves, and a variety of chili peppers.¹⁹⁵

Synthesis of Maya and Mexican Cultures

There are many obvious connections between the Mayan and Mexican cultures. Both civilizations lived in Mexico and are deeply religious people, who worshipped diverse gods in significantly similar and different ways. The Mayas believed gods represented many living and non-living things, and most Mexicans are Roman Catholic, and some perhaps idolize saints. Modern Mexicans have combined aspects of both the Catholic and

indigenous faiths. Both cultures communicated verbally, the Mayas through Pocomam, Chol, and Mam languages and Mexicans through Spanish, as well as other indigenous languages.

Both cultures utilized a written system, Mayas utilized glyphs and modern Mexicans use the Spanish alphabet and perhaps, some native written languages as well. Both civilizations utilized a calendar and numerical system. The Mayans developed the Mayan calendar and utilized a simple numeration system, where symbols represented quantities. Mexicans utilize the Gregorian calendar and Spanish numeration system, where numbers represent quantities too. They both wear similar clothing such as the: Poncho, Huipil, Serape, Quechquemtl, and Rebozo. Both cultures play ball games, the Maya played Pok-a-Tok and Bul and modern Mexicans play Fútbol, Béisbol, and Balonmano.

Both cultures domesticated both plants and animals. The Mayan and Mexican diet consists of the following foods: corn, tortillas, chili peppers, and beans. Both are rich and distinct cultures, yet it is clear that modern Mexican culture is heavily influenced by the Mayan, as well as, other indigenous cultures.

The Most Prominent Hispanic Culture in the United States

Regardless of where we go or what we do, Hispanic culture is all around us. American culture is highly influenced by Hispanic culture, perhaps because of the strong presence of Hispanics in the United States (U.S). By 2014, the U.S. Census estimated the population to have reached 318.9 million people.¹⁹⁶ Of the 318.9 million, 55.4 million are Hispanic.¹⁹⁷ Of the 55.4 million Hispanics, 63.9% are of Mexican descent, which makes Mexican culture the most prominent Hispanic culture in the U.S. today.¹⁹⁸

Mexican culture has a strong presence in U.S. society for many reasons. First, parts of the United States were at one time Mexican territories. The United States defeated Mexico in the Mexican-American War, 1846-1848.¹⁹⁹ Under the Treaty of Guadalupe Hidalgo, Mexico had to relinquish the following states to the U.S. in exchange for \$15 million: California, New Mexico, Arizona, Utah, Nevada, Colorado, and Texas.²⁰⁰ Overnight, Mexicans became outsiders in a land that was once their own. Many Mexicans were relegated to working in the United States and residing in Mexico.²⁰¹

In addition, Mexicans have been recruited to fill labor demands for the past two hundred years. After 1848, labor demands increased due to the expansion of the U.S. and rail road construction. Companies recruited Mexican workers throughout the nineteenth and twentieth century for: railroad construction, harvesting agriculture, and future land development.²⁰² For example, in 1917, during World War I, the U.S. and Mexico created a program which allowed Mexicans to work in U.S. farms.²⁰³ Then, in 1942, during World War II, the U.S. and Mexico collaborated once more to create the Bracero Program.²⁰⁴ Under the program, American companies once again recruited Mexican labor

to work in agriculture, and assist with railroad expansion.²⁰⁵ The Bracero Program was accredited with the settlement of half a million Mexicans (and their families) to California, as well as the southern United States.²⁰⁶

In 1965, the U.S. enacted the Immigration and Nationality Act which granted U.S. citizens' unlimited visas to sponsor family members, with the objective of reuniting families.²⁰⁷ Under the Immigration Reform and Control Act of 1986, amnesty was granted to about 3 million undocumented immigrants who provided evidence of their extended stays in the US, due to permanent residence or employment.²⁰⁸ Mexicans, along with other minority groups, took advantage of this legislation.²⁰⁹ US legislation has enabled Mexicans to establish a strong presence in the United States.

Local Latinos and Their Contributions to America

Hispanics, America's largest growing minority group²¹⁰ continue to shape all aspects of the American way of life: the language we speak, food we eat, celebrations we observe, local heroes, and much more. Locally, there are many Latinos making a difference right here in our own backyard, in Charlotte, North Carolina.

Worldwide, Hispanic Americans have made significant contributions to the American way of life, from media to non-profit organizations geared towards helping Hispanics reach their true potential. Author Rosie Molinary is a local Hispanic hero, who has redefined the image of a true American hero. In 2006, while researching for her book, Hijas Americanas: Beauty, Body Image, and Growing Up Latina, Molinary discovered the reality confronted by many Latinas: 41% drop out of high school to earn \$22,000 a year, and 33% of Latina girls who drop out experience depression, poverty, public assistance dependence, and job instability.²¹¹ One third of the 41% who drop out of school indicate pregnancy or marriage as possible reasons for leaving school.²¹² By the age of 20, 53% of Latinas will become pregnant.²¹³ Twelve to seventeen year old Latinas have a high rate of suicide: 25% of those surveyed have contemplated it and 15% of those surveyed, had previously attempted suicide.²¹⁴ This data led Molinary and her friends to create Circle de Luz in 2008.²¹⁵

Circle de Luz is a mentoring program geared towards providing young Latinas with the support, education, and resources necessary to go college.²¹⁶ Circle de Luz is a partnership with Charlotte-Mecklenburg Schools (CMS) and Communities in Schools, where hijas, or daughters, are selected with the assistance of CMS staff.²¹⁷ The hijas are mentored 3-4 times a month, for six years, from seventh grade until the completion of high school.²¹⁸ Upon enrolling in the college of their choice, Circle de Luz provides each Latina with a \$5,000 scholarship.²¹⁹ Circle de Luz is a volunteer-driven non-profit program, where women around the world regularly donate money for the scholarships.²²⁰

Molinary published Hijas Americas in 2007, and her second book in 2010 titled, Beautiful You: A Guide to Radical Self-Acceptance.²²¹ She is a professor at the University of North Carolina, Charlotte, where she teaches body image,²²² and her lectures focus on media literacy, self-acceptance, and body image.²²³ Her workshops and retreats are geared towards women; however, she's committed to fighting social injustices in her community.²²⁴ Molinary also helped to create HAMMERS, a local non-profit that provides emergency repair services for low-income community members in Charlotte, NC.²²⁵ The work of this activist reflects her commitment to her Charlotte community and is an inspiration to all women and Latinos. Molinary is but one of many Hispanic American heroes who have made significant contributions and continue to campaign for Hispanics and Hispanic issues in Charlotte.

Another local Latino hero is Ron Rivera, National Football League (NFL) coach of the Carolina Panthers. Rivera was born in Fort Ord, CA to a military family.²²⁶ In high school, Rivera excelled in baseball, football, and basketball.²²⁷ As a University of California senior, Rivera set the record for sacks and tackles, with 13 sacks and 26.5 tackles.²²⁸ In 1984, Rivera became the first player of Mexican and Puerto Rican descent to play in the NFL, when he was drafted to play football with the Chicago Bears.²²⁹ By 1985, Rivera was not only a member of six NFC Central Title teams; he was also a member of the Super Bowl XX championship team.²³⁰ In 1988, Rivera received the Bears Man of the Year for his football skills, and the Ed Block Courage Award in 1989 for his dedication to the local community.

In 2011, Rivera became the third Latino head coach in the NFL.²³¹ In 2013, Ron Rivera received the AP Coach of the Year award. While he was playing with the Chicago Bears, Rivera worked with the National Hispanic Scholarship Fund.²³² Rivera sponsors bowling tournaments for the Humane Society, Ronald McDonald House, and USO.²³³ Since 2011, Rivera has raised over \$60,000 for the Humane Society and also raises money to fight pancreatic cancer.²³⁴ Ron Rivera sees himself as a pioneer for other Latinos entering the NFL today, and recognizes the importance of giving back to his community.²³⁵

Yet another Hispanic community leader is activist and artist, Rosalia Torres-Weiner. Torres-Weiner is a Mexican artist,²³⁶ who came to the US in 1985, where she worked in business management.²³⁷ In 2001, Torres-Weiner, a self-taught painter, launched Home Art Designs to create murals for local households.²³⁸ In 2010, Torres-Weiner launched Project Art Aid to aid survivors of the Haitian and Chilean earthquakes, and in 2011, she launched ArtbyRosalia.com an outlet geared towards exhibiting her artwork locally.²³⁹ Project Art Aid's mission is to fill the communities' artistic needs through art, by financing local art projects and supporting local charities.²⁴⁰

In 2010, Torres-Weiner's art shifted from a commercial focus to one focused on the injustices and prejudices surrounding the American immigration system.²⁴¹ Torres-

Weiner's art educates Americans on the struggles of immigrants such as racism, family separation, and access to public education.²⁴² Torres-Weiner's art has been exhibited in the following venues: UNCC Projective Eye Gallery, McColl Center for Arts and Innovation, and the Levine Museum of the New South.²⁴³

The Magic Kite, Torres-Weiner's latest artwork was adapted into a children's play by Children's Theatre of Charlotte, in the spring of 2016.²⁴⁴ The Magic Kite is a story about a Mexican boy named Tito, whose dad is suddenly deported back to Mexico.²⁴⁵ Through the use of his kite, Tito believes he can see his dad in Mexico.²⁴⁶ Through creative play, Tito believes that his kite will reunite him with his father one day.²⁴⁷

Torres-Weiner works with local charities in Charlotte including the American Cancer Society (ACS), where she raised over \$15,000 in 2011.²⁴⁸ She also facilitates workshops for the ACS by teaching cancer survivors how creating art helps improve their quality of life.²⁴⁹ In 2011, Torres-Weiner conducted bilingual workshops for Artsí,²⁵⁰ a local nonprofit art organization which showcases Latino art.²⁵¹ Rosalia Torres-Weiner is a true Hispanic hero who advocates for Latinos in her local community.

Reflection of Curriculum Unit

According to a *Charlotte Observer* article titled, "CMS Teachers Don't Match Racial Make Up of Students," teachers in our district do not reflect the racial ethnicity of the student population.²⁵² According to the February 15, 2016 article, three percent of CMS teachers are Hispanic while twenty-two percent of Charlotte Mecklenburg students are Hispanic.²⁵³ Previous Teacher of the Year, James Ford stated, "Race is not an indicator of how effective someone is as an instructor but in terms of connecting with students, it's important."²⁵⁴ There are few Hispanics teaching at my predominantly Hispanic school, which saddens me because I remember growing up feeling disconnected from my teachers; unable to see myself in them. The answer to this issue lies in recruiting, keeping, and mentoring more culturally diverse educators.

The researching aspect of this project really nurtured my love of learning. I have a newfound appreciation and pride for the indigenous people, my Hispanic heritage, and local Hispanic heroes and their contributions. I learned about how local heroes are making a difference in our community and schools. Not to mention, I feel more comfortable in my own skin, because I am a part of a growing majority. I feel proud to represent the American dream for all of my students. I want my students to think, "If Mrs. Cook can go to college, so can I."

Participating in this seminar has empowered me as an educator in a plethora of ways including: allowing me to create curriculum I am passionate about, allowing me to make decisions that affect my classroom, helping me develop deep content knowledge through priceless resources and professional development, networking opportunities, learning

from other educators, and taking on a leadership role that was otherwise inaccessible to me. As a result of this experience, I am a more confident and knowledgeable educator who is committed to leading in my classroom, school, and district. Thank you Charlotte Teachers Institute!

Lessons

This unit has 8 lessons and each lesson spans approximately 45 minutes in length. Before teaching this unit your students will need to understand the following terms: compare, contrast, culture, traditions, and customs. To assist you, the teacher, in teaching these terms please use vocabulary cards in [Appendix 18](#).

Lesson 1: Maya: The History of Hispanic Cultures

Comprehension Questions:

What are some characteristics of the Maya culture?
What did the Maya people eat?
How did they dress? What clothes did they wear?
What games did they play?
How do they communicate?
How is Maya culture similar to your culture?

Content Objective:

- Students will be able to identify aspects of Maya culture.

Language Objective:

- Students will be able to create a Maya Styrofoam artifact by carving, painting, and labeling 3 aspects of Maya culture on flat pieces of Styrofoam, using a pen cap.

Materials:

The Maya by Sarah Tieck, chart paper, marker, 4 corner vocabulary cards, flat pieces of Styrofoam, pen caps, paint (colors: your choice), paint brushes, deep fryer, oil, honey, tongs, old newspapers, paper plates.

Procedures:

Teacher will activate prior knowledge by creating a K-W-L chart on chart paper. Teacher will complete a K-W-L chart with students, identifying what they know and wonder

about Maya culture. Teacher will teach story vocabulary by having table groups sort and read teacher created (cut-up) 4 corner vocabulary cards at their tables (see [Appendix 3](#)). Students will gather on the carpet for a picture walk of the book titled, The Maya, by Sarah Tieck. Afterwards, students will make predictions regarding what they think the book is about. Teacher will set the purpose for reading by reminding students to listen for foods they eat, language they speak, clothes they wear, and games they play. The teacher will read aloud the book, stopping periodically to ask questions about the text. Using the Four Corners strategy, students will discuss the 4 aspects of Maya culture: food, language, clothes, and games. Each corner will discuss one aspect of Maya culture. One or two students from each corner will share with the whole class what they discussed. Then, students will complete their graphic organizer by drawing 4 aspects of Maya culture. Teacher will model for students how to complete graphic organizer. See [Appendix 2](#) for graphic organizer. Students will summarize what they learned and the teacher will document their findings on the L portion of K-W-L chart. Students will reflect on the different aspects of Maya culture and how it is similar to their own culture.

Assessment:

Students will create a Maya Styrofoam artifact by carving, painting and labeling 3 aspects of Maya culture on a flat piece of Styrofoam, using paint, pen caps, and paint brushes. See [Appendix 4](#) for rubric. Place old newspapers on desks as a drop cloth.

Extension:

Students will cook and eat one of the authentic foods of the Maya people, a fried tortilla. Students will cut tortillas into four parts, with their hands, and the teacher will fry tortillas in a deep fryer. The teacher will pull tortillas out of the fryer and students will drizzle honey onto the tortillas. Students will eat tortilla chips and discuss the various recipes they would make from corn.

Lesson 2: Mayan Literature and Drama

Comprehension Questions:

Based on what you learned, how would you describe Maya culture?

How is the Maya culture different from your own culture?

What did the Maya people believe? How do you know that?

Content Objective:

- Students will be able to identify aspects of Maya culture.

Language Objective:

- Students will be able to write a letter to a friend pretending to be Esperanza, and describing his/her life as a Maya, containing a picture and the 5 parts of a letter: heading, greeting, body, closing, and signature. See [Appendix 6](#) for letter rubric.

Materials

Brainpopjr video titled Maya Civilization, Abuela's Weave by Omar S. Castañeda, chips, simulation concept cards, K-W-L chart from lesson 1, Post-its, pencils, marker

Procedures

The teacher will activate prior knowledge by watching a Brainpopjr video titled Maya Civilization.²⁵⁵ Afterwards, students will find a partner and state one aspect of Maya culture they learned from yesterday's lesson. Next, table groups will select and act out 1 concept card from the book Abuela's Weave, by Omar S. Castañeda. Each simulation card represents a concept from the book (see [Appendix 5](#)). Afterwards, table groups will discuss how those scenes relate to the book using the Talking Chips strategy. For more information on the Talking Chips strategy visit: http://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement,3.²⁵⁶ Students are assigned a chip to turn in when they share something aloud. Then, the teacher will conduct a picture walk using the book titled, Abuela's Weave, by Omar S. Castañeda. Students will make predictions regarding what they think the book is about. The teacher will read the book. The teacher will stop periodically to ask comprehension questions. Afterwards, students will Think-Draw-Pair-Share, a strategy where students draw their favorite part using Post-its and pencils then share it with a neighbor. Students will summarize what they learned about Maya culture and discuss the differences between their culture and the Maya culture. The teacher will record student responses on the K-W-L chart.

Assessment:

Students will pretend they are Esperanza and write a letter to a friend telling them about their life as a Maya. Their letter must have a picture and the 5 parts of a letter: heading, greeting, body, closing, and signature. See [Appendix 6](#) for rubric.

Extension:

Students will perform a Tableau (a still image with their body) of their favorite scene from the book Abuela's Weave. See [Appendix 7](#) for rubric.

Lesson 3: The Aztecs

Comprehension Questions:

What are some characteristics of the Aztec culture?
What were some of their traditions?
What did they eat?
How did they dress? What clothes did they wear?
What games did they play?
How did they communicate?
How is Aztec culture similar to your culture?

Content Objective:

- Students will be able to identify aspects of Aztec culture.

Language Objective:

- Students will be able to create an Aztec clay artifact using clay and plastic utensils and explain how it relates to Aztec culture.

Materials:

Aztec by Sarah Tieck, K-W-L chart, marker, 4 corner vocabulary cards (see [Appendix 8](#)), paper plates, clay, hot plate, double broiler, crock pot, 4 oz. of unsweetened chocolate, 4 cups of milk, 2 cups of heavy cream, 12 tablespoons of sugar, and a dash of cinnamon, old newspaper

Procedures:

Teacher will review K-W-L chart from yesterday. Students will play a game called Quiz, Quiz, Trade (see [Appendix 9](#)) to activate prior knowledge of Aztec culture. The class is divided in half. Half the class will get a symbol/picture that represents Aztec culture and the other half will get a symbol/picture that represents American culture. Children will be grouped into groups of two. Partner 1 shows partner 2 his/her symbol and partner 2 will respond by saying either “Aztec culture” or “American culture.” Then partner 2 shows partner 1 his/her symbol and partner 1 responds. Then they switch cards, move to another partner, and begin the process all over again. Teacher will teach story vocabulary by having small groups sort teacher created (cut-up) 4 corner vocabulary cards (see [Appendix 8](#)). Students will match up four corners of each vocabulary term. Students will conduct a picture walk and make predictions regarding what the book titled, Aztec, is all about. Teacher will set the purpose for reading by reminding students to listen for foods

they eat, language they speak, clothes they wear, and games they play. The teacher will read aloud the book, stopping periodically to ask questions about the text. Using the Think-Pair-Share-Listen strategy, students will share what they learned about Aztec language, food, clothes, and games. Think-Pair-Share-Listen is similar to Think-Pair-Share, except students share what their partner said. Teacher will model for students how to complete graphic organizer. With partners, students will complete a graphic organizer by drawing 4 aspects of Aztec culture including: food they ate, language they spoke, games they played, and clothes they wore. See [Appendix 2](#) for graphic organizer. Students will reflect on their learning and identify similarities between Aztec culture and their own. The teacher will record student findings on the K-W-L chart.

Assessment:

Students will create an Aztec artifact using clay that depicts the Aztec culture. See [Appendix 4](#) for artifact rubric. Place artifacts on old newspaper to dry.

Extension:

Students will make and eat one of the authentic foods of the Aztec people, Chocolate.²⁵⁷ Students will assist teacher in melting chocolate in double broiler and heat milk and cream in crock pot. Form a paste by adding some hot milk to the chocolate. Lastly, warm all remaining ingredients in the crock pot, then serve.

Lesson 4: Aztec Literature and Drama

Comprehension Questions:

Based on what you learned, how would you describe Aztec culture?
How is the Aztec culture different from your culture?
What did the Aztecs believe? How do you know that?

Content Objective:

- Students will be able to identify aspects of Aztec culture.

Language Objective:

- Students will be able to pretend to be an Aztec and write a story (see [Appendix 11](#)) about the 3 wishes they would wish for and why.

Materials

The Fisherman and the Turtle by Eric A. Kimmel, classroom materials for prop creation will vary (construction paper, markers, plastic utensils, poster board, etc.), simulation scene cards, 3 x 5 index cards to create yes/no cards

Procedures

To activate prior knowledge, teacher will state 7 statements and students will use yes/no cards to indicate their answers. Questions include the following:

1. The Aztecs ate peaches.
2. The Aztecs lived in Mexico.²⁵⁸
3. Tenochtitlán was an Aztec city.²⁵⁹
4. Aztec religion was based on animals.
5. The Aztecs honored several goats.
6. The Aztecs passed down their history and religion through storytelling and art.²⁶⁰
7. The Aztecs grew and ate foods such as beans, squash, and maize, or corn.²⁶¹

Afterwards, students will find a partner and play charades with simulation cards. Small groups will select 1 picture card and pantomime a scene from the book The Fisherman and the Turtle, by Eric Kimmel. Each simulation card (see [Appendix 10](#)) represents a scene from the book. Students will act out their cards whole group and discuss how they think all those concepts relate to the story, using the Mix-Pair-Share strategy. This is a variation on the traditional Think-Pair-Share, but students are walking quietly around the classroom. When the teacher says “Pair” students pair up with their closest peer, shake hands, and discuss the relevance of the simulation cards. Teacher will read aloud the book titled The Fisherman and the Turtle, by Eric A. Kimmel, stopping periodically to ask comprehension questions about the reading. Afterwards, students will discuss story events using the Inside-Outside Circle strategy. For more information on this strategy refer to http://www.kaganonline.com/free_articles/research_and_rationale/313/Effects-of-Communication-on-Student-Learning.²⁶² Divide the class into two groups, one half will be labeled Group A and the other half will be labeled Group B. Group A will form a circle, facing the outside of the circle. Group B forms a circle, facing Group A. Group A retells the story first; and then Group B will add on to the discussion. Then switch, and have Group B will retell and Group A will add on to the discussion. Students will reflect on how Aztec culture is different from their culture. Students will summarize what they learned about Aztec culture and discuss similarities and differences between their culture and Aztec culture. Teacher will record student responses on the K-W-L chart.

Assessment:

Students will pretend they are Aztecs, and write a story regarding what their 3 wishes would be and why. Students will draw a picture and must write 3 sentences: beginning, middle, and end. (see [Appendix 11](#))

Extension:

With partners, students will create a prop and perform their favorite scene from the book The Fisherman and the Turtle. See [Appendix 12](#) for Drama Rubric. The teacher will coach students as they prepare their skits.

Lesson 5: Hispanic Culture: Modern Mexico

Comprehension Questions:

What are characteristics of the Mexican culture?
What food do they eat?
How do they communicate?
What games do they play?
How do they dress? What kinds of clothes do they wear?
How is Mexican culture similar to your culture?

Content Objective:

- Students will be able to identify aspects of Mexican culture.

Language Objective:

- Students will be able to create a mask, (see [Appendix 4](#) for rubric) drawing and labeling 3 aspects of Mexican culture.

Materials:

Mexican Culture by Lori McManus, Brainpopjr, graphic organizer, music, Smart board, chart paper, marker, large bowl, fork, tortilla chips, 2 avocados, ½ small onion, 2 tomatoes, 2 tbsps. Lemon juice, 2-3 sprigs cilantro, dash of salt and pepper.

Procedures:

By this time in the unit, students will already have some background knowledge about Mexican food, clothes, and games. Therefore there is no need to pre-teach vocabulary. Teacher will activate prior knowledge with a K-W-L chart, by recording what students know and wonder about Mexico on the chart. Students will watch a Brainpopjr video titled Mexico²⁶³ and afterwards play the matching Mexico game on Brainpopjr. Play a game called Walk, Stop, Share, where the teacher plays music and students dance. When the music stops students share an aspect of Mexican culture. Students will do a picture

walk with the book titled, Mexican Culture, by Lori McManus to activate prior knowledge. Teachers, this is a lengthy book, so make sure only to read the sections on food, clothes, games, and language. The teacher will read aloud the book, stopping periodically to ask questions about the text. Using the Clock Buddies strategy, students will share what they learned about Mexican culture. Teacher will assign clock buddies to each student, and students will meet with two or three of their clock buddies, as specified by the teacher. For example, the teacher will state, “Meet with your 2 o’ clock buddy.” For more information on the clock buddy strategy and the downloadable template, please go to the following website: http://www.readingquest.org/strat/clock_buddies.html.²⁶⁴ Afterwards, students will complete the graphic organizer (see [Appendix 2](#)). Students will reflect on similarities between the Mexican culture and their own culture. Students will summarize their learning and the teacher will record student answers on the teacher-created K-W-L.

Assessment:

Students will create a mask, drawing and labeling 3 aspects of Mexican culture. See [Appendix 4](#) for rubric.

Extension:

Students will make one of the authentic foods of the Mexican people, guacamole.²⁶⁵ Teacher will chop all ingredients and students will combine and stir ingredients in a large bowl. Students will eat guacamole with tortilla chips.

Lesson 6: Mexican Literature and Drama

Comprehension Questions:

Based on what you learned, how would you describe Mexican culture?
What are some aspects of Mexican culture?
How is Mexican culture different from your culture?

Content Objective:

- Students will be able to identify aspects of Mexican culture.

Language Objective:

- Students will be able to pretend they are Cuckoo and there is a fire. They must write a story about the 3 things they would rescue from the fire that are important

in Mexican culture, including 3 sentences for the beginning, middle, and end (see [Appendix 11](#)).

Materials:

Cuckoo Cucú by Lois Ehlert, chart paper, markers, crayons, beach ball, chips

Procedures:

Teacher will activate prior knowledge by playing a game called Around the World. Students stand in a circle and take turns throwing a beach ball. The student who catches the ball names one aspect of Mexican culture and the game continues until all students had a turn. Small groups will select 1 picture card and simulate a scene from the book Cuckoo Cucú by Lois Ehlert. Each simulation card represents a scene from the book; see [Appendix 19](#) for simulation concept cards. In whole group, students will discuss how those scenes relate to the book. Teacher will read the book titled Cuckoo Cucú by Lois Ehlert, stopping periodically to ask comprehension questions. Using the Concept Personification Role Play strategy, students will interact with the text and other students. Students are grouped into groups of 2, where Partner A role plays the character Cuckoo Cucú and Partner B interviews (Partner A) Cuckoo Cucú. Sample questions include: What made you want to save the seeds? When did you realize our seeds would be lost to the fire? How did you feel when you lost your voice? What lessons did you learn? Then they switch. Students will reflect on the differences between their culture and Mexican culture. Students will summarize what they learned and the teacher will record student responses on the K-W-L chart.

Assessment:

Students will pretend to be Cuckoo and write a story. There is a fire and you must rescue 3 things important to Mexican culture, what would you save and why. Students will draw a picture and write 3 sentences: beginning, middle, and end (see [Appendix 11](#)).

Extension:

Students will perform a pantomime (see [Appendix 7](#) for Individual Drama rubric) representing their favorite scene from the book Cuckoo Cucú.

Lesson 7 Compare and Contrast

Comprehension Questions:

How are Mayan and Mexico culture similar to one another?

How are Mayan and Mexico culture different from one another?

Content Objective:

- Students will be able to compare and contrast Maya and Mexican cultures.

Language Objective:

- Students will be able to write 6 sentences identifying 3 similarities and 3 differences between Maya and Mexican cultures on a Venn diagram (see [Appendix 14](#)), using a teacher created word bank (see [Appendix 13](#)).

Materials:

2 Hula hoops, chart paper, marker, lined Venn diagram ([Appendix 14](#)), word bank ([Appendix 13](#))

Procedures:

Activate prior knowledge by reviewing with students the K-W-L chart on Mayan and Mexican culture. Teacher will create a 3-dimensional Venn diagram using 2 different colored hula hoops. Students will play a game called Interactive 3-dimensional Compare and Contrast by jumping into a category (Mayan, Mexican, both) and identifying 1 similarity or 1 difference between Maya and Mexican culture. Students will summarize their learning. Teacher will document any new knowledge on the K-W-L chart.

Assessment:

Students will complete an individual Venn diagram (see [Appendix 14](#)) writing 6 sentences identifying 3 similarities and 3 differences between Mayan and Mexican cultures, using a teacher created word bank (see [Appendix 13](#)). See [Appendix 17](#) for Venn diagram rubric.

Lesson 8: Hispanic Contributions

Comprehension Questions:

What is his/her career and why do you think they are important?

What contributions have they made to the local Hispanic community?

What is your favorite part of Hispanic culture? Why?

If you could be any of these Hispanic heroes who would it be? Why?

Content Objective:

- Students will be able to identify contributions of Hispanic culture in the U.S.

Language Objective:

- Students will be able to create and present a Chatterpix presentation that reflects Hispanic contributions to our world, including 3 pictures and 3 recorded facts.

Materials:

Google images of the following: Rosie Molinary, Ron Rivera, Rosalia Torres-Weiner, teacher-created presentations about local Hispanic heroes, IPADs, Chatterpix computer application, Post its, graphic organizer (see [Appendix 15](#)), pencils, Chatterpix project rubric (see [Appendix 16](#))

Procedures:

Teacher will explain the origin of the word contributions and explain how he/she contributes to society through teaching. Teacher will give Post-It notes to students to draw a contribution they make at home or at school. Students will find another student wearing the same color shirt, pants, or shoes and share their contributions with that student. Students will participate in a List, Group, Label activity where they preview Google images of local Hispanic heroes and they generate a category for the images they see, to activate prior knowledge. Teacher will ask students what they think all of these images have in common. Teacher will create a presentation for each Hispanic person. Due to copyright laws, each individual teacher will have to create their own presentation, but the following will detail what should be included for each personality. For Rosie Molinary highlight her Hispanic heritage, career as a teacher, and legacy of philanthropy through her nonprofit organizations, Circle de Luz and HAMMERS. For Ron Rivera, highlight his: Hispanic heritage, career as a football player and coach, and legacy of philanthropy through fundraising events for the National Hispanic Scholarship Fund, USO, Ronald McDonald House, and Humane Society. For Rosalia Torres-Weiner, highlight her Hispanic heritage, career as an artist, and legacy of philanthropy through Artsí and Project Art Aid. With table groups, students rotate from station to station, listening to the presentations, drawing a picture, and writing one word that reflects the gist of what they learned using pencils and graphic organizers (see [Appendix 15](#)). Students will ponder and state to the whole class, if they could be anyone of those Hispanic heroes who would they choose to be and why.

Assessment:

Students will create a Chatterpix presentation (see [Appendix 16](#) for Chatterpix rubric) including 3 pictures and 3 recorded facts (from entire unit) that reflect 3 Hispanic contributions to our world. Their project may be about Hispanic heroes or any other Hispanic contribution they learned about in the unit (example: corn and its many uses). Students will present their projects to the class using the Expo Center Activity. Divide class into 2 groups, half are the A group and the other half are the B group. The A group will be the exhibitors, sitting by their IPADs presenting their technology project (and perhaps answering questions) to Group B (observers). Then they will switch and Group B will be the exhibitors and Group A will observe and ask questions.

Extension:

School will host a Hispanic Culture Night, where students bring in Hispanic dishes to share with the community.

Appendix 1: Implementing Teaching Standards
NC Essential Standards Social Studies:

K.C.1.1 Explain similarities in self and others. In lessons 1-6 students learn about new cultures and identify similarities among the newly learned cultures (Maya, Aztec, and modern Mexican cultures) and their own culture. Throughout lessons 1-6, students will role play characters from diverse cultures and try authentic foods, where they will also make connections among the new culture and their own culture.

K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.). In lessons 1, 3, and 5, students will listen to a reading of a culture and afterwards they will complete a graphic organizer identifying 4 aspects of the culture: food, language, clothes, and games.

NC Common Core Standards English Language Arts:

RI.K.1 With prompting and support, ask and answer questions about key details in a text. In lessons 1-6 students will be exposed to grade level text regarding new cultures in which they will be prompted to ask and answer questions about key details within the text. In lesson 8, students will listen to a quick video on local Hispanic heroes in which they will also ask and answer questions with fellow peers.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. In lessons 2, 4, 6, and 7 students will use a combination of writing and drawings to inform the reader what they have learned about each new culture.

Appendix 2: Graphic Organizer for Lessons 1, 3, and 5

Name: _____

Food



Communication



”Hello”

Games



Clothes



Appendix 3: 4 Corner Vocabulary Cards for Lesson 1

<p>Word</p> <h1>Native American</h1>	<p>Sentence</p> <p>The Maya are one Native American group.</p>
<p>Definition</p> <p>The first people to live in the Americas.</p>	<p>Picture</p> 

<p>Word</p> <h1>pyramids</h1>	<p>Sentence</p> <p>The Maya built temples and pyramids for their gods.</p>
<p>Definition</p> <p>A stone structure that has a rectangle base and 4 sides</p>	<p>Picture</p> 

<p>Word</p> <h1>nature</h1>	<p>Sentence</p> <p>Mayan religion was based on nature.</p>
<p>Definition</p> <p>Everything not made by man (rain, wind, animals).</p>	<p>Picture</p> 

<p>Word</p> <h1>Hieroglyphs</h1>	<p>Sentence</p> <p>Mayans are famous for creating a written language...it is made of hieroglyphs.</p>
<p>Definition</p> <p>A picture that represents an idea or a sound</p>	<p>Picture</p> 

<p>Word</p> <h1>Mexico</h1>	<p>Sentence</p> <p>Mayans lived on the Yucatan Peninsula in Mexico.</p>
<p>Definition</p> <p>A North American country south of the United States.</p>	<p>Picture</p> 

<p>Word</p> <h1>maize</h1>	<p>Sentence</p> <p>The Aztecs grew beans, squash, and maize, or corn.</p>
<p>Definition</p> <h1>corn</h1>	<p>Picture</p>  <p>shutterstock · 167872097</p>

Word

headdresses

Sentence

Upper-class Mayans wore decorated clothes and bright feather headdresses.

Definition

A decorative covering for the head

Picture



Appendix 4: Individual Artifact Rubric for Lessons 1, 3, and 5

Name: _____

Category	Excellent (4) 	Good (3) 	Almost (2) 	Not Yet (1) 	Points
Time Management/ Completion	I used ALL of my time wisely and my project is complete.	I used MOST of my time wisely and my project is MOSTLY complete.	I used SOME of my time wisely and my project is SOMEWHAT complete.	I used NONE of my time wisely and my project is NOT complete.	
Creativity	All of my art is my own work.	MOST of the artwork is my own work.	Some of the artwork is my own work.	None of the artwork is my own work.	
Neatness	ALL of the artwork is neat.	MOST of the artwork is neat.	SOME of the artwork is neat.	NONE of the artwork is neat.	
Effort	ALL of my artwork reflects my best work.	MOST of my artwork reflects my best work.	SOME of my artwork reflects my best work.	NONE of my artwork reflects my best work.	
Content	All content represents the specified culture.	MOST of the content represents the specified culture.	SOME of the content represents the specified culture.	None of the content represents the specified culture.	
Total Points Earned					/20

Rubric Adapted from Erin Morrison²⁶⁶

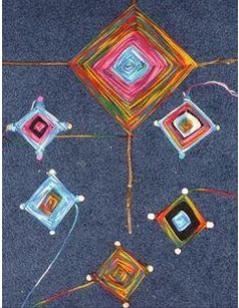
18-20 = 4 Above Grade Level

14-17 = 3 At Grade Level

12-13 = 2 Almost Grade Level

11 and Below = 1 Below Grade Level

Appendix 5: Lesson 2: Simulation Concept Cards

<p data-bbox="464 363 557 394">Abuela</p> 	<p data-bbox="1052 363 1144 394">Huipil</p> 
<p data-bbox="464 741 557 772">Quetzal</p> 	<p data-bbox="1032 741 1164 772">Ancestors</p> 
<p data-bbox="456 1113 565 1144">Tapestry</p> 	<p data-bbox="1045 1113 1148 1144">Nimble</p> 
<p data-bbox="467 1434 553 1465">Wares</p> 	

Appendix 6: Lesson 2 Letter Writing Rubric

Name: _____

Category	Excellent (4) 	Good (3) 	Almost (2) 	Not Yet (1) 	Points
Handwriting	I formed all my letters neatly!	I formed my letters neatly most of the time.	I did an ok job forming my letters but there were SOME mistakes.	I did not do my personal best, it was too sloppy.	
Capitalization	I capitalized all names, titles, places and the beginning of sentences.	I used correct capitalization MOST of the time.	I had SOME correct capitalization in my story.	I used NO correct capitalization in my story.	
Punctuation	I have ALL of my punctuation.	I have MOST of my punctuation.	I have SOME punctuation.	I have NO punctuation in my story.	
Sight Word Spelling	ALL of my sight words are spelled correctly.	MOST of my sight words are spelled correctly.	SOME of my sight words are spelled correctly.	NONE of sight words are spelled correctly	
Complete Letter	I have ALL 5 parts of a letter: heading, greeting, body, closing & signature.	I have MOST (3-4) parts of a letter.	I have SOME (1-2) parts of a story.	I have NO parts of a story.	
Total Points Earned					/20

Rubric Adapted from Erin Morrison²⁶⁷

18-20 = 4 Above Grade Level 14-17 = 3 At Grade Level

12-13 = 2 Almost Grade Level 11 and Below = 1 Below Grade Level

Appendix 7: Individual Drama Rubric for Lessons 2, 6, and 8

Name: _____

Category	Excellent (4) 	Good (3) 	Almost (2) 	Not Yet (1) 	Points
Participation: Focus & Concentration	Demonstrated focus & concentration throughout group presentation.	Demonstrated focus & concentration throughout MOST of the group presentation.	Demonstrated focus & concentration throughout SOME of the group presentation.	Demonstrated NO focus or concentration throughout group presentation .	
Facial Expressions	Expresses ALL specific emotions & feelings of their character.	Expresses MOST specific emotions & feelings of their specific character.	Expresses SOME specific emotions & feelings of their specific character.	Expresses NO specific emotions & feelings of their specific character.	
Body Movements/Ge stures	Consistently utilizes character-specific and appropriate body movements	MOST times utilizes character specific & appropriate body movements.	SOME times utilizes character specific & appropriate body movements.	Does NOT utilize ANY character specific & appropriate body movements.	
Total Points Earned					/12

Rubric adapted from Erin Morrison²⁶⁸

11-12 = 4 Above Grade Level

10 = 3 At Grade Level

9 = 2 Almost Grade Level

8 = 1 Below Grade Level

Appendix 8: 4 Corner Vocabulary Cards for Lesson 3

<p>Word</p> <p>Native American</p>	<p>Sentence</p> <p>Native Americans lived on land.</p>
<p>Definition</p> <p>The first people to live in the Americas.</p>	<p>Picture</p> 

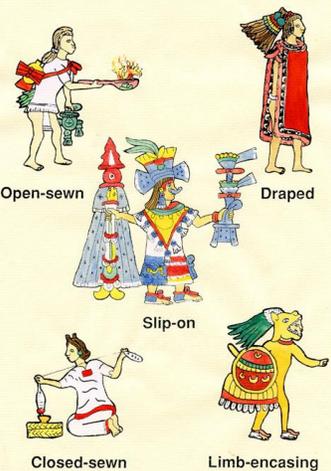
<p>Word</p> <p>maize</p>	<p>Sentence</p> <p>The Aztecs grew beans, squash, and maize, or corn.</p>
<p>Definition</p> <p>corn</p>	<p>Picture</p>  <p>shutterstock - 167872097</p>

<p>Word</p> <p>adobe</p>	<p>Sentence</p> <p>Homes for wealthy or city leaders were made from stone or adobe.</p>
<p>Definition</p> <p>sun-dried brick</p>	<p>Picture</p> 

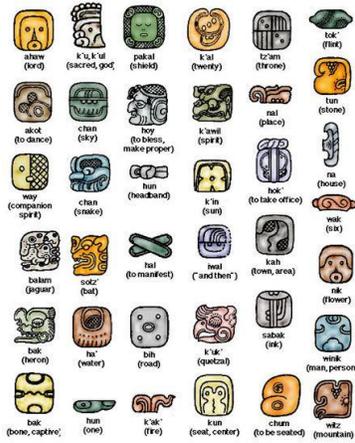
<p>Word</p> <p>loincloths</p>	<p>Sentence</p> <p>Men wore loincloths.</p>
<p>Definition</p> <p>Piece of cloth used to cover the lower body</p>	<p>Picture</p> 

<p>Word</p> <h1>Boarding School</h1>	<p>Sentence</p> <p>When they got older, they attended boarding school.</p>
<p>Definition</p> <p>School where students live</p>	<p>Picture</p> 

Appendix 9: Lesson 3: Quiz, Quiz, Trade

	
	
<p>AZTEC GARMENT STYLES</p>  <p>Open-sewn</p> <p>Draped</p> <p>Slip-on</p> <p>Closed-sewn</p> <p>Limb-encasing</p>	







Appendix 10: Lesson 4: Simulation Cards

<p>Paddled</p> 	<p>Sea</p> 
<p>Fisherman</p> 	<p>King</p> 
<p>Turtle</p> 	<p>Wife</p> 
<p>Rich</p> 	<p>God</p> 

Appendix 11: Story Rubric for Lessons 4, 6, and 8

Name: _____

Category	Excellent (4) 	Good (3) 	Almost (2) 	Not Yet (1) 	Points
Handwriting	I formed all my letters neatly!	I formed my letters neatly most of the time.	I did an ok job forming my letters but there were SOME mistakes.	I did not do my personal best, it was too sloppy.	
Capitalization	I capitalized all names, titles, places and the beginning of sentences.	I used correct capitalization MOST of the time.	I had SOME correct capitalization in my story.	I used NO correct capitalization in my story.	
Punctuation	I have ALL of my punctuation.	I have MOST of my punctuation.	I have SOME punctuation.	I have NO punctuation in my story.	
Sight Word Spelling	ALL of my sight words are spelled correctly.	MOST of my sight words are spelled correctly.	SOME of my sight words are spelled correctly.	NONE of sight words are spelled correctly	
Complete Story	I have ALL parts of a story and some more: beginning, middle, and end.	I have MOST parts of a story.	I have SOME parts of a story.	I have NO parts of a story.	
Total Points Earned					/20

Rubric Adapted from Erin Morrison²⁶⁹

18-20 = 4 Above Grade Level

14-17 = 3 At Grade Level

12-13 = 2 Almost Grade Level

11 and Below = 1 Below Grade Level

Appendix 12: Group Drama Rubric for Lessons 4 and 6

Name: _____

Category	Excellent (4) 	Good (3) 	Almost (2) 	Not Yet (1) 	Points
Participation: Focus & Concentration	Demonstrated focus & concentration throughout group presentation.	Demonstrated focus & concentration throughout MOST of the group presentation.	Demonstrated focus & concentration throughout SOME of the group presentation.	Demonstrated NO focus or concentration throughout group presentation .	
Facial Expressions	Expresses ALL specific emotions & feelings of their character.	Expresses MOST specific emotions & feelings of their specific character.	Expresses SOME specific emotions & feelings of their specific character.	Expresses NO specific emotions & feelings of their specific character.	
Body Movements/Gestures	Consistently utilizes character-specific and appropriate body movements	MOST times utilizes character specific & appropriate body movements.	SOME times utilizes character specific & appropriate body movements.	Does NOT utilize ANY character specific & appropriate body movements.	
Collaboration with Group	Works well with others ALL of time.	Works well with others MOST of the time.	Works well with others SOME of the time.	Works well with others NONE of the time.	
Total Points Earned					/16

Rubric Adapted from Erin Morrison²⁷⁰

15-16 = 4 Above Grade Level

13-14 = 3 At Grade Level

12 = 2 Almost Grade Level

11 & Below= 1 Below Grade Level

Appendix 13: Word Bank for Lesson 7

Guacamole



Maize



Beans



Pyramids



Buildings



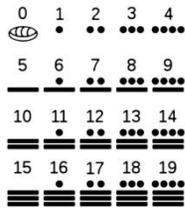
Hieroglyphs



Spanish



Bars and Dots



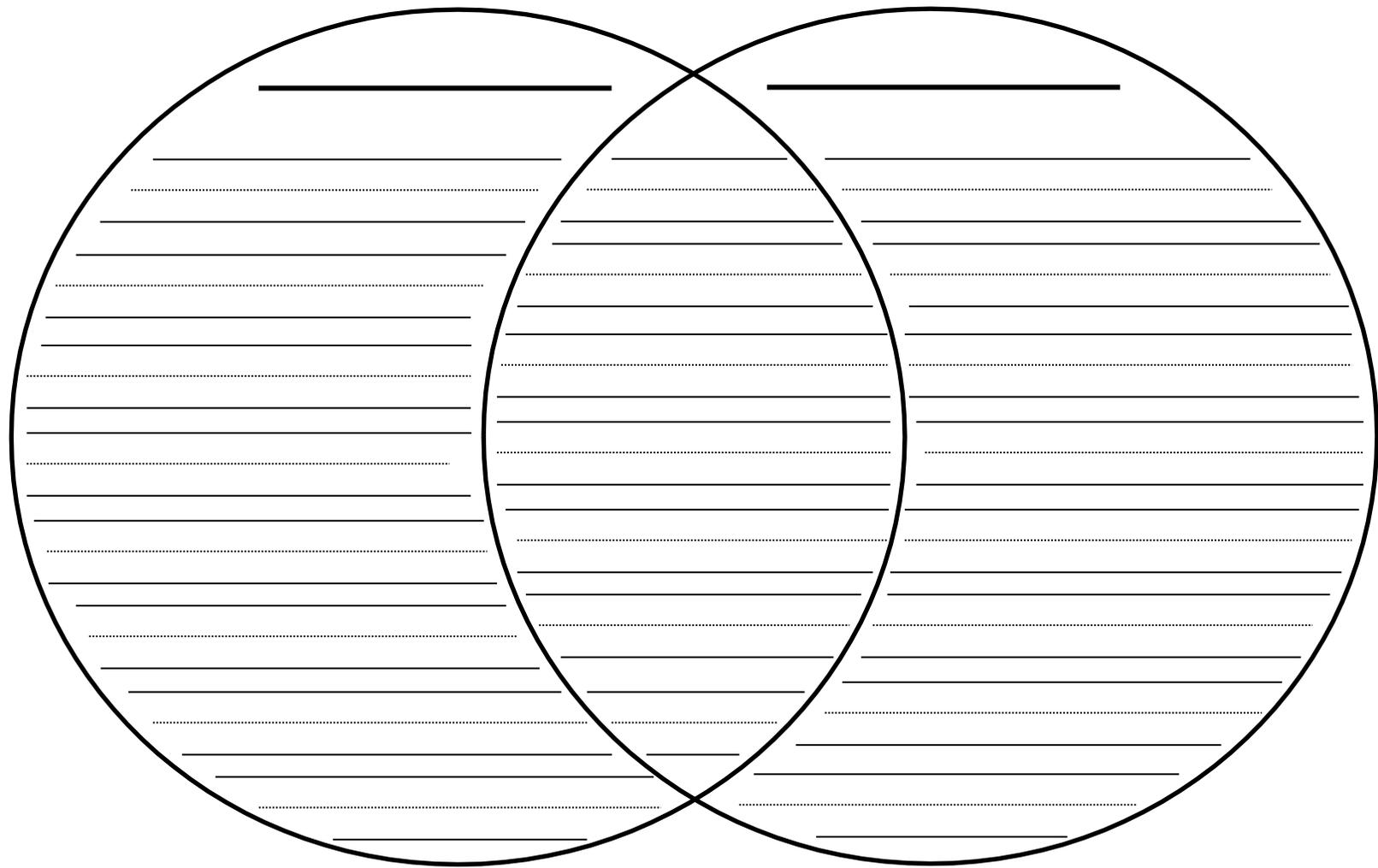
Numbers



Name: _____

Date: _____

Appendix 14: Venn diagram for lesson 7



Appendix 15: Lesson 8: Station Graphic Organizer

Name: _____

<p>Station 1:</p> <hr/>	<p>Station 2:</p> <hr/>
<p>Station 3:</p> <hr/>	

Appendix 16: Hispanic Contributions Project Rubric for lesson 8

Student: _____

Category	Excellent (4) 	Good (3) 	Almost (2) 	Not Yet (1) 	Points
Content - Accuracy	The video has all of the required information and contains lots of details.	The video has all of the required information.	The video is missing some required information or the information contains 1 or 2 factual errors.	The video is missing most of the required information and contains several factual errors.	
Voice in ChatterPix	Hispanic contributions are shared with confidence and excitement. The speaker is easy to understand.	Hispanic contributions are shared with some confidence and excitement. The speaker is easy to understand.	Hispanic contributions are shared with little confidence or excitement. The speaker is sometimes difficult to understand.	Hispanic contributions are shared but with no confidence or excitement. The speaker is often difficult to understand.	
Video Attractiveness	The ChatterPix video is visually pleasing and appropriate.	The ChatterPix video looks okay and is appropriate.	The ChatterPix video looks cluttered, busy, messy, or is somewhat inappropriate.	The ChatterPix video is cluttered, messy, confusing, and inappropriate.	
Use of Class Time	Used time well during each work session. Focused on getting the project done. Never distracted others.	Used time well during each work session. Usually focused on getting the project done and never distracted others.	Used some of the time well during each work session. There was some focus on getting the project done but occasionally distracted others.	Did not use work session to focus on the project OR often distracted others.	
Total Points Earned:					/16

Rubric Adapted from [ChatterPix Video Rubric²⁷¹](#)

- 15-16 = 4 Above Grade Level
- 13-14 = 3 At Grade Level
- 12 = 2 Almost Grade Level
- 11 & Below = Below Grade Level

Appendix 17: Venn diagram rubric for lesson 8

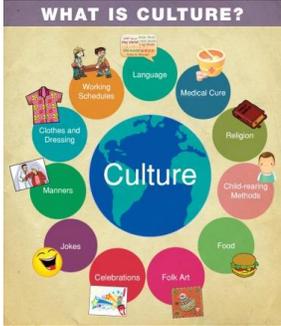
Name: _____

	3 points	2 points	1 point	Total
Content Knowledge	All facts are accurate	Some facts are accurate	No facts are accurate	
Writing	Wrote 3 sentences for similarities and 3 sentences for differences, and 2 sentence for both	Wrote 2 sentences for similarities, 2 sentences for differences, and 1 sentence for both	Wrote 1 sentence for similarities, 1 sentence for differences, and none for both	
Neatness	All sentences are neatly written.	Some sentences are neatly written	None of the sentences are neatly written.	
Conventions	Used capital letters, periods, and spaces when appropriate.	Sometimes used capital letters, periods, and spaces.	Did not use capital letters, periods, or spaces.	
Total				/12

Appendix 18: Background Knowledge for Students Before Teaching Unit

Word Compare	Sentence Compare your culture to the new culture.
Definition Same, alike	Picture 

Word Contrast	Sentence The colors of the wall contrasted with the carpet.
Definition Different, not alike	Picture 

<p>Word</p> <h1>Culture</h1>	<p>Sentence</p> <p>It's fun to learn about different cultures.</p>
<p>Definition</p> <p>the way people live</p>	<p>Picture</p> 

<p>Word</p> <h1>Traditions</h1>	<p>Sentence</p> <p>People carry the traditions of the past into the present.</p>
<p>Definition</p> <p>Beliefs or customs passed down from older people to younger people.</p>	<p>Picture</p> 

Word

Customs

Sentence

Square dancing is an American custom.

Definition

Something you do that your family has been doing for a long time

Picture



Appendix 19: Cuckoo Cucú Simulation Concept Cards

<p data-bbox="451 363 574 394">Scorched</p> 	<p data-bbox="1057 363 1144 394">Doves</p> 
<p data-bbox="480 667 548 699">Mole</p> 	<p data-bbox="1065 667 1138 699">Lazy</p> 
<p data-bbox="475 1035 553 1066">Pretty</p> 	<p data-bbox="1032 1035 1170 1066">Collecting</p> 

List of Materials for Classroom Use

Lesson 1: Flat Styrofoam, old newspaper, tongs, plates, pen caps, paint (colors: your choice), paint brushes, teacher created K-W-L chart on chart paper, marker, flour tortillas, deep fryer, oil, honey, Maya graphic organizer, Maya by Sarah Tieck, and artifact rubric

Lesson 2: teacher created K-W-L chart on chart paper, marker, chips, letter paper, Brainpop video titled Maya, Abuela's Weave by Omar S. Castañeda, letter rubric, tableau rubric

Lesson 3: teacher created K-W-L chart on chart paper, marker, clay, hot plate, double broiler, crock pot, unsweetened chocolate, milk, heavy cream, sugar, and cinnamon, Aztec graphic organizer, Aztec by Sarah Tieck, artifact rubric, old newspaper

Lesson 4: The Fisherman and the Turtle by Eric A. Kimmel, chips, simulation scene cards, writing paper, teacher created K-W-L chart on chart paper marker, story rubric, drama rubric, classroom materials vary (construction paper, markers, plastic utensils, poster board, etc.), 3 x 5 index cards to create yes/no cards

Lesson 5: Mexican Culture by Lori McManus, Brainpopjr video titled Mexico, graphic organizer, music, Smartboard, teacher created K-W-L chart on chart paper , marker, large bowl, fork, tortilla chips, avocados, small onion, tomatoes, lemon juice, cilantro, salt and pepper, masks, mask rubric

Lesson 6: Cuckoo Cucú by Lois Ehlert, teacher created K-W-L chart on chart paper, marker, chips, writing paper, story rubric, pantomime rubric, simulation cards

Lesson 7: teacher created K-W-L chart on chart paper from previous lessons, marker, chart paper, 2 Hula hoops, paper Venn diagram, word bank, Venn diagram rubric

Lesson 8: Google images of Ron Rivera, Rosie Molinary, and Rosalia Torres-Weiner, IPADs, Post-It notes, teacher-created presentation of Ron Rivera, Rosie Molinary, and Rosalia Torres-Weiner, Chatterpix application, graphic organizer, pencils, project rubric

Students Resources

Any/all of these resources may be adapted for any grade level.

Castañeda, Omar. *Abuela's Weave*. New York: Lee & Low Books, 1993. This resource represents folklore and introduces readers to the craft of weaving and to the Native American way of life in Latin America. This resource is appropriate for students in grades k-4.

Coleman, Miriam. *The Culture and Crafts of Mexico*. New York: Power Kids Press, 2016. This book highlights Mexican values, crafts, and traditions. This resource is intended for students in grades 3-6.

Day, Nancy. *Your Travel Guide to Ancient Mayan Civilization*. Minneapolis: Runestone Press, 2001. This resource is a modern day travel guide to Maya civilization. It is intended students in grades 4-8.

Ehlert, Lois. *Cuckoo Cucú*. San Diego, Harcourt Brace & Company, 1997. This story represents folklore and is about a lazy bird that one day is forced to save the local harvest, when fire threatens to destroy the crops. Students will learn the importance being selfless, and not judging someone based on appearance. This resource is appropriate for students in grades Prek-4.

Fullman, Joe. *One Million Things, Ancient History*. New York: Dorling Kindersley, 2011. This resource provides a plethora of facts about ancient civilizations. This book is intended for grades 5-12.

Kalman, Bobbie. *Mexico the People*. New York: Crabtree Publishing Company, 1993. This book explains the history of Mexican culture and details aspects of Mexican culture. Kindergarteners will enjoy the pictures, but book can be read by students in grades 3-5.

Kalman, Bobbie. *Mexico the Culture*. New York: Crabtree Publishing Company, 2002. This book explains the history of Mexican culture and details aspects of Mexican culture. Kindergarteners will enjoy the pictures, but this book is intended for students in grades 3-5.

Kent, Deborah. *Mexico Enchantment of the World*. Danbury: Children's Press, 2012. This resource examines the topography, history, and daily lives of the Mexican people. This book is intended for students in grades 5-8.

Kimmel, Eric. *The Fisherman and the Turtle*. Las Vegas: Two Lions, 2013. This resource represents folklore and is set during Aztec times. This story is about a fisherman who catches a turtle, and the turtle grants the fisherman 3 wishes for his release.

- Students will learn the lesson of being grateful instead of being greedy. This resource is appropriate for students in grades k-3.
- Lewis, Elizabeth. *Mexican Art & Culture*. Chicago: Raintree, 2004. This book details all aspects of Mexican culture from food and recreation to pottery and art. This book is intended for students in grades 5 and higher.
- Maloy, Jackie. *The Ancient Maya*. New York: Children's Press, 2010. For students in grades 2-4. His book highlights Maya accomplishments and what made the ancient Maya unique.
- "Maya Civilization." *Brainpopjr*. 2016, accessed on October 16, 2016. <https://jr.brainpop.com/socialstudies/ancienthistory/mayacivilization/>. This resource is appropriate for all elementary students and it details the lives and accomplishments of the Maya people. This source explains the history and culture of the Mayan people. It includes Maya vocabulary, books about Maya culture, and assessments.
- "Maya Facts & Summary." *History: A & E Television Networks, LLC*. 2016, accessed on October 16, 2016. <http://www.history.com/topics/maya>. This resource has a video and summary of the Maya culture. It is appropriate for all elementary students.
- McManus, Lori. *Global Cultures Mexican Culture*. Chicago: Heinemann Library, 2013. This resource provides an overview of Mexican culture past and present, as well as 21st century influences on Mexican culture. This resource is intended for students in grades 4-6.
- "Mexico," *Brainpopjr*, 2016, accessed on July 26, 2016, <https://jr.brainpop.com/socialstudies/geography/mexico/>. This source explains the history and culture of the Mexican people. It includes Mexico vocabulary, books about Mexican culture, and assessments.
- "Mexico." *National Geographic Partners, LLC*. 2016, accessed on October 16, 2016. <http://kids.nationalgeographic.com/explore/countries/mexico/#mexico-dancers.jpg>. This website is appropriate for all elementary students and provides the following facts on Mexico: nature, geography, economy, government, people, history, and culture.
- Rees, Rosemary. *Aztecs, Understanding People in the Past*. Chicago: Heinemann Library, 2006. This resource explains all aspects of the Aztec civilization in great detail. This resource is intended for students in grades 3 and higher.

Tieck, Sarah. *Aztec*. Minneapolis: Abdo Publishing, 2015. This resource explains the culture and traditions of the Aztec people. This resource is intended for students in grades k-2.

Tieck, Sarah. *Maya*. Minneapolis: Abdo Publishing, 2015. This resource explains the culture and traditions of the Maya people. This resource is intended for students in grades k-2.

Teacher Resources

“Art Aid Mission and History,” *Project Art Aid*. 2016, accessed on September 18, 2016. <http://projectartaid.queencitysoup.org/the-project/mission/>. This source describes the history and mission of Art Aid.

Austin, Alfredo López, and Scott Sessions. "Aztec." In *The Oxford Encyclopedia of Mesoamerican Cultures*.: Oxford University Press, 2001, accessed July 13, 2016. <http://www.oxfordreference.com.librarylink.uncc.edu/view/10.1093/acref/9780195108156.001.0001/acref-9780195108156-e-34>. This resource details all aspects of the Aztec culture including: origin, class systems, governments, leaders, and art. It provides details about the Aztec people, culture, and way of life.

Austin, Alfredo López, and Scott Sessions. "Tenochtitlan." In *The Oxford Encyclopedia of Mesoamerican Cultures*.: Oxford University Press, 2001, accessed July 14, 2016. <http://www.oxfordreference.com.librarylink.uncc.edu/view/10.1093/acref/9780195108156.001.0001/acref-9780195108156-e-34>. This resource details all aspects of the Aztec empire, Tenochtitlan.

Brooks, Melissa and Beth Rados. “Developmental Study of Kindergarten Ages 4-6.” Accessed on July 18, 2016. <https://lrl.appstate.edu/436/student/grlevcase/KindDevWeb.html>. This source explains what kindergarteners can and can do and explains what activities are developmentally appropriate for children ages 4-6.

“Chatterpix Video Rubric,” *Harrisburg Staff*, accessed on July 29, 2016, pdf. This source provides teachers with a rubric for the Chatterpix projects.

Carrasco, David and Sessions, Scott. *Daily Life of The Aztecs: People of the Sun and Earth*. Westport: Greenwood Press, 1998. This source provides a detailed account into the daily life of the Pre-Columbian Aztecs. This resource describes the daily lives of the Aztecs, including what they ate, gods they worshipped, what they wore, and much more.

“Coaches”, *Carolina Panthers*. 2016, accessed on September 18, 2016. <http://www.panthers.com/team/coaches/ron-rivera/848931a2-11cf-4e45-84db-f5745b09e275>. This source is the official website of the Carolina Panthers where articles and other information related to the Panthers is located.

De La Garza, Mercedes, Enrique Nalda, and Peter Schmidt. *Maya*. New York: Rizzoli International Publications, 1998. This comprehensive resource recounts the early

lives and accomplishments of the Maya including astronomy, architecture, and art.

Demarest, Arthur. *The Ancient Maya*. Cambridge: Cambridge University Press, 2004. This resource provides a complete history of the Maya civilization.

“Facts About Hispanic Heritage, Culture, and History,” *Augusta University*. 2016, accessed on July 22, 2016. <http://www.augusta.edu/diversity/hhm/facts.php>. This source provides facts about the history Hispanic Heritage month, the countries included in the term Hispanic, and contributions of Hispanic Americans.

Fash, William L. “Maya,” *The Oxford Encyclopedia of Mesoamerican Cultures*, Oxford University Press, 2001, accessed on July 8, 2016. <http://www.oxfordreference.com/view/10.1093/acref/9780195108156.001.0001/acref-9780195108156-e-386>. This resource provides an overview of the Maya culture and people.

Gill, Hannah E. “The Latino migration experience in North Carolina new roots in the Old North State.” *University of North Carolina Press*. 2010, accessed June 29, 2016. <http://public.eblib.com/choice/publicfullrecord.aspx?p=605913>. This resource explains the history of immigration to the U.S., and more specifically to North Carolina.

Gray, Tom. “Teaching With Documents: The Treaty of Guadalupe Hidalgo,” *National Archives*. Accessed June 29, 2016. <https://www.archives.gov/education/lessons/guadalupe-hidalgo/>. This resource explains how the Treaty of Guadalupe Hidalgo brought an end to the Mexican American War. It also details how other American states such as California and New Mexico were at one time part of Mexico.

“Hispanic Roots,” *U.S. Census Bureau*. 2014, accessed June 29, 2016. http://www.census.gov/content/dam/Census/newsroom/facts-for-features/2015/cb15-ff18_graphic.jpg. This source breakdown the Hispanic population by country of origin, and lists the 2014 statistics regarding US population versus Hispanic population in America.

“Improving Basic Programs Operated by Local Educational Agencies Title I, Part A,” *U.S. Department of Education*. 2015, accessed on July 18, 2016. <http://www2.ed.gov/programs/titleiparta/index.html>. This source defines the criteria for schools to earn grants through the Title 1 of the Elementary and Secondary Education Act and explains how they may use those funds to make content accessible to all students.

- Jensen, Eric. *Engaging Students With Poverty In Mind*. Alexandria: ASCD, 2013. This book explains how to engage students in the classroom that live in poverty. Jensen explains the reasons why kids are not engaging and provides activities to change that around and improve test scores.
- Jones, Raymond C. "Clock Buddies." *Reading Quest*. August 26, 2012, accessed on November 19, 2016. http://www.readingquest.org/strat/clock_buddies.html. This source explains the Clock Buddies strategy and provides a blank template to download for classroom purposes.
- Kagan, Spencer. "Effects of Communication on Student Learning." Kagan Online & Professional Development. 2016, accessed on November 19, 2016. http://www.kaganonline.com/free_articles/research_and_rationale/313/Effects-of-Communication-on-Student-Learning. This source provides teachers with cooperative learning strategies, such as Inside-Outside Circle, to incorporate into their teaching practice.
- Kagan, Spencer. "Kagan Structures: A Miracle of Active Engagement," *Kagan Online*. 2016, accessed on October 23, 2016. http://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement,3. This source provides teachers with engagement strategies to incorporate into lessons.
- "Leading in the Mainstream: Nuevolution! Latinos and the New South," *Levine Museum of the New South*. 2016, accessed on September 18, 2016. <http://www.museumofthenewsouth.org/media-center/video-gallery/leading-in-the-mainstream-nuevolution-latinos-and-the-new-south>. In this video, Ron Rivera explains his reasons why he was asked to be the coach for the Carolina Panthers; he believes it is because he is the best at what he does.
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