***OBJECTIVES***

1. To expose students to the diverse population of Mexico and compare it to that of the United States.

2. To learn and sing traditional songs of Mexico including the national anthem.

3. To memorize simple Spanish vocabulary and be able to express greetings, age, likes, and dislikes.

4. To cook Mexican dishes by reading recipes.

5. To create a class mural in the style of traditional Mexican artists.

6. To read Mexican children’s literature and respond to it through the creative writing process.

***Lesson Plan 1***

***Creative Writing***

***Objectives:***
Students will create their own stories given a writing prompt.

Students will recognize and include proper punctuation and grammar including capital letters, periods, question marks, and complete sentences.

***Materials:***
*Friends from the Other Side* by Gloria Anzaldua, paper, pencils.

***Procedure:***
Read *Friends From the Other Side*to students.

Ask guiding questions during the story including how they would feel if they were the character Joaquin coming to a strange new land.

After completing the story, create a web with the class based on the words “New Friend.” Fill in the web by asking students how they would make a new friend that they met comfortable.

Have students create their own stories about a new child that comes to the classroom. This new child does not know anyone and feels very uncomfortable. How would you make this new child feel welcome?

***Closure:***
Let students share their stories with the class. Publish their stories by mounting them on construction paper and create a bulletin board with them or laminate stories and bind them together to make a class book.



***Lesson Plan 2***

***Art***

***Objectives:***
Students will research the life of Mexican muralist Diego Rivera through literature.

Students will become familiar with the concept of the “mural” as seen through the eyes of Diego Rivera.

Students will create a class mural of a predetermined subject matter chosen by them.

***Materials:***
*Diego Rivera* from the series Getting to Know the Worlds Greatest Artists by Mike Venezia, paints, brushes, crayons, markers, construction paper, bulletin board.

***Procedure:***
Read story *Diego Rivera*to students.

Discuss what he liked to create in his murals and who he created them for.

Ask students what they feel would be an important subject to portray in a class mural that they would create for the school.

Have students draw individual drafts of their mural idea.

Share with the class all of the positive attributes of the individual drafts.

Narrow down the subject matter of the mural and prepare the bulletin board by covering it with white construction paper.

Let students work in small groups on the mural. Assign each group a small task such as coloring the sky or outlining figures.

***Closure and Follow-Up:***
Ask students why they feel the subject matter that they chose for the mural is important. Have them give the mural a name and label it. Invite parents and other classes to see it and encourage them to ask questions.



***Lesson Plan 3***

***Spanish***

***Objectives:***
Students will use simple Spanish words and phrases such as greetings, expression of likes and dislikes, numbers, and colors.

Students will keep a journal of Spanish they have learned and words that they wish to learn.

Given a block of time, students will work in small groups and use words they have learned in Spanish to create a conversation.

***Materials:***
Construction paper, writing paper, stapler, crayons, and pencils.

***Procedure:***
Have students create their Spanish journals by folding a piece of construction paper in half and stapling pieces of writing paper inside. Let students title these books “My Spanish Journal.”

Ask students that if they were going Mexico and they needed to learn Spanish to get along, what would be some of the most important things they would have to learn to say first. (Encourage students to say “greetings” as this is usually what is best to start with).

Begin by saying hola (hello) and have students repeat several times. Practice by saying hola to individual students and let them answer with the same.

Continue with Como estas? (How are you), Bien, y tu? (Fine, and you?), si (yes), Por favor (please), Como se llama? (What is your name?), Me llamo . . . (My name is . . .) etc.

Give students the opportunity to repeat these phrases over and over a little at a time.

Numbers 1-10; uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.

Colors: amarillo (yellow), anaranjado (orange), azul (blue), blanco (white), negro (black), rojo (red), verde (green), marron (brown).

***Closure:***
Say something in Spanish and see who could respond appropriately to what you have said. Also, tell students to draw a picture of a house and color each part of the house the color that you say in Spanish. (e.g. Color the door rojo; Color the roof negro).



**Teacher Bibliography**

Bustamente, Edgar. *Mexico*. Geneva: Minerva, 1977.

(A very simple and elementary overview to Mexico’s people, art, and culture).

Chase, Stuart. *Mexico: a study of two Americas.* N.Y.: Literary Guild, 1931.

(A close look at Mexican people and their daily lives with illustrations by Diego Rivera).

Cordry, Donald and Dorthy. *Mexican Indian Costumes.* Austin: Steck Company, 1968.

(Detailed descriptions of men’s and women’s costumes and daily clothing).

Hobart, Lois. *Mexican Mural: The Story of Mexico Past and Present.* N.Y.: Harcourt, Brace, and World, Inc., 1963.

(Shows Mexico at work, home, and play. Also includes natural resources, beauties, and relationship with U.S.).

Nicholson, Irene. *Mexican and Central American Mythology.* London: Hamlyn, 1988.

(Discusses how mythology was an important factor in Mexico during Pre-Hispanic times).

Paz, Octavio. *New poetry of Mexico.* N.Y.: Dutton, 1970.

(A collection of poems selected from Poesia en Movimiento, Mexico, 1915-1966, compiled by O. Paz and others).

Prescott, William Hickling. *The Conquest of Mexico.* N.Y.: Jr. Literary Guild, 1934.

(Begins with discussion of the Aztec civilizations and moves to the life of Cortez).

Smith, Bradley. *Mexico: A History in Art.* N.Y.: Harper and Row, 1968.

(A detailed history from 1700 B.C. to the twentieth century. Discusses all eras including Classic and Colonial).



**Student Bibliography**

Anzaldua, Gloria. *Friends From the Other Side.* San Francisco and Emeryville, California: Children’s Book Press, 1993.

(A Mexican immigrant befriends an American girl. Written in English and Spanish).

Bunting, Eve. *Going Home.* N.Y.: Harper Collins, 1996.

(A Mexican family comes to the United States to work as farm laborers so that their children will have opportunities. The parents still consider Mexico their home).

Delacre, Lulu. *Arroz Con Leche.* N.Y.: Scholastic Inc., 1989.

(A compilation of folk songs from Spanish-speaking countries).

Lewis, Thomas P. *Hill of Fire.* N.Y.: Harper Collins, 1971.

(A Mexican village is destroyed by a volcano)

Politi, Leo. *Three Stalks of Corn.* N.Y.: Alladin, 1994.

(When Angelica’s grandmother explains the many uses of corn, the corn in her garden becomes cherished by her).

Rohmer, Harriet. *Uncle Nacho’s Hat.* China: Marwin, 1989.

(Uncle Nacho finds it hard to get rid of his old hat after his niece gives him a new one. She finally shows him how to make changes in his life).

Venezia, Mike. *Getting to Know the World’s Greatest Artists: Diego Rivera.* Chicago: Children’s Press, 1994.

(A great summary of Diego Rivera’s life on an elementary level. Great illustrations).