

Mérida, Mexico: An Educational Journey



TFLTA Conference- Nashville, TN
Friday, November 5, 2010
9am-12pm



VANDERBILT
UNIVERSITY

*Center for Latin
American Studies*





*Center for Latin
American Studies*



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Christina Amezcuita
Glendale Elementary

Title

The Artistic Crossroads of Two Worlds: Discovering Shapes in the Art and Architecture of Merida

Level

Elementary, Middle, Spanish I

Standards

- I. Standard Number 1 (Goal One): Communicate in a Language Other Than English**
- II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures**
- III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire**

Information

Shape identification, descriptions and grouping in target language.

TSW identify, name, and create shapes, in Spanish.

TSW compare and contrast Spanish and Maya art/architecture.

The five C's

Culture

Comparisons

Sources

Materials

Pictures of art and/or architecture from Spanish speaking countries

Brown lunch sacks

Brads, ribbon, or string

Construction paper, magazines

Activity

- Introduce shapes by showing students cut shapes made out of construction paper. Repeat vocabulary at least 5 times with students. (cuadrado, triángulo, círculo, rectángulo, óvalo, Corazón, rombo, etc.)
- Share pictures of the art and architecture of Merida, or other Spanish speaking city or country.
- Discuss the cultural aspects of the art and architecture.
- Ask students to name and describe the shapes seen in the art and architecture. (Redondo, # de lados, etc.)
- Give each student a paper lunch sack. Fold sack to create a “book bag.” Punch holes in the folded end of sack and secure with brads or ribbon. Students draw a shape on each page and write the shape in Spanish.
- Next ask students to cut and sort different shapes (from construction paper or magazines) and place them inside the corresponding slot of the “book bag.”
- Students may also count the quantity of each shape and write the number beside or inside the shape.

Christina Amezcuita
Glendale Elementary

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The five C's

Connections

Culture

TSW identify, name and create shapes, using the target language

Activity

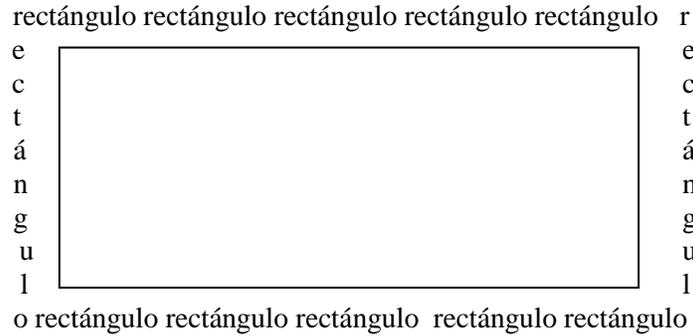
Introduce shapes by showing students cut shapes made out of construction paper. Repeat vocabulary at least 5 times. (cuadrado, triángulo, círculo, rectángulo, óvalo, Corazón, rombo, etc.)

Share pictures of the art and architecture of Merida, or other Spanish speaking country.

Discuss the cultural aspects of the art and architecture.

Ask students to name the shapes seen in the art and architecture.

Next, TSW write the Spanish word of a shape to create a "word mural" of the shape.



Title

The Artistic Crossroads of Two Worlds: Discovering Shapes in the Art and Architecture of Merida

Level

Elementary, Middle, Spanish I

Standards

I. Standard Number 1 (Goal One): Communicate in a Language Other Than English

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

The five C's

Culture

Comparisons

Connections

TSW compare, contrast and describe the shapes, using the target language

Activity

Review shapes by showing students cut shapes made out of construction paper. Repeat vocabulary at least 5 times. (cuadrado, triangulo, circulo, rectangulo, ovalo, corazon, rombo, etc.)

Share pictures of the art and architecture of Merida, or other Spanish speaking country.

Discuss the cultural aspects of the art and architecture.

Discuss and describe the shapes, naming the characteristics.

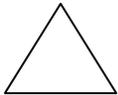
Students write (or cut and paste) the shape, in the blank, that matches the description given.

Un _____ tiene 4 lados iguales.

Un _____ es redondo.

Un _____ tiene 3 lados.

Un _____ es más largo que un cuadrado y tiene 4 lados paralelas.



triángulo	cuadrado	rectángulo	círculo
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Lesson plans on Mexican clothing

Guiding questions:

1. What does traditional Mexican clothing look and feel like?
2. Why do Mexicans use this type of traditional clothing?
3. How does traditional clothing in Mexico differ from standard US clothing?
4. Why is traditional Mexican clothing important to continue producing?
5. What does traditional clothing represent to Mexicans?
6. How is traditional Mexican clothing a tie to the indigenous culture?

Title: Traditional Mexico clothing represented in the Jarana Yucateca dance

Level: Spanish I or Spanish II review

Standard: The students will be able to demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Goal: Understand what traditional Mexican clothing looks like. Creation and exposition of a huipil

Grammar and vocabulary objectives: The students will be able to use adjectives to describe gender and numbers. The students will also demonstrate the ability to use the verb "llevar" with proper subject verb agreement.

Materials:

1. Map of Mexico
2. Overhead
3. Photo of Mayan women
4. *Jarana* music if available or You Tube video.
5. Traditional Mexican dresses for the Jarana.

I. The teacher will show students a map of Mexico and explain that today we will be discussing an area of Mexico called the Yucatan. The teacher will explain that in this area people perform a traditional dance called the Jarana. The teacher will show a You Tube video of the Jarana performed in Merida, Yucatan.

II. The students will be shown a picture of two women wearing traditional Mexican clothing on the overhead screen. The teacher will explain that these women are of Mayan heritage and that they live in area of the video we saw from the Yucatan. The teacher will discuss that the women are wearing traditional Mayan dresses. The teacher will explain that these two women will perform the traditional dance to the jarana music for tourist in Yucatan, Mexico.

III. The students will be given 15 minutes to write a paragraph describing the physical characteristics of the women and their clothing. The teacher will remind students that they are describing more than one female and to remember that adjectives agree with gender and number. They will also be required to use the verb llevar.

IV. The teacher will ask for students to share ideas on the writings. The teacher will review the grammar concept of adjectives agreeing with gender and number. The teacher will also ask the students to use the verb "llevar".

Lesson Plan: Shopping for clothes in an outdoor market in Merida, Mexico.

Standard: The students will be able to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Level: Spanish I or Spanish II as a review

Goals: Compare and contrast standard US clothing to traditional Mexican clothing. Understand the importance of traditional Mexican clothing for Mexicans. Produce a dialog between a clothing vendor and a tourist in Merida, MX.

Grammar and vocabulary objectives: The students will be able to discuss clothing vocabulary. They will be able to use the verb llevar and discuss their likes and dislikes of clothing. The students will use interrogatives in their dialogs.

Materials:

1. Overhead
2. Power point of information
3. Notebook paper for students

I. Set: The teacher will have students to list typical clothing that women and men wear in the United States.

The teacher will call on students to provide answers to what they have written.

The teacher will have students repeat the names of the articles of clothing.

II. The teacher will show students a power point featuring traditional Mexican clothing for men and women. The teacher will introduce the topic by providing a vocabulary list of clothing and market words for students. The teacher will explain that clothing can be a symbol of cultural heritage. The students will take notes from the power point. The students will discuss how traditional Mexican clothing is different than clothing found in stores in the United States.

The teacher will show photos during the Powerpoint of traditional Mexican clothing for sale in a plaza market in Merida, Mexico.

IV. The students will work with a partner to create a skit between a “vendedor” and a “turista”. The vender will discuss the types of clothing that he or she has for sale. The vendor will explain to the tourist why the clothing is important for Mexicans. The cliente will describe the articles of clothing that he or she is looking for and what he or she likes.

The teacher may need to review the following verbs for skit: tener, buscar, gustar, etc. The students will also be required to use the following interrogatives: adónde, cuánto, dónde, por qué, qué, quién.

Lesson #1: *Yerbatero*

Levels: Spanish 1-2 or Spanish 3-5 and Heritage Spanish classes

State Standards: Levels 1 and 2:

- **1.1** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **1.2** Understand and interpret both written and spoken forms of the target language on a variety of topics.
- **1.3** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.2** Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

State Standards: Levels 3 – 5:

- **1.1** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **1.2** Understand and interpret both written and spoken forms of the target language on a variety of topics.
- **1.3** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.1** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - begin to develop tools for experiencing and responding to expressive cultural products (e.g., books, periodicals, films and music) in versions that make minimal concessions to the learners' emerging language skills;
- **4.1** Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.
 - analyze the nuances of meaning of words and expressions for different contexts

Source: Juanes Music Video and Song “Yerbatero”

Lesson:

First have students watch the music video (found on accompanying CD) of Juanes’ “Yerbatero” while they watch have students write a paragraph or more.

For levels 1 and 2: have students write a paragraph describing the video such as the colors they see, what is Juanes doing in the video, what they like and don’t like about it.

For more advanced levels have the students write about the video and what they think the song is about. Make them describe and analyze the video. Discuss when they are done writing.

Next, using the cloze passage have the students listen to the song without the video one (1) or two (2) times as desired while they fill in the blanks.

Once they have finished filling in the cloze passage discuss the answers and translate the lyrics / discuss the meaning of the song. This would be a good time to discuss what a “Yerbatero” (Herbalist) really is and explain a little about what they actually do.

Finally, have the students watch and listen to the video while listening to the song and enjoy.

Juanes - Yerbatero Lirios

Le traigo el remedio para ese mal de amor que le estremece
no se merece... sufrir
si su pareja le dejo
ohhh

Tengo toda clase de brebajes, plantas medicinales
las he traído desde muy lejanos bosques hasta aquí

Soy yerbatero
vengo a curar
su mal de amores
soy el que quita los dolores
y habla con los animales
dígame de que sufre usted
que yo le tengo un brebaje
que le devuelve el tono y lo pone bien

bien bien bien
bien bien bien

Si a usted señor lo deja su mujer
úntese en el alma pomadita de clavel
y para la señora que el marido ha sido infiel
no se preocupe búsquese uno usted también

Sufre de depresión, mal de amor
lleva varias sin dormir
y su días no van bien en el trabajo
bajo

Anda moribundo, preocupado, cabizbajo, desenamorado
le tengo la solución si le duele el corazón
no soy doctor

Soy yerbatero
vengo a curar
su mal de amores
soy el que quita los dolores
y habla con los animales
dígame de que sufre usted
que yo le tengo un brebaje
que le devuelve el tono y lo pone bien

bien bien bien
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Si a usted señor lo deja su mujer
úntese en el alma...
y para la señora que el marido ha sido infiel
no se preocupe búsqese uno usted también

Bien bien bien
bien bien bien

Si a usted señor lo deja su mujer
úntese en el alma pomadita de clavel
y para la señora que el marido ha sido infiel
no se preocupe búsqese uno usted también

¡¡Yerbatero papá!!
¡Uh!

Soy yerbatero
soy yerbatero
SOY YERBATERO.

Juanes - Yerbatero Lyrics Levels 1 and 2

Nombre _____ Clase _____ Fecha _____

Le traigo _____ remedio para ese mal de amor que le estremece

_____ se merece... sufrir

si su pareja le dejo

ohhh

_____ toda clase de brebajes, plantas medicinales

_____ he traído desde muy lejanos bosques hasta aquí

Soy yerbatero

vengo a curar

su mal de amores

_____ el que quita los dolores

y habla con _____ animales

dígame de que sufre usted

que _____ le tengo un brebaje

que le devuelve el tono y lo pone bien

bien bien bien

bien bien bien

Si a usted _____ lo deja su mujer

úntese en el alma pomadita de clavel

y para la _____ que el marido ha sido infiel

no se preocupe búsqese uno usted también

Sufre de depresión, mal de amor

lleva varias sin dormir

y sus _____ no van bien en el trabajo

bajo

Anda moribundo, preocupado, cabizbajo, desenamorado
le tengo la solución si le duele _____ corazón
no soy doctor

_____ yerbatero

vengo a curar

su mal de amores

soy el que quita los dolores

_____ habla con los animales

dígame de que sufre _____

que yo le tengo un brebaje

que le devuelve el tono y lo pone bien

bien bien bien

bien bien bien

Si a _____ señor lo deja su _____

úntese en el alma...

y para _____ señora que el marido ha sido infiel

no se preocupe búsquese uno usted también

Bien bien bien

bien bien bien

Si a usted señor lo deja su mujer

úntese en _____ alma pomadita de clavel

y para la señora que el marido ha sido infiel

no se preocupe búsquese _____ usted también

¡¡Yerbatero papá!!

¡Uh!

Soy yerbatero

soy yerbatero

SOY YERBATERO.

Juanes - Yerbatero Lyrics Cloze for Advanced levels

Nombre _____ Clase _____ Fecha _____

Le _____ el remedio para ese mal de amor que le estremece

no se merece... sufrir

si su pareja le _____

ohhh

Tengo toda clase de _____, plantas medicinales

las _____ desde muy lejanos bosques hasta aquí

Soy yerbatero

_____ a curar

su mal de amores

soy el que quita los dolores

y _____ con los animales

_____ de que sufre usted

que yo le tengo un brebaje

que le _____ el tono y lo pone bien

bien bien bien

bien bien bien

Si a usted señor lo _____ su mujer

úntese en el alma pomadita de clavel

y para la señora que el marido ha _____ infiel

no se preocupe _____ uno usted también

Sufre de depresión, mal de amor

lleva _____ sin dormir

y su días no van bien en el trabajo

bajo

Anda moribundo, preocupado, _____, desenamorado

le tengo la solución si le duele el corazón

no soy doctor

Soy _____

vengo a curar

su mal de amores

soy el que quita los dolores

y habla con los animales

dígame de que _____ usted

que yo le tengo un brebaje

que le devuelve el tono y lo pone bien

bien bien bien

bien bien bien

Si a usted señor lo deja su mujer

úntese en el alma...

y para la señora que el marido ha sido infiel

no _____ búsquese uno usted también

Bien bien bien

bien bien bien

Si a usted señor lo deja su mujer

úntese en el alma _____ de clavel

y para la señora que el marido ha sido infiel

no se preocupe búsquese uno usted también

¡¡Yerbatero papá!!

¡Uh!

Soy yerbatero

soy yerbatero

SOY YERBATERO.

Lesson #2: Mayan Cosmology

Levels: Heritage Spanish, Advanced levels of Spanish (Level 3+)

State Standards:

- **1.1** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **1.2** Understand and interpret both written and spoken forms of the target language on a variety of topics.
- **1.3** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **2.1** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **2.2** Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- **3.2** Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **5.1** Use the target language both within and beyond the school setting.

Source: *Wind in the Blood: Maya Healing and Chinese Medicine* by Hernán García et al.

Lesson:

The whole lesson is on a PowerPoint in the CD that is included.

Start by having your students write a short essay answering the following question: **En tus propias palabras, ¿qué significa ser humano?**

Once the students have had time to write their responses, select a few students to present their thoughts on the question. Lead the class in a discussion on the topic. Once you have given the students a chance to give their thoughts on the topic move to the next slide in the PowerPoint. It says “**Ser humano es ser cósmico.**” This is the Maya way of looking at the world and what it means to be human. Basically, to be human is to be cosmic or part of the universe where everything is connected. Human beings are not separate from other living organisms. Everything that we do has an effect on the rest of the universe from the plants to the animals, to the sun as well as the supernatural. Everything is interconnected and interrelated.

After explaining the Maya thoughts about the world and their place in it you can continue the discussion, and you could even add a reference to the movie *Avatar* should you choose to do so.

Continue on in the PowerPoint explaining the Maya view on the world. When you come to the end there is one other activity.

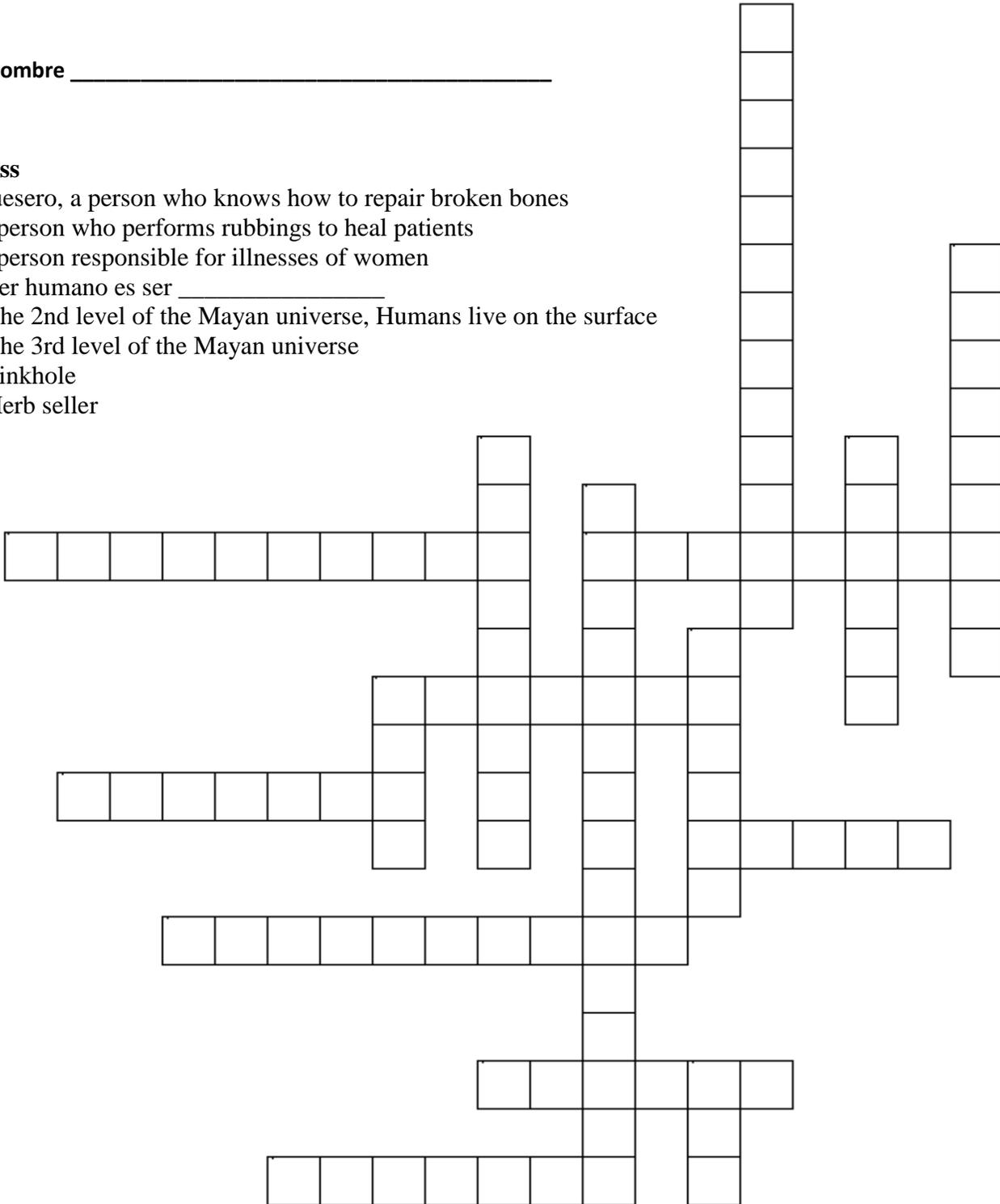
For this activity you are going to need paper (the size of which is at your discretion), crayons, markers, and/or colored pencils. You are going to have the students imagine that they are Maya. First have the students draw what their world would look like on their sheet of paper. Next, they have to describe it, using as many details as possible, in Spanish. Finally, you should have them present to their classmates. This activity could very well carry into the next class period if necessary.

Mayan Medicine and Cosmology

Nombre _____

Across

6. Huesero, a person who knows how to repair broken bones
7. A person who performs rubbings to heal patients
9. A person responsible for illnesses of women
10. Ser humano es ser _____
11. The 2nd level of the Mayan universe, Humans live on the surface
12. The 3rd level of the Mayan universe
13. Sinkhole
15. Herb seller



Down

1. A person who performs acupuncture to relieve pain
2. Herbalist, an expert in the use of plants as medicine
3. "General practitioner" in Mayan medicine
4. Dwarf-like beings or spirits
5. The sacred sinkhole or bellybutton of the world
8. The 1st level of the Mayan universe
9. Mythic bird of the underworld that guides soles on their journey
14. A level of heaven in the Mayan language

ANSWERS

Across:

6. Bonesetter

7. Masseur

9. Midwife

10. C3smica

11. Earth

12. Underworld

13. Cenote

15. Yerbero

Down:

1. Acupuncturist

2. Yerbatero

3. Curandera

4. Aluxob

5. Ombligodelmundo

8. Heaven

9. Moan

14. Taz

Cathy Wharmby
Glendale Elementary

Lesson 1: Los Animales

Levels: Upper Elementary School/Middle School/High School-Spanish I

State Standards:

Standard Number 1 (Goal One): Communicate in a Language Other Than English

- 1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.

Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

- 3.1 Reinforce and further knowledge of other disciplines through the foreign language.

Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

- 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Activities:

1. Show the **PowerPoint presentation “Los Animales”**. Read each slide together. Ask your students to first identify familiar words in the text, the words that they know. Then ask them to look for cognates. Once they have identified familiar words and cognates then read the text together. If there are still unfamiliar words use the illustrations on the slide as support whenever possible.

2. After watching the slide show, work together as a class to create a **chart** for each animal class, listing the characteristics. As many of these words may be unfamiliar to your students accept responses given in English or English and Spanish, and then write them correctly in Spanish on the chart. As you list the characteristics if some words are unknown (such as scales) ask a student to draw a small illustration beside the word. (Refer back to the slide show as needed. You may want to reshoot the slide for that animal class before beginning your chart.) Leave these charts posted around the room, if possible, for your students to refer to throughout the course of these lessons.

3. Give each student a copy of the photo sheet “**¿Cómo podemos clasificar los animales?**” and a blank sheet of paper (11 x 14 or larger). Let students create their own system for classifying or grouping the animals. They should give each group a name based on the characteristics of that group. For instance, they might classify by color or size, or by where the animal lives or how it moves. Their class names might be something like stripes, spots or solid color. Then they should cut out the animal pictures and glue or tape them down under the appropriate class heading.

Next give the students another copy of the animal photographs and another blank piece of paper and ask them to classify the animals using the scientific classification of mammals, birds, reptiles, amphibians, fish, and insects. They should label each group.

(You can also ask your students to bring in photos or drawings of animals that live in their neighborhood. They can take their own photos, download pictures from the internet, cut pictures out of magazines, or draw their own. They can classify these animals as well. They can create their own system or classify them using the scientific classes.)

4. Give students a copy of the **Características de los animales** activity and the **Características de los animales word bank**. They may draw any animal that is representative of the class. Then they should write one characteristic for each animal class.

5. Ask students to create a “fantasy animal”. They must write a description of the animal’s characteristics using phrases from the word bank from the previous activity and the charts previously created by the class. They should include four or five characteristics for their animal. They should also draw a color illustration of their animal. The illustration should show the characteristics that are listed in the description.

When everyone has finished, display the illustrations in the classroom. Have each student read or tell his description. The other students must identify which illustration has been described.

Additional ideas:

Grammar: If you would like a grammar activity to accompany these animal activities, print out one of the slides that describes the animal characteristics and make copies of it for your students. Ask them to highlight the present tense verbs in the text. Then they should identify the infinitive form for each verb.

Song: My students also enjoy creating their own songs using the animal characteristics. We have done this as a whole class activity. That’s what I would recommend for younger students. You could also have students do this as small groups. This would probably work better with students who are a little more advanced. For the music I use an instrumental rap song. This becomes the background music for my students’ words. As we write the verses of our song I write the words on chart paper and draw small illustrations to help my students remember the meaning of each line of the song. When the song is finished we create hand motions and movements to accompany each line of the song. Then we sing the song each day as a beginning or ending activity for our animal lessons. (It takes a class period of about 30 minutes to write the song with my students and maybe another 10 minutes to come up with the hand motions to accompany the song. Singing it each day takes only a couple of minutes.)

Lesson 2: Los animales salvajes de la península de Yucatán

Levels: Middle School/High School-Spanish I, II

State Standards:

Standard Number 1 (Goal One): Communicate in a Language Other Than English

1.3 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.4 Understand and interpret both written and spoken forms of the target language on a variety of topics.

Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

3.1 Reinforce and further knowledge of other disciplines through the foreign language.

Activities:

1. Show the PowerPoint presentation “Los animales salvajes de la península de Yucatán”. Read it in a similar manner as you read the other PowerPoint on animal classification.

2. Make copies of Animales que habitan la península de Yucatán and Animales que habitan la península de Yucatán y el estado de Tennessee for your students. Your students will use these as references to help them complete the activity. Make copies of Animales de dos mundos for your students. (This activity could be completed as a small group, partner, or individual activity.)

Give your students a large piece of blank paper. (It should be large enough to accommodate all the pictures on the Animales de dos mundos pages, with enough space under each picture for the students to label them in Spanish.) Have your students fold the paper in half. One half should be labeled Animales que habitan la península de Yucatán. The other half should be labeled Animales que habitan la península de Yucatán y el estado de Tennessee. The students should then cut out the pictures from Animales de dos mundos and glue them under the correct heading. (They should use the reference sheets to help them identify the animals and to correctly place them.) They should also label each animal in Spanish.

3. Have your students create two books. The first book will be titled Los animales que viven en mi mundo. Create books by stapling together 5 half sheets of blank printer paper. Construction paper can be used to create the book’s front and back covers. The students should write the book title and their name on the front cover. To create their book they should identify five animals that they see in their neighborhood. They should create a page for each of the 5 animals in their book. The page should include a short description of the animal, written in Spanish. Students can describe the animals using familiar adjectives and the animal characteristics from the lesson on animal classification. Each page should also include an illustration. The illustrations could be hand drawn pictures, photos, magazine pictures, or photos from the internet.

The second book will be titled Los animales de la península de la Yucatán. Your students will create this book in the style of a Mayan codex. Use full size sheets of blank printer paper. Have

your students fold the paper, like a fan, into 3 equal sections. Share with your students that the Maya lived in the Yucatan peninsula and created books that were made of amate paper. These books resembled folded screens. You might want to show your students some sample pictures of Mayan codices from the internet. (Mundo Maya Online, Mayan Codices by Beatriz Marti, <http://www.mayadiscovery.com/ing/history/codices.htm>) Your students will have room to include 5 animals in this book as well. They should write the title and their name on the front section of the folded paper. Then each section inside and outside can contain one animal illustration and a very short description. The animals included in this book should all be animals that live in the Yucatan peninsula.

Sources for Los Animales and Los Animales de la Península de Yucatán

Books:

1. Janson, T. (2001). *Maya Nature*. Guatemala: Vista Publications
2. Neumann, E.LI. (2008). *Common Birds of the Yucatan Peninsula*. Mérida, Mexico: Editorial Dante S.A. de C.V.
3. Beletsky, L. (2007). *Travellers' Wildlife Guides: Southern Mexico*. Northampton, MA: Interlink Books

Websites:

4. Yucatan Wildlife. Retrieved September 6, 2010 from <http://www.yucatanwildlife.com/species>
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Animales de dos mundos

Los mamíferos



Los pájaros



Los reptiles y los insectos



¿Cómo podemos clasificar a los animales?

Compara los animales de las fotografías. Haz tu propio sistema para clasificarlos y agrúpalos. Escribe los nombres de los grupos que hiciste en una hoja de papel. Corta y pega las fotografías debajo del nombre del grupo apropiado.



Coatí



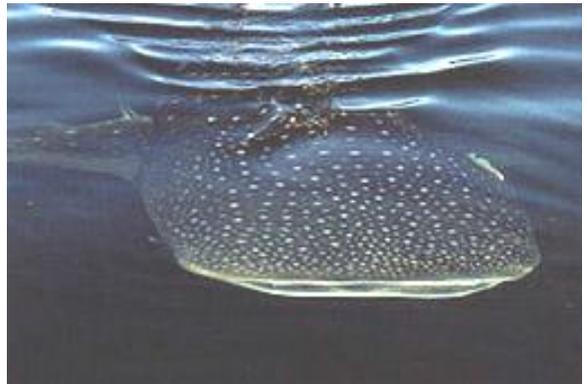
Garza Grande (White Egret)



Tigrillo (Margay)



Tortuga marina



Tiburón Ballena



Salamandra



Iguana Rayada



Flamenco Caribeño



Puercoespín (Mexican Hairy Porcupine)

Características de los animales

Ponen huevos.

Tienen escamas.

Son de sangre fría.

Son de sangre caliente.

Respiran por agallas.

Respiran por pulmones.

Tienen pelo o pelaje.

Viven en el agua.

Primero viven en el agua y más tarde en la tierra.

Tienen aletas.

Tienen 6 patas.

Tienen 4 patas.

Tienen 2 patas.

No tienen patas.

Tienen plumas.

Tienen picos.

Tienen 2 alas.

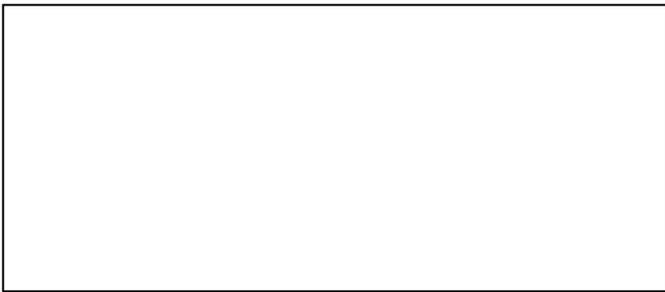
Vuelan.

Características de los animales

Nombre: _____ Fecha: _____

Para cada grupo de animales dibuja un ejemplo y escribe una característica. Usa las características del banco de respuestas.

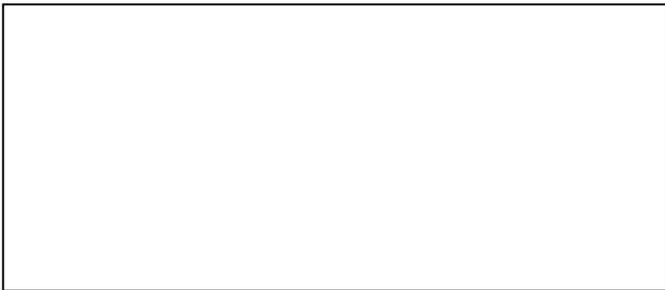
Reptiles



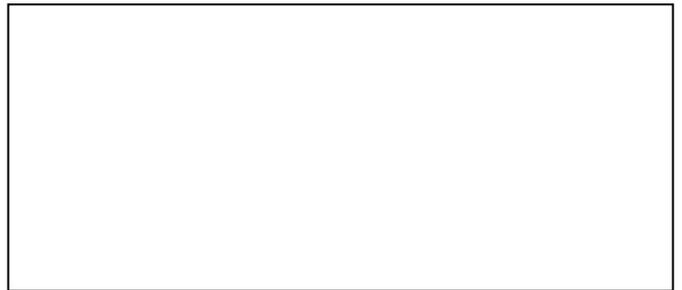
Peces



Insectos



Aves (pájaros)



Mamíferos



Anfibios



Animales que habitan la península de Yucatán y el estado de Tennessee



Mapache



Venado Cola Blanca



Zarigüeya



Cernícalo americano



Cardenal



Sargento



Termitas



Serpientes venenosas

Animales que habitan la península de Yucatán



Oso hormiguero



Armadillo



Jaguar



Coatí



Puercoespín



Tortuga marina



Cocodrilo pardo



Momoto



Flamenco Caribeño

Stephanie Burnett
Meigs Middle Magnet

Lesson Plan: El mapa de la clase

Subject: Spanish **Level:** Spanish I

Time: One 50- minute session

Tennessee Standards

Standard 1: Communicate in Languages Other Than English

Standard 1.2: Understand and interpret both written and spoken forms of the language. Students understand and interpret written and spoken forms of the target language on a variety of topics.

Standard 2: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Demonstrate an understanding of the relationship
between the practices and perspectives of the culture studied.

Standard 2.2: Demonstrate an understanding of the relationship
between the products and perspectives of the culture studied.

I. Class Objectives:

Acquire and use Spanish vocabulary related to the school and classroom. Identify similarities and differences in the characteristics of the Mexican and U.S. classroom.

II. Instruction:

Teacher

1. Present classroom vocabulary with flashcards, TPR, etc.
2. Lead 1-2 oral practice activities from textbook.
3. Project pictures of Mérida classroom, and ask students to draw and label a corresponding map on the top half of their notebook paper.
4. Ask students to draw and label a map of their own classroom, using minimum of 10 terms.

Pupil

1. Pronounce vocabulary, take notes.
2. Oral practice activities
3. Draw and label map
4. Draw and label map.
Complete for homework.

III. Assessment:

Completed maps with sufficient vocabulary. Accuracy of labels.

IV. Closure:

Ask for similarities and differences between the two classroom maps. Student responses in Spanish comparing the maps. Ex: *En mi clase, hay treinta estudiantes, pero en la otra clase, hay veinte.*

V. Materials:

Textbook

Flashcards of classroom vocabulary

Projector and screen

Lesson Plan: La Escuela Bilingual en Mérida

Subject: Spanish. Learning through Culture **Level:** Spanish I **Time:** two 50 minute sessions

Tennessee Standards:

- **Standard 1: Communicate in Languages Other Than English**

Standard 1.1: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Understand and interpret both written and spoken forms of
Students understand and interpret written and spoken forms of the target language on a variety of topics.

- **Standard 2: Gain Knowledge and Understanding of Other Cultures**

Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- **Standards 3: Connect with other Disciplines and Acquire Information**

Standards 3.2: Acquire information and recognize the distinctive viewpoints that are only available only through the foreign language.

- **Class Objectives:**

- Acquire and reinforce new vocabulary related to the classroom. Reinforce interrogatives and utilize in context. Strengthen written skills. Establish relationships with students in Mexico. Generate interest in peers from other cultures.

II. Instruction:

Teacher

1. Presents bellringer warm-up: Students are divided into groups of 4. Each student must write 5 sentences on a different aspect of their school day: schedule, classroom items they use, friends and teachers, activities before, during and after school.
2. Gives each group a piece of butcher paper and 15 minutes to proofread each other's sentences and combine for a paragraph of no less than 10 sentences about their school day.
3. Asks for students to state their opinions about how the school experience might be similar or different for students in Mexico.
4. Distributes passage, "Mi Rutina Diaria."
5. Show pictures from Mérida classroom.
6. Review interrogative words and how questions are formed in Spanish. Asks for several examples for using

Pupil

1. Creates 5 sentences
2. Groups collaborate to write at least a 10 - sentence paragraph
3. Discuss the topic and what would influence the students' experience.
4. Read the passage aloud. Discuss translation, and then the similarities and differences based on their own passages.
5. Write or orally comment on similarities/differences to their own school. Students also notate any questions they would like to ask the students in Mexico.

each.

6. Take notes and record sample questions.

7. Assign penpal letter assignment OR list of questions to use during SKYPE session.

7. Write letter/ list of questions for Mérida students.

III. Assessment:

Observation and coaching of students as they work on individual and group activities. Production of individual sentences, and then of group paragraphs. Student response and discussion of the school experience based on the reading and writing assignments. Written products-individual sentences, group paragraphs, penpal letters or lists of questions. Reading passage redistributed and used as cloze activity.

IV. Closure:

How are students in our school different/similar to students in Mérida and why? What are the advantages and disadvantages of the two schools? Would you want to go to school in Mexico?

V. Materials:

Textbook
Paper and pencils
Butcher paper and markers
Projector and screen
Envelopes and postage
Optional: SKYPE capability, camera

Marina I. Carter
Hume-Fogg High School

Lesson Plan: Escuelas en Mérida

Subject: Spanish. Learning through Culture **Level:** Spanish II **Time:** Double Period (120 minutes)

Tennessee Standards

Standard 1: Communicate in Languages Other Than English

Standard 1.1: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Understand and interpret both written and spoken forms of Students understand and interpret written and spoken forms of the target language on a variety of topics.

Standard 2: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Demonstrate an understanding of the relationship

between the practices and perspectives of the culture studied.

Standard 2.2: Demonstrate an understanding of the relationship

between the products and perspectives of the culture studied.

Standards 3: Connect with other Disciplines and Acquire Information

Standards 3.1: Acquire information and knowledge of other disciplines through the foreign language.

Standards 3.2: Acquire information and recognize the distinctive viewpoints that are only available through the foreign language.

I. Class Objectives:

Acquired/use/pronounce new Spanish vocabulary words related to schools, classes, and extracurricular activities.

Study Spanish culture as it relates to the learners daily school experiences.

Use acquired information to compare and contrast/exchange ideas using authentic materials from the culture studied as it relates to school.

II. Instruction:

Teacher

1. Presents warm-up recalling vocab. words related to school/classes with game *"Veó veó"
2. Presents new vocabulary related to school
3. Use LCD to project pictures of Merida's school ask students to write a list 20 things they see, and action verbs.
4. Makes a master list on board/butcher paper
5. Asks " Encuentra las diferencias" by looking at the pictures on PowerPoint.
6. Asks to write 5 questions based on own sentences
Example: ¿Quién tiene más carteles en la clase?

Pupil

1. Plays 5 minutes
2. Pronounces vocabulary
3. Writes 20 word in Spanish
4. Makes list
5. Writes them in completed sentences and say them aloud
6. In groups of 2/3 reduce list to 5 questions total and ask questions to other groups.

7. Give reading cloze exercises

7. Fills in the blanks with

correct words and/or changes

present tense verbs to preterits

IV. Assessment:

Direct observation of student's works and participation, students' responses from questions and activities so whole class can self-assess any misconceptions. Brief one-on-one help to students who need further clarification.

V. Closure:

Why the school schedule in Merida is different from ours? Why are beans and corn a common food of Mexico? (Think about the climate) How is your daily routine at school different and yet similar to the routine of the students in Merida? (based on the reading passage).

VI. Materials:

Text book. *Avancemos*

Pencils and notebooks. Computer for LCD projector. LCD Projector, PowePoint with pictures of schools in Merida. Copies of reading passage for cloze exercises. List or review words/ add new words from class.

*Explanation of "veo veo" game. Normally it is done in groups of 2-3 given them time to prepare the questions. One group asks questions to another group.

Student 1 : Veo veo

Student 2 ¿Qué ves?

Student 1: Veo una cosa blanca y otra azul ¿Qué es? Student 2: Es un pantalón y un camisa. Es el uniforme del estudiante.

Mi Rutina Diaria

Fill in the blank with the appropriate word or with the correct form of the verb in parenthesis.

Hola amigos,

Me llamo José, y vivo en la ciudad de Mérida. Mérida es una ciudad importante en la península de Yucatán, en Méjico. Voy a una escuela bilingüe, donde aprendo español e inglés. _____ (hacer) siempre las mismas actividades todos los días. Me levanto muy temprano y me preparo para ir al colegio. Usamos uniforme en mi escuela. Mi uniforme es unos pantalones azules, y camisa blanca. El uniforme de mi hermana es una falda azul y una _____1_____ también. Me gusta mi escuela porque tengo muchos amigos, los profesores _____ (ser) buenos, y hay muchas actividades _____2_____. Por ejemplo, futbol, _____3_____, música, y baile.

Hoy, en mi clase de español, tengo que escribir una redacción sobre _____4_____ en la escuela. ¡Qué fácil! Pues me levanto a las 6:00 de la mañana, me ducho y desayuno, mi mamá prepara _____5_____. Después de _____ (desayunar) , tomo el autobús de la escuela. Mi primera clase es a las 7:30. Tengo mucho sueño cuando llego a mi clase, pero _____6_____ Lucas y Adrian _____ (estar) están en la clase y hablo con ellos, entonces ya no tengo sueño. No tengo que cambiar de clase porque aquí los maestros vienen a mi clase. Mi señorita (teacher) dice que en Estados Unidos los estudiantes

_____ (cambiar) de clase, pero los maestros _____ (estar) siempre en la misma clase. Tengo tres clases, español, inglés, y _____ 7 _____ antes de _____ (ir) al recreo. En la clase de inglés la señorita siempre habla en inglés, nunca habla en español. ¡Caramba! Inglés es difícil, pero me gusta mucho.

En mi escuela también tenemos un patio de recreo muy bonito. _____ (haber) un jardín muy grande y tiene un árbol muy grande y _____ 8 _____ de basquetbol. Mi mamá me prepara una torta y _____ 9 _____ para comer durante el recreo. Mis clases no tienen aire acondicionado, pero por la mañana no hace mucho calor en Mérida. Mi última clase _____ (terminar) a la 1:30 de la tarde. Entonces voy a mi casa y como el almuerzo. Hoy mi mamá _____ (cocinar) carne de pollo, frijoles, y flan para postre. ¡Delicioso!

Casi siempre vuelvo al colegio a las 6:00 de la tarde para jugar futbol. Pero ayer _____ (ser) fue un día muy especial. Fue mi cumpleaños, y mi familia y yo _____ (ir) a cenar a mi restaurante favorito. Yo _____ (comer) pescado con salsa, y _____ (beber) agua de sandía. ¡Qué bueno! Después _____ (ir, nosotros) a la plaza y escuchamos a un conjunto de música rock. A mis padres no _____ (gustar) la música rock, así _____ (volver, nosotros) a casa. Mi abuelita _____ (hacer) un pastel de cumpleaños delicioso y todos comimos el pastel. Fue un día _____ 10 _____.

Hoy _____ (practicar) con mi _____11_____ de futbol, se llama *Los Yucatecos*. Mañana tenemos una competición con nuestro rival, *Los Mayas del Norte*. Pienso que vamos a ganar porque _____ (ser, nosotros) los _____12_____. ¡Qué chévere!

¡Uf! Ahora estoy muy cansado. Hasta mañana amigos, y buenas noches.

Banco de Palabras

el desayuno una cancha mis amigos campeones matemáticas equipo basquetbol mi rutina diaria extra curriculares manzanas camisa blanca

Answers: *Hago, camisa blanca (1), son, extra curriculares (2), basquetbol (3), mi rutina diaria (4), el desayuno (5), mis amigos (6), están, cambian, están, matemáticas (7), ir, hay, una cancha (8), manzanas (9), termina, cocina, fue, fuimos, les gusta, volvimos, hizo, fabuloso (10), practico, equipo (11), somos, campeones (12).*

Marina I. Carter
Hume- Fogg High School

Lesson Plan: La Península de Yucatán

Subject: Spanish. Project based learning

Level: Spanish III

Time: two 50 minutes sessions, for explanation and library/computer research and one double period for presentations.

Tennessee Standards

Standard 1: Communicate in Languages Other Than English

Standard 1.1: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Understand and interpret both written and spoken forms of the language.

Standard 2: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Demonstrate an understanding of the relationship

between the practices and perspectives of the culture studied.

Standard 2.2: Demonstrate an understanding of the relationship

between the products and perspectives of the culture studied.

Standards 4: Develop Insight into the Nature of Language and Culture

Standards 4.2: Recognize that cultures use different patterns of interaction and apply this knowledge to ones' own culture

I. Class Objectives:

Acquired knowledge of the Yucatan Peninsula, Mexico, by researching topics such as: people, climate, history, education, medicine, nature, etc...

Develop and present a PowerPoint. Research, write, and present basic information based on the students' topic.

Reinforced/use the MLA style to cite resources.

II. Instruction:

Teacher

1. Presents research project, gives rubric

(rubric attached)

2. Takes students to computer lab for research,

3. Approves topic or redirects.

Same topics are not allowed.

4. Makes corrections and return them

Pupil

1. Asks questions relate to project

2. Groups of 2-3 students research their topic, sites present to the teacher.

3. Works on research and

prepare draft for verbal presentations.

4. Corrects and finalizes work

5. Presents to the class.

IV. Assessment:

Direct observation of student's works guided by the rubric.

V. Closure:

Can you draw any similarities between your topic or other group's topic and

similar topic from your own culture?

VI. Materials:

Text book. *Avancemos*. Paper or electronic dictionaries, no electronic translators are allowed.

Pencils and notebooks. Computers. Computers for LCD projector. LCD Projector, Students's

PowerPoints.

Rubric for Cultural Presentation

Spanish III Dr. Carter

La Península de Yucatán



This is Power Point presentation!!! The project is 150 points. Time for presentations is between 4 and 5 minutes. This will be a video taped presentation. You will begin with WebQuest, on Classzone.com as your starting point for your research. Your second resource is TEL, you already know how to get to the e-library.

Draft is 30 points. Resource page is 20 points. No late draft is allowed.

Elements for Draft:

1. Must have all your information in Spanish. The information is what you are going to write on your slides, and what you are going to talk about. You can not use computer translators; however, you can use dictionaries. No downloads from web sites will be allowed.
2. A separate Works cited/research pages with a minimum of 4 sources. The sources must be 1) One printed sources (book, article, etc.. from library), 2) 3 sources from academics sites.

Everything must be typed and must follow MLA Style.

Elements for presentation:

1. Map of country and the location.
2. Pictures for Power Point about your topic.
3. Minimum of six slides for your presentation
4. Maximum of two (2) simple sentences per slides, if any.
5. No reading is allowed, you may have a flashcard with a maximum of 10 words. Reading will bring your grade down 50% or by half.

Your topics can be, but are not limited to: the Mayas as a culture; different Maya’s sites; nature (forest, animals, plants, etc...) cities, natural resources, etc... Choose something that is of interest to you, or you would like to know more about, or that you think is really cool to know more about.

Draft	Grammar/ spelling	Vocabulary	Visual/Creativity	Pronunciation Delivery	Content
Draft is neat and completed	No more than 2 words/gram incorrect	Use correctly	Very creative Good effort in visuals	Excellent pronunciation understandable	excellent
30	20	20	20	20	20
Partial draft	No more than 5 words	Some misused	Some effort	Some is not understandable	partial info
15	10	10	10	10	10

No draft	Many incorrect words/grammar	Many misused words/grammar	Not obvious effort	Most is not understandable Content minimal	
0	0	0	0	0	0



International Foods



Lynn Lavender
McGavock High School

Objectives:

1. To learn about Hispanic cultures and their foods
2. To experience and taste authentic dishes from Hispanic countries
3. To compare U.S. food and culture to different Hispanic food and cultures

Requirements:

Each group of 3 will choose a Hispanic country to research for its booth at the Food Fair.

Every student will research the following general information about your country:

- a. Capital and geographic location of your country
- b. Major cities and attractions in your country
- c. Currency and exchange rate with U.S. Dollar
- d. Major industries of the country

Along with the general information, **each student** will **choose one** of the following roles:

1. **Cook**
 - a. Research a recipe of an authentic dish from your country
 - b. Bring in the authentic dish for *everyone* to taste at the Food Fair
 - c. Explain the recipe, ingredients, and how to make the dish (Food Fair)
2. **Historian**
 - a. Research the origin of the country: how was it discovered/developed
 - b. How does the history influence the typical foods from the country
 - c. Acquire pictures relating to your country and its food for the visual aid
 - d. Explain the history behind the food of that country at the Food Fair
3. **Food Culture**
 - a. Research typical food of country: basic and dishes specific to the country
 - b. Research customs of eating: when and where people eat in your country
 - c. Describe a typical day of eating: when, what, where at the Food Fair

Food Fair:

- ❖ Each group will have a **booth** in the classroom at the Food Fair.
- ❖ Each booth *must* have a **visual aid** with their country's information and pictures. The *best* option is a **tri-fold poster**, but a regular poster hung behind the booth works also.

- ❖ Booths must also have **enough of the authentic dish** for *every student* to sample.
- ❖ One group at a time will browse all of the different booths in order to gather information and fill in the international food guide. Students at each booth should be teaching the visiting students about their country and its food.

Grades:

1. Presentation and visual aid during Food Fair
2. International Food Guide from other countries

Lesson Plan: International Food Unit

Levels: Spanish 1-4 & AP

Standards: Communication, Culture, Connection, Comparison, Community

Objectives:

- ❖ To learn about Hispanic countries, their cultures, and their foods
- ❖ To create and taste authentic dishes from Hispanic countries
- ❖ To compare U.S. food and culture to different Hispanic food and cultures
- ❖ To present about your country to other students

Day 1: (55 minute class period)

1. Bell ringer: What foods do you think of as Hispanic foods? 10 min.
2. Debriefing/Discussion:
 - a. Find out the students' perceptions about Hispanic foods and talk about the wild variety between countries and even regions of countries. 10 min.
3. Handout the project sheet (attached) and explain project. 20 min.
 - a. Objectives
 - b. Requirements: General information, individual roles, booth for Food Fair
 - c. Food Fair
 - d. Grades
4. Divide into groups, assign roles, and choose country. 10 min.
 - a. Record the different groups and roles for each student.

- b. Allow students to choose country and record.
5. Exit ticket: What can you start doing in preparation for this project? 5 min.

Note: Besides different countries, students could do different regions/states in Mexico or Spain instead.

For upper levels: Presentations are done in Spanish and students could work individually or in pairs. Also, upper level students could be required to do more in-depth research about the country/region and assign more of a research project with a paper and presentation instead of a food fair.

Day 2: (55 minute class period)

1. Bell ringer: What do you already know about your country and its food? 5 min.
2. Begin research on country in library or on mobile computer lab. Students should take notes either on their own or with a guided notes sheet provided by the teacher. 40 min.
3. Exit ticket: Fill out the group checklist sheet (attached) with your group and turn in. 10 min.

Note: Another option for “researching” is providing the information, but conducting a “jigsaw” activity where students become experts in one area and then share their expertise with the rest of their group.

For upper levels: More days may be required for researching depending on how intense the research project will be. Research could also be assigned as homework if students have access to information.

Day 3: (55 minute class period)

1. Bell ringer: What was the most interesting thing you found in your research? 5 min.
2. Students should get in their groups and discuss the answers to their bell ringer as well as research found from the different specialties. Students should be knowledgeable about all of the different parts of their country at the Food Fair. 10 min.
3. Post rubrics and explain how the booths, visual aids, and presentations will be graded. 5 min.

4. Students create their visual aid on the poster board. If students are not finished at the end of the class period, they should take the visual aid home to complete it. 25 min.
5. In groups, finalize details about booths for the Food Fair day: 10 min.
 - a. Who is bringing different things for booth?
 - b. Does the cook need any assistance for the Food Fair?
 - c. Who is completing the visual aid?

Day 4: (55 minute class period)

1. Bell ringer: Each group should set up their booth. 10 min.
 - a. Put up visual aid.
 - b. Set out samples of food and silverware.
 - c. Any other details on the booth.
2. Handout the international food guide to each student. 5 min.
3. (One group at a time) The students visit each booth, sample the food, and record the information on their guides. 30 min.
4. Teacher also visits the booths and grades the students with rubrics on their visual aids and presentations.
5. Clean up booths and turn international food guides to teacher. 10 min.

Note: Check for any food allergies among students before Food Fair day. Cooks could also bring copies of the recipe in case any student was interested in having it. Another option to try would simply be group presentations instead of setting up booths. All the other details would remain the same, but groups would take turns presenting in front of the class.

For upper levels: Another option is to have each student bring in samples of authentic dish already made, but also bring the ingredients to conduct a “cooking show” in Spanish. The student would teach the class how to make that dish along with their presentation on the country.

**International Foods
Visual Aid/Presentation Rubric**

Student Name: _____ Class Period: _____

CATEGORY	5	4	3	2	1	Points Earned
Information	All information is complete and accurate.	Most information is complete and accurate.	Some information is accurate, but requirements are not complete.	Little information is accurate and most requirements are not complete.	No information is accurate or complete.	
Presentation of information	Students are very comfortable answering questions about their country and their specialty.	Students are somewhat comfortable answering questions about their country and their specialty.	Students can answer most questions and about their country, but not all questions.	Students are not comfortable answering questions about their country or their specialty.	Students do not know anything about their country or their specialty.	
Authentic dish	The authentic dish is presented very well with enough samples for all.	The authentic dish is presented well and has enough samples for most.	The authentic dish is at the booth, but not presented well. Only has enough samples for some.	The authentic dish is at the booth, but not presented well. Only has enough samples for a few.	Authentic dish not present.	
Graphics and Information	Information and pictures are displayed neatly and the content is easy to follow.	Information and pictures are somewhat neat and content easy to follow.	Information and pictures are somewhat scattered and content is not easy to follow.	Information and graphics are messy and the information is difficult to follow.	Didn't do/bring the visual aid.	
Attractiveness	The visual aid is exceptionally attractive in terms of design, layout, and neatness.	The visual aid is attractive in terms of design, layout and neatness.	The visual aid is acceptably attractive though it may be a bit messy.	The visual aid is distractingly messy or very poorly designed. It is not attractive.	Didn't do/bring the visual aid.	
Required Elements	All required elements are present.	Most required elements are present.	Some required elements are present.	Few of the required elements are present.	None of the required elements are present.	
Total Points Earned						_____/30

International Foods: Group Checklist

Fill out this sheet with your group members to prepare for creating your visual aid and the Food Fair.

Members: _____

Country: _____

1. Who is bringing the tri-fold board or poster next class? _____

2. Do all members have *all of the information* already researched for their role and *ready to present*?

 - a. If not, who is lacking information? _____

3. Who is the cook of your group? _____
 - a. What is the cook making? _____
 - b. Does the cook have any special arrangements that need to be made on Food Fair day?
(oven, microwave, refrigerator) _____

4. Does the historian have pictures already printed for the visual aid? _____
 - a. If not, when will they print them? _____

5. What other decorations will you bring for your booth? _____
 - a. Who is bringing them? _____

International Foods Guide

Nombre _____

Directions: As you visit the different booths, write down the following information from what you hear from your classmates. Each person should address each of these topics at their booths. Choose 7 booths to record information about.

Country	Capital	History of Country	Authentic Dish	Description: Authentic Dish	Food Culture

LESSON PLAN I

Objectives: To introduce students to a significant event which shaped the character of the modern Maya by focusing on the Caste War of the Yucatan, which took place between 1847 and 1900. One objective of this unit will be to dispel popular myths and misconceptions and bring into focus a more realistic view of who the Maya were and who they are today. This unit will be part of a broader study of the Yucatecan and Maya peoples, and focus more on this period rather than on the ancient Maya.

Level: AP or IB high school Spanish, or post-secondary Latin American Studies or Mexican History Studies.

Introduction: Popular culture has brought about renewed interest in ancient Maya civilizations and their achievements in astronomy and mathematics, and tourists continue to flock to Yucatan to visit Chichen Itza, Tulum, Uxmal and Coba. This area is considered relatively safe and is attractive to Europeans, Canadians and people from the U.S. as a retirement option. The general public who visits the area knows a little about the ancient Maya, and is perhaps somewhat familiar with the writings of the British explorer John Stephens and his popular memoir chronicling his travels in the 1860's, Incidents of Travel in the Yucatan along with the famous paintings of his traveling companion Frederick Catherwood. The average visitor, however is not aware of the significance and importance of the Caste War.

Day I: Background information and important chronology will be provided with a power point presentation. Students will discuss what they know from either their own research, or how popular culture has influenced their thinking ("the year 2012") about the Maya. Groups will be assigned to research background with focus on religious beliefs, their gods, agricultural cycles, and the geography of the Yucatan and how this unique geography influenced their way of life. Students will be divided into groups for dramatizations on Day V. Students will also research and define the following terms important to the understanding of the Caste War:

Spanish:

Encomienda
Ladino
ejido
mestizo
Cross)
criollo
indigeno
pardo
casta divina
caudillo
fuero militar
conquest Maya)

Maya:

ah kin (Maya priest)
batab (Leader, chief)
cenote (sinkhole or cave well)
Cruzob (the followers of the Speaking
dzul (White man, foreigner)
kaz dzul (half-foreigner, mestizo)
halach unic ("true man")
H-men (Maya herb doctor)
huit (primitive Maya, or vagabond)
Itza (Important group of pre-

hidalgo	nohoch (Great, old, a title of respect)
gente decente	mazehual (average Maya, borrowed from
Nahuatl)	
cofradia	tata (child's word for father)
hacendado	yaxche (ceiba tree, the holy tree of the
Maya)	
Indios bravos	T'ho (Maya name for Merida)
monte del rey	

(Maya/ Spanish crossword puzzle attached)

Day II: Students will learn about and discuss the significance of the ceiba tree to Maya culture and the symbol of the cross. Students should have an idea of how these two things would eventually connect to events that unfolded during the Caste War. Students should be able to address the questions: How did Christianity and existing religious beliefs of the Maya meld during the Caste War? How did this lead to the Cult of the Speaking Cross, an integral part of the Caste War? (Reference: the Chilam Balam of Chumayel)

Day III: Students will research what was transpiring in the Yucatan during Mexico's War of Independence and the Mexican-American War. Students should be able to answer the following: Why did the Yucatan separate country from Mexico in 1838? What were the causes/reasons for this (geography? strong Maya separate identity? Economics? Anger or resentment towards Mexico?)

Day IV: Students will research/discuss the relationship between Mexico and the Yucatan and the Rebellion of 1838, and also factors leading up to the the first uprising of the Maya in 1847. Students should be able to answer the questions, what were the rights of the Maya of citizenship? What taxes were imposed by the Church and State? What had happened to their community lands (ejidos)? And what about slavery? As a group, in-class project, students will devise a chronology of major events from 1847-1900.

Day V: Students groups will dramatize one aspect of the Caste War. The dramatization should be in Spanish (if a high school Spanish class) or English for Latin American/ Mexican studies but some of the Maya words learned may be utilized. Dramatizations include the following:

- 1) A reenactment of Maya peasants' reaction to the debt peonage imposed by hacendados and how growing anger and a sense of hopelessness led to uprising.
- 2) The first violent siege on Valladolid and fleeing of 10,000 civilians from the city to the forest and hence three days later to Merida.
- 3) The discovery of the Southern route and retaking of Balcalar which led to opening relations with British Honduras (now Belize) and arms trade, which allowed the rebels to regroup, rearm and extend the war for many years, and later the desire on the part of some rebel leaders to become part of British Honduras.
- 4) The discovery by Jose Maria Barrera of a speaking cross and the start of the Cult of the Speaking Cross by Barrera and his interpreter Juan de la Cruz Puc. Included should be the role of the ventriloquist Manuel Nauat, and later accusations of fraud.

5) This group will be descendants of relatives who fought during the Caste War and will be reminiscing with modern-day Maya and locals of mixed heritage, perhaps maintaining old weapons and photos, and sharing with interested listeners, answering questions such as how did the war manage to carry on for over fifty years? Or how did it shape modern Maya character? Do they still feel separate from Mexico, that is, more Yucatecan than Mexican? (manifested in what is presented to the thousands of tourists who come to the area to experience the food, dances, clothing and language).

At the end of this unit, students should be asked to summarize their findings and be able to articulate why the Caste War is a vital part of the study of the Maya and the Yucatan.

INTERNET RESOURCES:

<http://bicycleucatan.wordpress.com>

<http://redalyc.naemex.mx/redalyc/pdf/128/12800916.pdf>

<http://www.juridicas.unam.mx/publica/libre/rev/nuant/cont/1/cnt/cnt3.pdf>

www.genocidetext.net/gaci_yucatan.htm

www.northernbelize.com/hist_caste.html

www.knowledgerush.com/kr/encyclopedia/Yucatan

www.mexicolore.co.uk/index.php?one=azt&two=ar

Objectives: Within a unit of study of Mexican history, with the focus on class hierarchy and rebellion against that hierarchy, students will learn about the Caste War of Yucatan, a very fascinating but lesser known chapter in Mexican history. Typically American students are familiar with the Mexican-American War, enhanced by popular culture and their understanding of what happened at the Alamo. In addition, the Mexican Revolution attracts interest due to iconic figures such as Pancho Villa and Emiliano Zapata. And the most recent uprising in Mexico, the Zapatista Rebellion of 1994, appealed to human rights activists from around the world looking for a worthy cause. No less worthy of study than these other conflicts is the Caste War of Yucatan which took place between 1847 and 1900.

During this unit, students should learn to make connections and draw parallels between the major struggles in Mexican history-The War of Independence, the Caste War, the Mexican Revolution and most recently, the Zapatista Rebellion, by focusing on and drawing parallels between great figures of Mexican struggles, such as Miguel Hidalgo y Costilla, Pancho Villa and Emiliano Zapata, and some of the major figures of the Caste War, such as Manuel Antonio Ay, Cecilio Chi, Jacinto Pat, Jose Maria Barrera and Venancio Puc.

Introduction/background provided through Power Point presentation.

Level: AP or IB high school Spanish, or post-secondary Latin American Studies or Mexican History.

Day I: Students will learn important Spanish /Maya terms in relation to class struggles (see Lesson Plan I). Students will divide into groups in order to research background information on Caste War leaders Manuel Antonio Ay, Cecilio Chi, Jacinto Pat and Jose Maria Barrera; and also the Father of Independence, Miguel Hidalgo, and revolutionary leaders Pancho Villa and Emiliano Zapata. Students will focus on issues such as social class and/or race of said leaders, and be prepared to answer these questions: What propelled these people into conflict with authority? Did violent actions and/or brilliant military strategy play a part in their rebellion? How did those in authority react to these rebels? How did they meet their demise? How are they now viewed by historians and what is their lasting legacy? What characteristics came into play in making some of them folk heroes? (Villa, Zapata, former teacher Rafael Sebastian Guillen, better known as “Subcomandante Marcos”, leader of the Zapatista Movement).

Day II: Students will discuss causes of conflicts, with emphasis on causes of the Caste War, suppression and mistreatment of peasant Maya. Students will compare/contrast Spanish autocracy prior to the Independence Movement, Mexican authority prior to the Caste War, and factors building up to the Mexican Revolution and more recently the Zapatista Movement. Students will also research and find one other conflict within Latin America with which they can draw parallels to Mexican conflicts.

Day III: Students will gain an understanding of one aspect of the Caste War which made it unique from other struggles, the supernatural aspect of the Cult of the Speaking Cross. Students will research the symbolism of the cross to the Ancient Maya and also the significance of the

ceiba tree and learn how these two symbols led to the possibility of the Cult of the Speaking Cross and how this fits in with the overall melding of indigenous and Spanish Catholic beliefs throughout Mexico and Latin America.

Students should draw parallels to other events or places in Latin America where indigenous and Catholic symbols meld into a unique form (such as Dia de los Muertos)

Day IV: Students will explore how the highly stratified Yucatecan socioeconomic system and the rise of lower class expectations after Independence led to rebellion in the eastern regions of the Yucatan, but met resistance in the west (Merida and Campeche) where the Indian lower classes were more thoroughly integrated into the agrarian system and their relationships within it were more complex.

(Dumond, 1997) Students should be able to compare class systems in Mexico prior to Independence, in the Yucatan prior to the Caste War, in Mexico preceding the Revolution, and socioeconomic factors amongst the indigenous peoples of Chiapas building up to the occupation of San Cristobal de las Casas in 1994. Students should be able to draw conclusions based on their research as to how class struggles shape history in a developing democratic nation, and what this lesson reveals about evolving nations in our society today.

REFERENCES/RESOURCES

Dumond, Don E., 1997, The Machete and the Cross- Campesino Rebellion in Yucatan University of Nebraska Press.

Pearce, Kenneth, 2002, A Traveler's History of Mexico, United Kingdom: The Windrush Press in association with Cassell and Co.

Reed, Nelson, 2001, The Caste War of the Yucatan, Stanford: Stanford University Press.

Rugeley, Terry, 1996, Yucatan's Maya Peasantry and the Origins of the Caste War, Austin: University of Texas Press

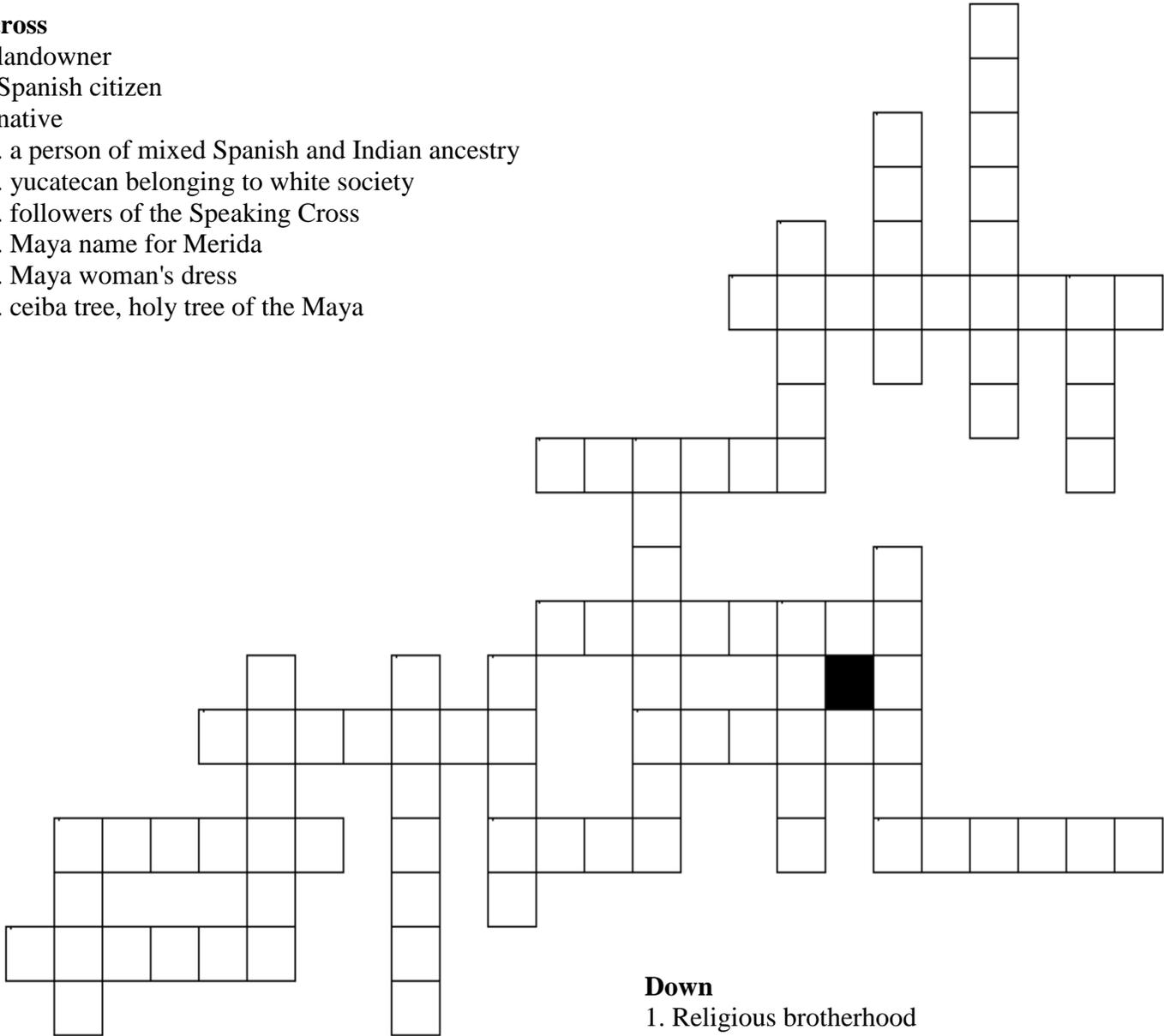
<http://www.mayaweb.nl/mayaweb/Chilam.pdf>

Spanish / Maya Key Words

Nombre _____ Clase _____ Fecha _____

Across

- 4. landowner
- 6. Spanish citizen
- 9. native
- 14. a person of mixed Spanish and Indian ancestry
- 15. yucatecan belonging to white society
- 16. followers of the Speaking Cross
- 17. Maya name for Merida
- 18. Maya woman's dress
- 19. ceiba tree, holy tree of the Maya



Down

- 1. Religious brotherhood
- 2. Maya herb doctor
- 3. person of mixed Indian and African ancestry
- 5. foreigner or white man
- 7. leader
- 8. great, old, a title of respect
- 10. Village common land
- 11. sinkhole or cave well

Ans

- 12. aristocrat
- 13. forest, jungle
- 16. little, used with Spanish words

Across:

4. Hacendado

6. Vecino

9. Indigeno

14. Mestizo

15. Ladino

16. Cruzob

17. T'ho

18. Huipil

19. Yaxche

Down:

1. Cofradia

2. H-men

3. Prado

5. Dzul

7. Caudillo

8. Nohoch

10. Ejido

11. Cenote

12. Hidalgo

13. Monte

16. Chan

Beckie Gibson
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Lesson: Chitchén Itzá
Level: Español I-II

Standards: Communication, Culture, Connections, and Comparisons

Directions: In this cloze passage, students are to select the correct word from each pair.

Pictures of Chitchén Itzá may accompany this activity preferably before students do the cloze passage.

Chitchén Itzá

Chitchén Itzá es / está una ciudad de los mayas en la Península Yucatán

1

de México. Los Mayas no vivo / viven en Chitchén Itzá ahora,

2

por qué / porque son ruinas de una ciudad antiguo / antigua. En Chitchén Itzá,

3

4

hay muchos / muchas edificios* construidos hace* 1.500 años aproximadamente.

5

Primero, Chitchén Itzá tienes / tiene una pirámide principal que se llama / se llaman

6

7

El Castillo. También, El Castillo es conocido* por otro / otra nombre. Viene de la

8

serpiente, Kulkulcán. Esta serpiente de piedra baja por las escaleras dos vez / veces

8

al año. Mucha gente de todo el / la mundo va a Yucatán para veo / ver este

9

10

fenómeno único. Kukulcán es un dios de la gente maya como Quetzalcóatl es un

dios de la gente azteca.

Las otros / otras partes de Chitchén Itzá incluyen un Cenote*, La Cancha de

11

Pelota, el Observatorio y el Templo de los Guerreros*. Hay más partes de C.I.,

pero éstas cuatro son muy / mucho interesantes. El Cenote es un lago hondo* donde

12

los investigadores de *Nacional Geographic* encuentran muchos huesos* humanos,

joyas y cerámica. Son de los sacrificios al dios* del / de la agua. En la Cancha de

13

Pelota, los jugadores jugan / juegan algo similar al básquetbol, pero con una pelota

14

pesada*. Después del partido, muere/more el capitán del equipo ganador.

15

El otro capitán corta / corte la cabeza del ganador. ¡Es un gran honor ser

16

sacrificado! El Observatorio se divide en doce cuartos como el horóscopo. Los

mayas son buen / buenos astrónomos en 1.500 d.C. y estudiamos / estudian las

17

18

estrellas* y los planetas. El Templo de los Guerreros da / dan honor a los soldados

19

mayas de Chitchén Itzá.

Por todos / todas estas razones, Chitchén Itzá es muy famoso. Es declarado

20

una de las siete maravillas* del mundo. También, es un Sitio de Herencia Mundial*

de UNESCO o UNESCO World Heritage Site por las Naciones Unidas. Por eso,

es un viaje inolvidable ir al Yucatán y ver Chitchén Itzá.

La Clave

*edificios – buildings

*hace - ago

*conocido – known

*cenote – well

Guerreros - warriors

*hondo – deep

*huesos – bones

*dios – god

*pesada - heavy

*estrellas – stars

*maravillas - wonders

