



Cinco de Mayo

A Historical
Celebration

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Cinco de Mayo

A Historical Celebration

By Astrid Parr

Grade: K–2

Implementation Time
for Unit of Study: 3 weeks

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

Loyola A. Martinez, Project Director

Cinco de Mayo: A Historical Celebration

Unit Concepts

- Traditions
- Holidays and Fiestas
- Celebrating Mexico
- Famous people

Standards Addressed by This Unit

Reading and Writing

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

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

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

Mathematics

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

History

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

Geography

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

Visual Arts

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

Introduction

The holiday Cinco de Mayo (“the fifth of May”) started after the Mexican army defeated the French army on May 5, 1862. The French troops of 6,000 men had marched into the city of Puebla expecting no resistance, but were met by the Mexican army consisting of 2,000 peasants led by Benito Juarez. The Mexican army successfully attacked and drove back the French troops. This victory gave the Mexican people more freedom and newfound respect for Juarez.

Today, Hispanic communities remember Cinco de Mayo as an important day. In some parts of Mexico, many celebrate this holiday by reenacting the Battle of Puebla. In America, Cinco de Mayo has been a day to celebrate Hispanic culture in general, and is celebrated by huge fairs, which include Mexican singing, dancing, feasting, costumes, fireworks, and entertainment. This observance of the Cinco de Mayo victory is a special symbol for all Mexican people who celebrate their rights of freedom and liberty, honoring those who fought, against the odds, for these principles.

Implementation Guidelines

This unit is specific to grades K-2 and can be adapted for third grade. Integration of this unit of study into the daily curriculum is recommended for strengthening existing curriculum and providing cultural inclusion. Students will learn math, reading, writing, art, dance, and food by visiting various holidays and fiestas specific to Mexican culture. This unit provides a wonderful opportunity for students to compare and contrast the ways we pay homage to special days and traditions.

Resources

Viva Mexico! A story of Benito Jaurez and Cinco de Mayo by Argentina Palacios

De Colores by Jose Luis Orozco

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

Celebrating Cinco de Mayo Fiesta Time! by Sandi Hill

Count Your Way Through Mexico by Jim Haskins

Hooray, A Piñata! by Elisa Kleven

Sombreros del Mundo Entero by Liza Charlesworth

The Sombrero of Lui Lucero by Cecilia Avalos

The Piñata Maker/El Pinatero by George Ancona

El Sombrero del Tio Nacho by Harriet Rohmer

Fiesta! by Elizabeth Silverthorne

A Counting We Will Go by Rozanne Williams

The Tortilla Factory by Ruth Wright Paulsen

What Comes in 2s, 3s, and 4s? by Suzanne Aker

Lesson Summary

Lesson 1	Cinco de Mayo—A Historical Celebration 4 Constructing a KWL chart and with a Read Aloud.
Lesson 2	Hooray for our Flags 10 Comparing and contrasting Mexico’s flag to the American flag.
Lesson 3	Spill the Beans 14 Math lesson using dried beans and the colors of the Mexican flag.
Lesson 4	Let’s Play Music 18 Discovering the music and instruments of Mexico, including making maracas.
Lesson 5	Los Numeros 21 Learning Spanish numbers 1 through 10 .
Lesson 6	My Sombrero 24 Learning what is a sombrero, and comparing and contrasting to American-style hats.
Lesson 7	Are Tortillas Round? 28 Discussing authentic foods and making tortillas.
Lesson 8	It’s Piñata Time! 31 Art lesson using papier-mâché and other supplies to create a piñata.

LESSON 1: Cinco de Mayo—A Historical Celebration

What will students be learning?

STANDARDS

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

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

BENCHMARKS

Students make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

OBJECTIVES

Students will read and discuss important facts about Mexico.

Students will write what they know and what they would like to know about Cinco de Mayo on the KWL chart.

SPECIFICS

Mexico has been inhabited for thousands of years by native Indian tribes. These include the Aztec, Maya, Chichimeca, Toltec, and thousands of others. In 1519, Hernan Cortes, a Spaniard, arrived in Mexico with 600 men, 22 horses, and several canons. In less than two years he conquered the mighty kingdom of the Aztecs, and eventually all of Mexico.

With the Aztec conquest, the Spaniards established colonies throughout the country. In 1810, under the leadership of Father Miguel Hidalgo, an independence movement began. The slogan for this movement was “Religion, Union, and Independence.” Hidalgo led the mostly peasant uprising until his capture and death in 1811. The independence movement continued until 1821 when General Agustin Iturbide, representing the Mexican people, signed the Plan de Iguala, giving Mexico its independence.

In 1836, Mexico battled the United States in the War for Texas Independence. One of the most depicted battles of the war was the Battle of the Alamo. The Texans, volunteers from Tennessee and others, were besieged by the forces led by General Santa Anna. The fort was pounded by artillery and eventually overrun, killing all the defenders in the battle. Santa Anna lost approximately 600 men and was eventually defeated. Though Texas gained its independence, one dilemma remained unsettled. Texas believed its southwestern border to be the Rio Grande and Mexico believed that the border was farther to the north of the Nueces river. This misunderstanding would lead to troubles 20 years later.

The unsettled business of 1836 led to hostilities in 1845. James Polk was elected president of the United States on the platform in favor of annexing Texas (and eventually California and New Mexico). Essentially, President Polk was trying to get all of the land south and west for the Louisiana Purchase. He used the dispute of the Texas-Mexican border to place troops in Texas. Hostilities followed the troop placement and the war began. Eventually the war ended with the

signing of the Treaty of Guadalupe-Hidalgo. In this treaty, Mexico agreed to sell the United States 529,000 square miles—nearly half of its territory—in exchange for \$10 million.

On May 5, 1862, Mexico was occupied by the French, under the rule of the Emperor Maximilian. As a French army, numbering 6,000, moved to occupy the city of Puebla, they were met by a largely peasant force of 2,000 led by Benito Juarez. After the intense battle, the French were repelled and the troops under Juarez were victorious. Because of this victory, against tremendous odds, May 5th (Cinco de Mayo) continues to be a holiday celebrated throughout Mexico and the southwestern United States.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Whole-Group Lesson

Read Aloud

KWL Chart

ACTIVITIES

This lesson is to get the children motivated and interested about Mexico. Start with the story *Cinco de Mayo: Yesterday and Today* and *Celebrating Cinco de Mayo Fiesta Time!* and then have an open discussion about the book and other facts that the children know about Mexico. Discuss with the students what they know about Mexico. Ask if any students have ever visited or seen pictures in magazines or on television. It is important at this time to introduce the vocabulary words while completing the KWL chart on page 7. Show and discuss the KWL chart and start writing down the students' responses of what they know about Mexico in the "What they know" section. Then discuss what they would like to know about Mexico. Write these responses on the second column. Leave the learned section of the chart blank until the last day of your unit. Leave this chart hanging somewhere in the room. Then read your book to see if some of the children's responses were true.

VOCABULARY

Mexico located in the southwest region

Cinco de Mayo victory for Mexico in 1862

Sombreros colorful large hats

Piñata decorated containers filled with sweets and small toys. They are hit with a stick until broken. The person hitting is usually blindfolded.

Tortillas a flat round food made of flour (or corn) and water

Benito Juarez a hero who led the troops to victory

Puebla city in Mexico where the Battle of Puebla took place in 1862

Fiesta a culminating party, including food and activities

Maize corn (one of the ingredients for tortillas)

Mundo world

RESOURCES/MATERIALS

Butcher paper

Markers

Cinco de Mayo: Yesterday and Today

Celebrating Cinco de Mayo, Fiesta Time!

ASSESSMENT

Students will be assessed on their level of attentiveness (see page 8) and level of participation (see page 9).

Name _____

KWL Chart

What I Know:

What I Want to Know:

What I Have Learned:

LESSON 2: Hooray for our Flags

What will students be learning?

STANDARDS

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

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

BENCHMARKS

Students make connections between prior knowledge and what they need to know about a topic before reading about it.

Students develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will locate North America in relation to Mexico on a map.

Students will learn features of the Mexican flag.

Students will learn features of the American flag.

Students will compare/contrast both flags in a Venn diagram.

SPECIFICS

The Mexican flag is an important part of the Mexican identity. It demonstrates unity among the people of Mexico and represents its rich history. The symbol of the eagle perched on a cactus eating a snake traces back to a legend of the Aztec Indians. The Aztecs were the last of the major Indian tribes until the arrival of the Spanish. According to legend, the Aztecs were on a long journey in search of a new homeland after leaving their mystical homeland of Aztlan. The Aztecs searched for a new homeland for many years. They were told to search until they came upon an eagle, perched on a cactus, eating a serpent/snake. They encountered this homeland in the valley of Mexico and established their capital city, Tenochtitlan. Mexico City is located on the ruins of this ancient city.

The United States flag is often referred to as the “Stars and Stripes.” The flag has had many different versions since 1776. In 1777, the first Continental Congress adopted the flag which had 13 stars and 13 red and white alternating stripes to represent the 13 colonies. The flag has gone through numerous changes since 1776, and now remains unchanged with 50 stars, one for each state, and the original 13 red and white stripes.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Group Discussions

Direct Interaction

Teacher Guided

Read Aloud

PRELIMINARY LESSON PREPARATION

The teacher should have a Venn diagram already drawn out on butcher paper. Also have American and Mexican flags hung up in the room so the children can use them as a resource. Discuss and review with the students how to compare and contrast.

ACTIVITIES

Start by reading *Fiesta!* Then start a group discussion about what the students know about Mexico and what they just learned from the book. Locate Mexico on a map, showing where they live in North America in relation to Mexico. While locating these countries on the map, explain to the students that each has its own flag. Show pictures in the book and/or bring in the real flags so students can see the features of these flags. After discussing the similarities and differences of the flags, show and explain the Venn diagram and start writing down what the children are saying. When finished, save and hang the Venn diagram in your class. Pass out to each child a copy of a Venn diagram. Have them reproduce what they have just learned. After this activity, pass out the copy of the Mexican flag so that as they finish the Venn diagram, students can color the flag.

RESOURCES/MATERIALS

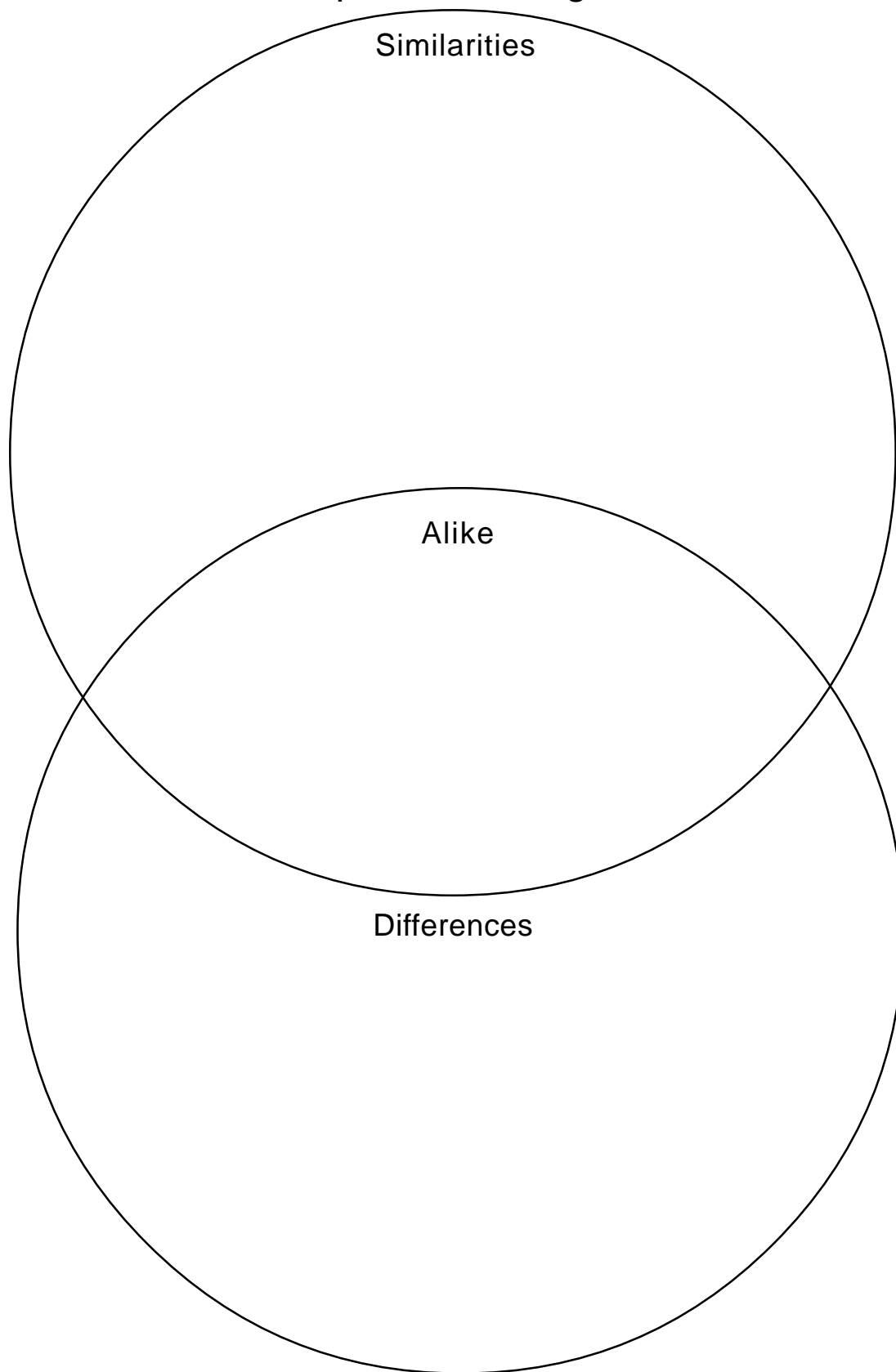
- Markers
- Crayons
- Venn diagram on butcher paper
- Mexican flag (or color picture)
- American flag (or color picture)
- Photocopies of the Mexican and American flags for students to color
- A world map
- Fiesta!* by Elizabeth Silverthorne

ASSESSMENTS

Students will discuss similarities and differences between the Mexican and American flags. Teacher will assess student's verbal response and write them on the Venn diagram. Students will rewrite their response on their own Venn diagram. Teachers will assess children's response on their individual sheet.

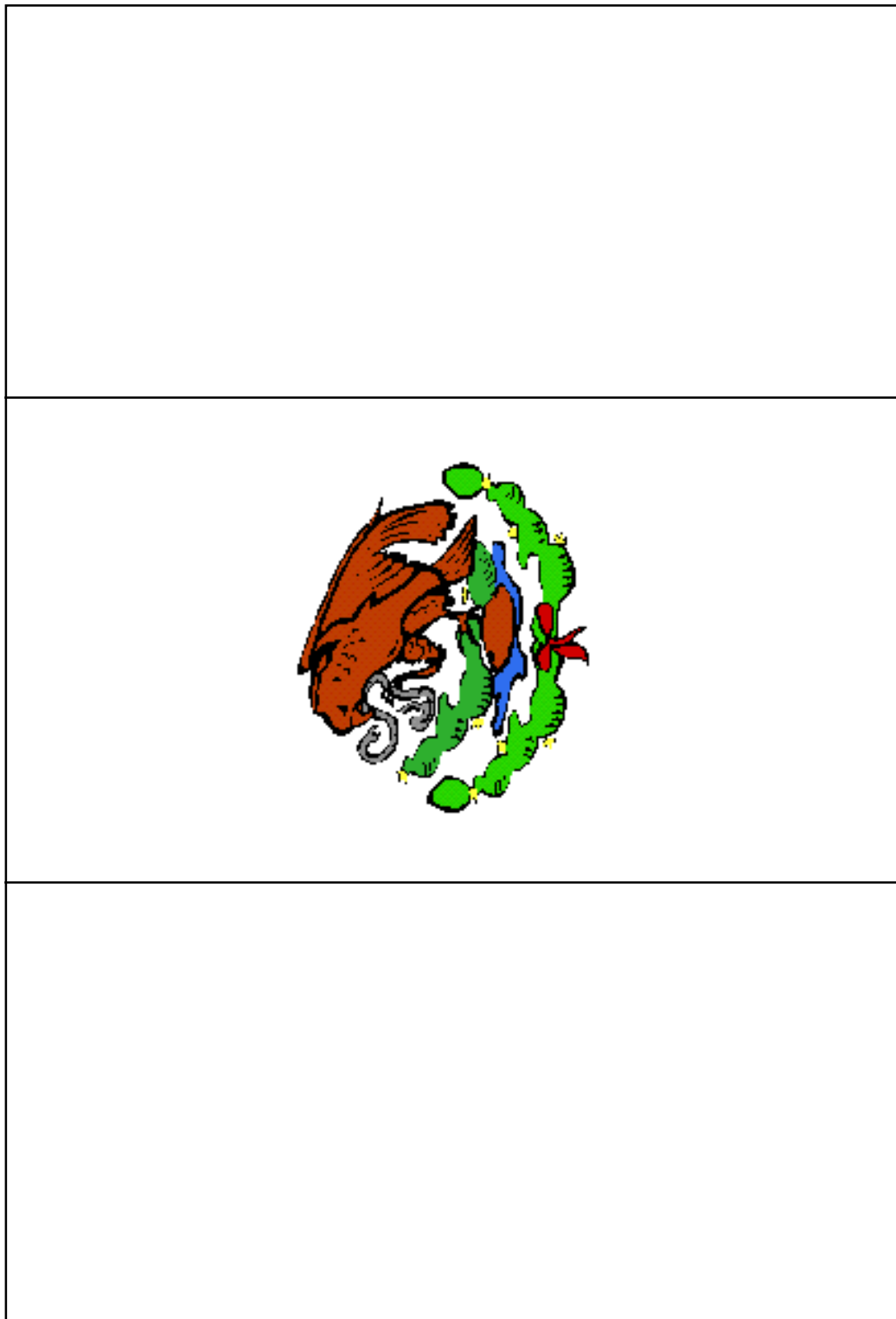
<u>Rubric Points</u>	<u>Description</u>
4	Student can identify at least 4 similarities and differences between the Mexican and American flags.
3	Student can identify 3 similarities and differences between the Mexican and American flags.
2	Student can identify 2 similarities or differences between the Mexican and American flags.
1	Student can identify 1 similarity or difference between the Mexican and American flags.

Sample Venn Diagram



Name _____

The Flag of Mexico



LESSON 3: Spill the Beans! (ESL Lesson)

What will students be learning?

STANDARDS

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems. (M2)

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

BENCHMARKS

Students will construct and interpret number meaning through real world experiences and the use of hands-on materials and relate these meanings to mathematical symbols and numbers.

Students will identify, describe, analyze, extend, and create a wide variety of patterns in numbers, shapes, nature, and data.

Students will write and speak to peers, teachers, and the community.

OBJECTIVES

Students will learn how to use manipulatives to construct math problems.

Students will learn and do basic computation, such as addition.

Students will learn how to work with partners.

Students will learn how to write their findings.

Students will learn the colors *rojo*, *verde* y *blanco* in English.

What will be done to help students learn?

INSTRUCTIONAL STRATEGIES

Demonstration

Problem Solving

Drawing Conclusion

Teacher Guided

Student Directed

PRELIMINARY LESSON PREPARATION

Write the vocabulary words on a piece of butcher paper or on the chalkboard. Spray-paint beans with red, green, and white paint. Place a handful of beans on each table along with empty cups.

PRETEACHING

Students should already have knowledge of adding numbers. Ideally the students should know how to add using the two color-counting beans. If not, this needs to be taught before this lesson. Once the students grasp adding two numbers, introduce adding three numbers (For example $2+3+1=X$). Have students practice adding three numbers for several days prior to this lesson. Students already have exposure to the English words for *rojo*, *verde*, and *blanco*. Remind the students that the three colors represent the colors of the Mexican flag.

ACTIVITIES

It is very important to review the vocabulary words before the children get into groups. Have the students pick a partner they will like to work with or the teacher can choose the partners for them. Demonstrate to the class how each group of partners will use a cup and will have to fill the cup with several beans from the table. Once they have filled their cups with several beans, they shake and spill. They will need to separate each color into groups and count how many of each color. Record the number of each color on paper like a math problem. Then add the three numbers together. After each problem, start the process again by placing a different number of beans into the cup. Since this is an ESL lesson, try to encourage the students to say the colors in English, using positive reinforcements.

VOCABULARY

Rojo red

Verde green

Blanco white

RESOURCES/MATERIALS

Beans—spray-painted red, white, and green

Paper for the student's computation

Any type of cup for each group of partners

Baskets for the center of each table

Pencils

ASSESSMENT

Students will be assessed through their paperwork and what types of problems they've constructed. Teacher will also assess orally if the students are using English while talking about the colors, how well the students are grouping each color in order to write down the math problem, and how well partners are working together.

LESSON 4: Let's Play Music

What will students be learning?

STANDARDS

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

BENCHMARKS

Students will write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures.

OBJECTIVES

Students will listen to authentic Mexican music.

Students will learn about mariachi bands.

Students will make maraca instruments.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Discussion

Hands-On Activity

Guided Questioning

Chart

PRELIMINARY LESSON PREPARATION

For the art project, the teacher should have all the materials needed to make maracas set up at each table for the students. Also have the music ready in the morning so as the students come in they can listen to the mariachi music.

ACTIVITIES

Have the music playing as students walk in and while they go through their morning routine. Gather the students in the meeting area and lower the music. Ask guided questions such as, "What instruments do you hear?" "Is there any voices or singing?" This will prompt the students to listen more carefully. Turn off the music and have a 15-minute discussion on what they heard. As the children are telling you what they hear, write and draw their responses on the chart paper. This will give the students a visual representation of the instruments heard. Once the discussion is finished, tell the students that they will be making Mexican instruments called maracas. Explain that a maraca is an instrument used all over Mexico that is shaken to create a sound. Have each student return to their desk and pass out a empty toilet paper tube to each child. Tape a piece of construction paper on one end and place a handful of beans inside. Cover the other end the same way. Have the kids decorate them with markers or crayons. When they finish decorating, gather all the students at the meeting area and replay the mariachi music. Have the students play their maracas with the music.

RESOURCES/MATERIALS

Chart paper

Markers

Crayons

Toilet paper tubes (empty)

Any type of beans

Los Mariachis! An introduction to Mexican Mariachi Music (audiotape) by Patricia Harpole and Mark Fogelquist

ASSESSMENTS

The teacher will assess students orally and write their responses on chart paper. The children will be assessed on how well they completed their maracas and if they included the beans to make the noise. Also, the students can assess themselves using the rubric on the next page.

Name _____

Student Mariachi Music Assessment

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Did you hear a guitareon? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did you hear a flute? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you hear people singing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did you hear drums? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Did you hear horns? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Was the music loud and upbeat? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Can you dance to this music? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Did you hear a piano? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Did you hear a vihuela? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Were the words/lyrics in English or Spanish? | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

LESSON 5: Los Numeros

What will students be learning?

STANDARDS

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

BENCHMARKS

Construct and interpret number meanings through real-world experiences and the use of hands-on material and relate these meanings to mathematical symbols and numbers.

OBJECTIVES

Students will learn the numbers 1 to 10 in Spanish
Students will use visual number cards to play a game.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud
Guided Instruction
Student Directed
Predicting

PRELIMINARY LESSON PREPARATION

Write the numbers 1 through 10 numbers on sheets of construction paper or tag board. Also write the number words 1 through 10 in English and Spanish so that the students can refer to them at any time. Also play the mariachi music used in Lesson 4.

ACTIVITIES

Start the lesson by reading *Count Your Way Through Mexico*. Introduce the children to the Spanish numbers as you are reading the book. After the story, show the students the different number cards. As a group go, through each number and repeat the Spanish names to each number. Once, you have reviewed the numbers, tell the students that you will be playing a game with music and these numbers. Lay the numbers in the middle of the floor of your meeting area. Have the students sit around on the outside of the numbers (if your meeting area is rectangular, spread out the numbers on the inside and have the students sit outside the rectangle). Explain that the students will be dancing around the numbers as the music is playing and when the music stops the teacher will call out a number in Spanish and instruct one child to find that number. If that child needs help, he or she can ask another child to help find the number. Once they find it the music goes back on and it starts all over again. Encourage the students to count with you.

RESOURCES/MATERIALS

Mariachi music

Construction paper to write numbers on (or number cards)

Count Your Way Through Mexico

ASSESSMENTS

Assess the student's knowledge of numbers. Have them write down, in sequential order, the numbers 1 to 10 on paper. Then have the child say the word in English and Spanish after they write each one. Throughout the game, assess if the child can find the right number card.

EXTENSION ACTIVITY

This game can be played in an ESL classroom as well. Instead of using Spanish numbers the students can learn the English numbers while dancing.

LESSON 6: My Sombrero

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes. (RW1)

BENCHMARKS

Students will write and speak to peers, teachers, and the community.

Students will write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

OBJECTIVES

Students will learn what a sombrero is in English and Spanish.

Students will make a sombrero.

Students will compare and contrast how a sombrero differs from other styles of hats.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Discussion

Teacher Directed

Independent Reading

Comparing and Contrasting

PRELIMINARY LESSON PREPARATION

Teachers need to have large squares of different butcher paper ready for each child. The squares should be big enough that if placed on the head the paper extends out past their shoulders.

ACTIVITIES

Since you have been talking about the different elements of Cinco de Mayo, explain that sombreros are Mexican hats sometimes used by Mexican people during their dances. Start by reading several small books such as *Sombreros del Mundo Entero* and *The Sombrero of Luis Lucero*. Discuss that sombreros are called hats in English.

Pass a sheet of butcher paper to each child. Have them decorate with crayons or markers. Split the students into two groups. Have one group read *Cinco de Mayo* or other Mexican-related books independently. With the other group, start showing them how to make a sombrero. Place a piece of butcher paper on the student's head. Mold the butcher paper to the shape of their head shape using masking tape (you will form a circle around their head with masking tape). Have the student remove the hat and start curling the edges toward the center where the masking tape is. Start each student the same way. Then switch groups and follow the same steps. After the activity, have the students share their sombreros with the class. Then talk about

how sombreros differ from other hats like cowboy hats, sun visors, baseball hats, etc. Show samples (or pictures) of different types of hats.

Explain to the students that they will need to use a Venn diagram to compare and contrast a sombrero with one other type of hat. Demonstrate this to the class if needed.

RESOURCES/MATERIALS

Butcher paper

Markers

Crayons

Masking tape

Sombreros del Mundo Entero

The Sombrero of Luis Lucero

Examples of other types of hats (or pictures)

Copy of a Venn diagram

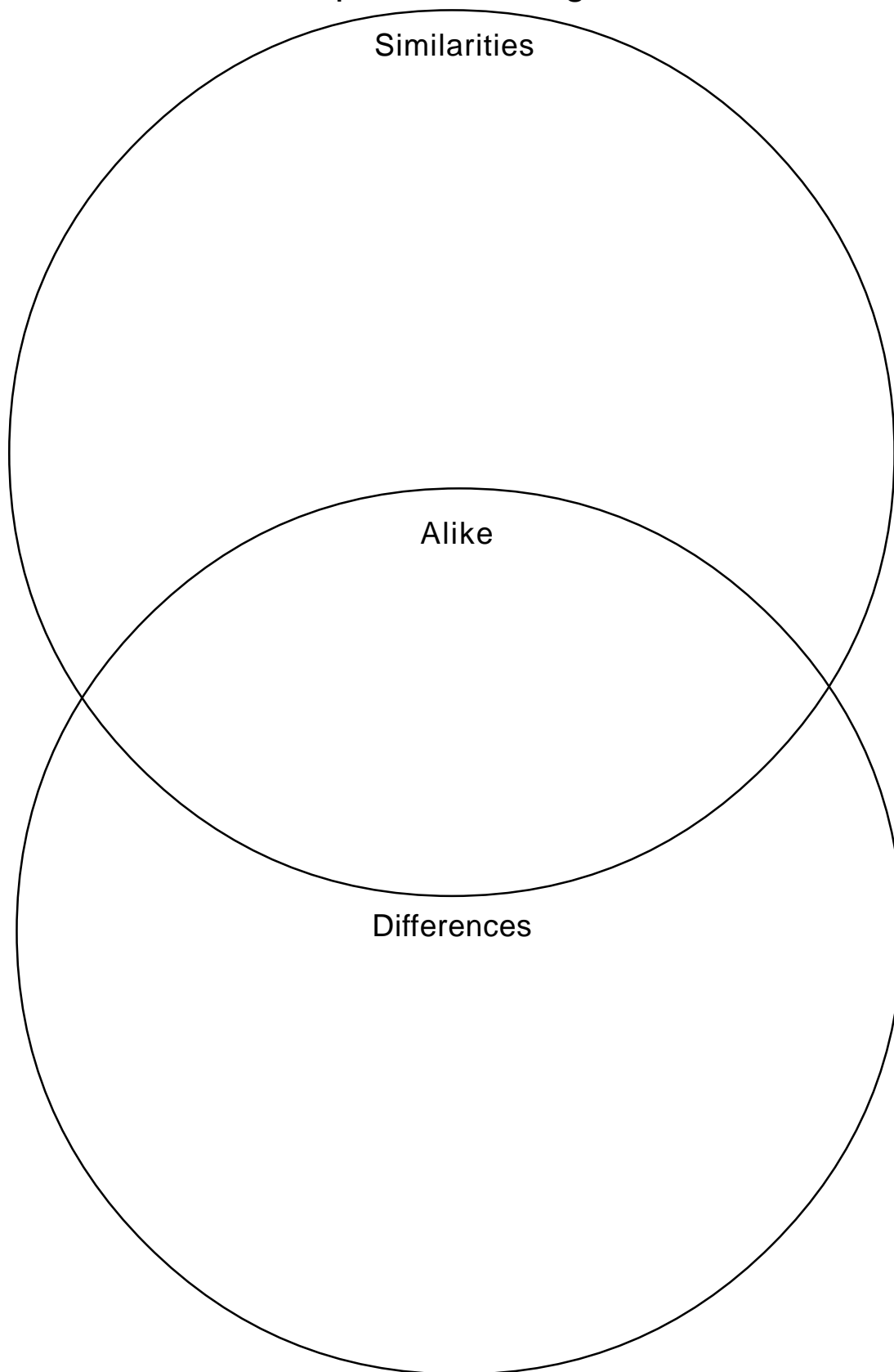
ASSESSMENTS

Each child should write down the word *sombrero* and its meaning. Also have them compare and contrast a sombrero to one other hat of their choice. Have them use a Venn diagram for their comparison.

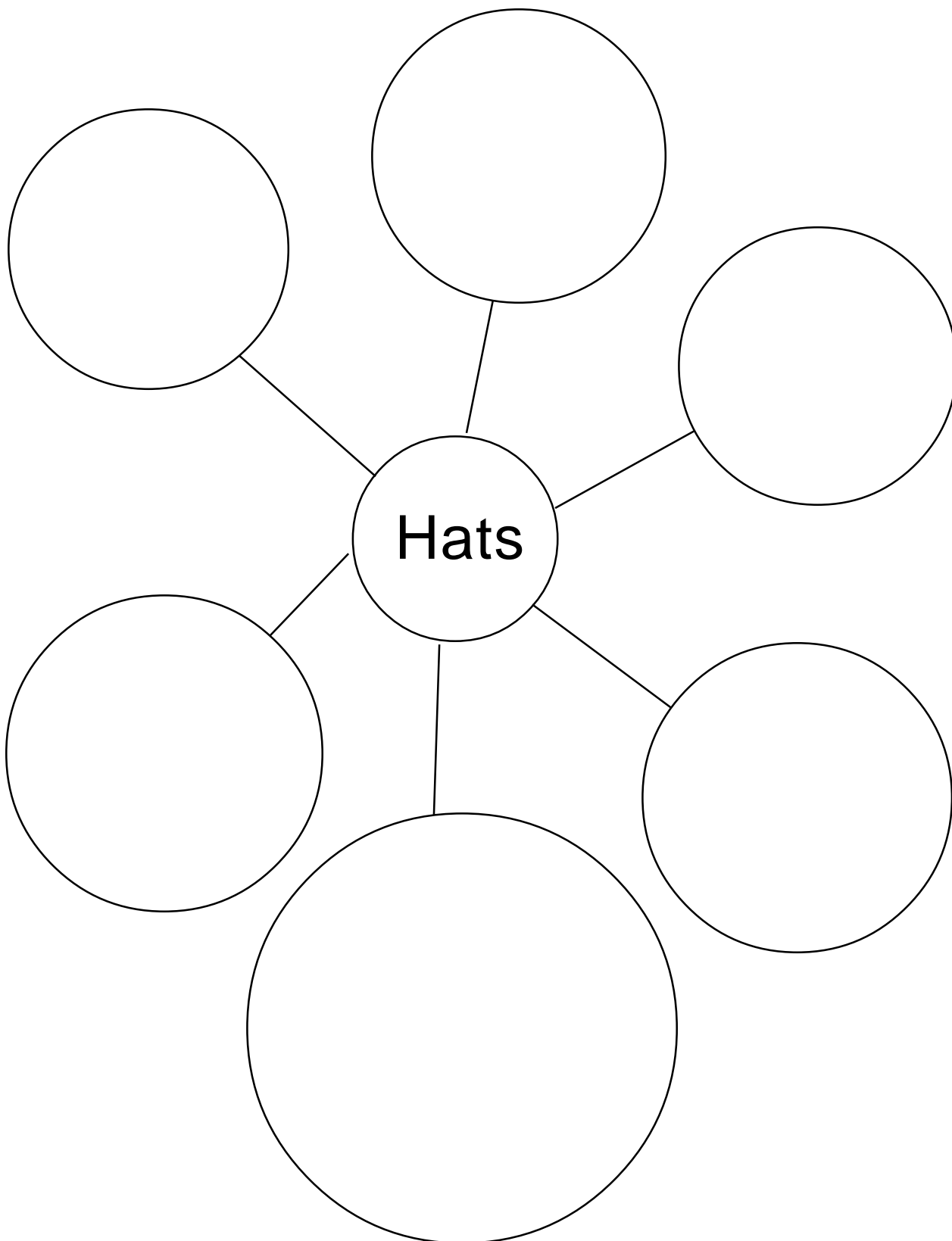
EXTENSION ACTIVITY

Have the students create a web of hats. The center word is hats and have them think of as many hats as they can. They can draw the types of hats in each circle or write the words or both.

Sample Venn Diagram



Name _____



LESSON 7: Are Tortillas Round?

What will students be learning?

STANDARDS

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem solving situations, and communicate the reasoning used in solving these problems. (M1)

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

BENCHMARKS

Students will construct and interpret number meanings through real world experiences and the use of hands-on materials and relate these meanings to mathematical symbols and numbers.

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

OBJECTIVES

Students will be introduced to authentic foods from Mexico.

Students will learn how to make tortillas.

SPECIFICS

Corn tortillas are to the people of Mexico what bread is to the people of the United States. Tortillas are flat, pancake like rounds made from corn (or maize). In the Mexican culture, tortillas are a dietary staple because of the corn. Tortillas are mixed with many other foods. They are the basis for tacos, enchiladas, and tostadas.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Hands-On Activity

Measuring

Guided Instruction

PRELIMINARY LESSON PREPARATIONS

Have an electric skillet, fork, spatula, knife, waxed paper, and a clean dish towel ready before the students come in. This should also be in an area where students cannot access them easily.

PRETEACHING

Even though a tortilla is food, the teacher can still reinforce several concepts and skills. The teacher can revisit the units like shapes and the five senses. This will help the child connect with the lesson on different levels.

ACTIVITY

Start this lesson by asking the students if they know what tortillas are. After a 5-minute discussion, start reading *Tortillas*. Start a discussion about this type of food and ask if anyone has tried it. Discuss that tortillas are an authentic food from Mexico. Discuss the different ways tortillas can be eaten. On chart paper, write down the students' responses. They can compare and contrast with other students how they would like to eat the tortillas. Before making the tortillas, read *The Tortilla Factory*. Explain to the students that they will be making tortillas as a class. Talk about the ingredients that they will use first. Explain step by step as you add each ingredient. Ask several students to be your helpers. Each student will make his or her own flat tortilla. Discuss that while tortillas are traditionally round, they can try to create different shapes like rectangles and triangles. Discuss with the children what shape their tortilla looks like.

1. Mix the tortilla mix with just enough water to make the dough stiff enough to roll into a large ball.
2. Divide the dough into many small balls. Pass one out to each child.
3. Flatten the small balls with hands on the squares of wax paper and press evenly flat to about 1/4".
4. Have the student peel the tortilla off the wax paper and give it to the teacher.
5. Teacher cooks the tortilla on a lightly oiled electric skillet. Cook for 10 seconds on one side, flip over and cook for one minute on the other side, then flip again and cook for 20 seconds more.
6. Remove from the skillet and add butter.

Talk about the taste, texture, and shape. Regroup as a class and talk about their experiences with tortillas.

RESOURCES/MATERIAL

Tortillas by Margarita Gonzales-Jensen

The Tortilla Factory by Ruth Wright Paulsen

Chart paper

Ingredients:

2-1/2 cups corn tortilla mix

1 cup of water

2 teaspoons oil

Butter

Electric skillet

Fork

Spatula

Waxed paper

Plates

ASSESSMENT

Students will assess themselves using this rubric, which should be done as a group.

Name _____

Student Tortilla Assessment

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Are tortillas round? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are tortillas flat? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Can you eat tortillas? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Can you put different stuff on tortillas? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do tortillas smell like tacos? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do tortillas taste like pizza? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you like tortillas? | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

LESSON 8: It's Piñata Time!

What will students be learning?

STANDARDS

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

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

BENCHMARKS

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students will write and speak to peers, teachers, and the community.

Students will plan, draft, revise, proofread, edit, and publish written communication.

OBJECTIVE

Students will learn the components of a piñata.

Students will learn how to write a draft and revise a plan for their piñata.

Students will construct a piñata with papier-mâché.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Group Work

Oral Discussions

Whole-Group Presentations

PRELIMINARY LESSON PREPARATION

Prepare several batches of papier-mâché mix before the lesson. To make the mixture, pour two cups of flour into a bucket and slowly add water, mixing it until its consistency is a little thinner than cake batter. You might have to make several batches depending on how many students are in the class. Also have plenty of newspaper, ripped into 2" by 12" pieces, at each table.

ACTIVITIES

Start the lesson by reading *Hooray, A Piñata!* Have a brief discussion about the book. Ask students if they have seen certain cartoon characters, shapes, or symbols as piñatas and if so which ones were their favorites. Create a list on butcher paper. Since the children will be working in groups, have each group sketch how they want their piñata to look. They can use the list to help them with ideas. These sketches should be done the day before you start constructing the piñatas so the students have a chance to talk and choose one they like. Once they have chosen what the group's piñata will be, have each group draw it together so there will be one drawing for each group. The students can also share their drawings with the class. Since there will be many different sketches to choose from, have each group vote if they cannot

decide on one. Before breaking up into groups, discuss the four major components of constructing a piñata. Components are listed on the assessment sheet. Then, choose three or four students to work together in each group.

1. Prepare wheat paste for papier-mâché by mixing flour and water to a consistency slightly thinner than cake batter.
2. Cover the entire surface of an inflated balloon with strips of newspaper dipped into the paste mixture. Allow to dry completely.
3. Then, cut five half circles from construction paper and bend to form cones.
4. Attach these cones to the piñata with tape or have the child place cones in accordance to their figure. If it's an animal, the cones will be the legs, etc.
5. Next, glue pieces of tissue paper all over the piñata to cover the newspaper.
6. Then, the teacher uses a knife to cut out a small piece of the piñata to fill with candy, stickers, or other surprises.
7. Attach one end of the wire to either side of the opening, and then replace the small piece and glue back in place.
8. Hang the piñatas.

For the fiesta have each group hang their piñata in a special area in the room. During the fiesta each group will present their piñata before it is broken. Each group should try and break each other's piñatas (save one piñata for the fiesta to be held at the end of the unit). A stick will be needed to break open the piñatas. Let the party begin!

RESOURCES/MATERIALS

Hooray, A Piñata!

Buckets

Balloons

Newspaper strips

Wheat paste (flour and water)

Squares and strips of colorful tissue paper

Glue

Tape

Knife

Wire

Construction paper

Stick

Candy or toys to fill the piñatas

ASSESSMENT

Each group will be assessed according to their level of participation in their group work and in the components of their final piñata. There are four major components in constructing a piñata. The student:

- 1) completes their sketch of a piñata;
- 2) uses newspaper to completely cover the balloon;
- 3) places cones in the appropriate places according to their sketches; and
- 4) uses tissue paper to cover the newspaper print.

<u>Rubric Points</u>	<u>Description</u>
4	Students have used all four components to construct their piñata.
3	Students have used three of the components to construct their piñata.
2	Students have used two of the components to construct their pinata.
1	Students have used one or none of the components to construct their piñata.

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK (TWO DAYS)

Hold a fiesta on the last day, incorporating all the activities you have done in the past three weeks. Invite parents and other faculty members. Use one of the piñatas to kick off the party. On the following day, pass out sentence strips to each student and have them write two or three facts they learned about Cinco de Mayo. After everyone is done, as a group have the children present one fact to the class and have them glue it to the KWL chart you started in the beginning of the unit in the “What they learned” section.

<u>Rubric Points</u>	<u>Description</u>
4	Able to identify all the concepts. Completes quality work and is able to write three different facts learned.
3	Able to identify most concepts. Completes work and follows directions and is able to complete at least two facts about Mexico.
2	Able to identify some concepts taught. Completes work and follows directions and is able to write one fact learned about Mexico.
1	Does not complete work and cannot write any facts about Mexico.

Bibliography

BOOKS

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A short, engaging picture book about what comes in groups of numbers such as 2 ears, 2 eyes, 2 feet, etc.

Ancona, George. *The Piñata Maker/El Pinatero*. Harcourt Brace and Company, 1994.

A story about a real-life piñata maker and how he constructs a piñata step by step. Great photographs of his creations.

Avalos, Cecilia. *The Sombrero of Luis Lucero*. Sundance, 1993.

A story of a young boy named Lucero who believed in villagers' tales about a beautiful sombrero that appears at the Wishing Shrine.

Charlesworth, Liza. *Sombreros del Mundo Entero*. Scholastic, 2001.

A small emergent reader book to share different styles of hats around the world.

Hill, Sandi. *Celebrating Cinco de Mayo. Fiesta Time!* Creative Teaching Press, 1999.

A short read aloud explaining the different aspects of celebrating Cinco de Mayo.

Jensen-Gonzalez, Margarita. *Tortillas*. Scholastic, Inc., 1994.

A short picture book easy for kindergartens explaining different ways to eat tortillas.

Kleven, Elisa. *Hooray, A Piñata!* Dutton Children's Book, New York, 1996

A picture book about a girl who chooses a dog piñata for her birthday party and pretends that the piñata is her pet and she doesn't want to break it.

Paulsen, Gary. *The Tortilla Factory*. Harcourt Brace and Company, 1995.

A short picture book explaining the steps to make a tortilla, starting from the seed.

Haskins, Jim. *Count Your Way Through Mexico*.

Silverthorne, Elizabeth. *Fiesta, Mexico's Great Celebrations*. The Millbrook Press, 1992.

A historical book discussing all aspects of the Hispanic culture and Cinco de Mayo.

Urrutia, Maria. *Cinco de Mayo: Yesterday and Today*. Groundwood Books, 1996.

A historical overview of Mexican culture and how it has changed today.

Williams, Rozanne. *A-Counting We Will Go*. Creative Teaching Press, 1995.

A fun, colorful counting book using numbers 1 to 10.

Winchester, Faith. *Hispanic Holidays*. Bridgestone Books, 1996

A book describing all the different holidays celebrated by Hispanics.

AUDIOTAPE

Harpole, Patricia. *Los Mariachis! An Introduction to Mexican Mariachi Music*. World Music Press, 1991.

About the Author

Astrid Parr was born in Miami, Florida, 28 years ago. Her mother and father were originally from Cuba. She comes from a strong Spanish background, and was raised speaking Spanish, but was taught English in elementary school. She has an older sister named Ingrid who recently married. Her family still resides in Florida.

She decided to become a teacher when she received her first job at the age of 15 as a camp counselor. Ever since, Astrid knew she wanted to work with children. After graduating high school, Astrid pursued a degree in sociology at a community college in Miami. Two years later she moved to Colorado to finish her bachelors in Sociology and started her Education degree at Colorado University. After graduating, she decided to become a teacher in Colorado.

While trying to find a job, Astrid did not realize that her Spanish background would become an important aspect. She received her first job at a charter school teaching bilingual kindergarten. During her first two years of teaching, Astrid received extensive training with PEBC (Public Education Board Coalition) and in SER (Success in Early Reading). This training has changed and shaped the way Astrid teaches today.

Astrid has been a Denver Public School teacher for three years and teaches bilingual kindergarten. She also tutors children using the SER model at Swansea Elementary.