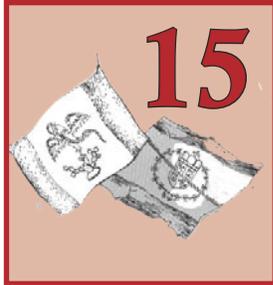
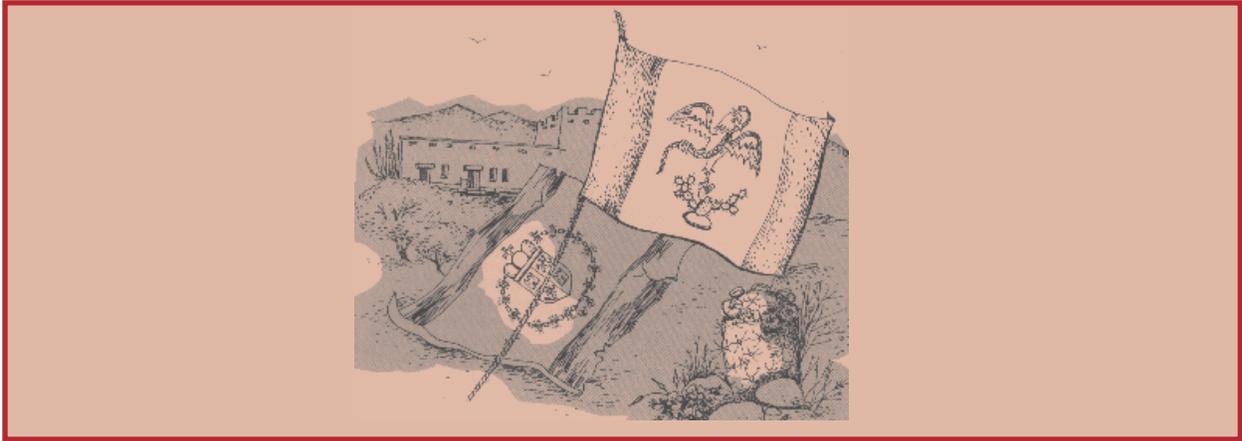


UNIT VIII

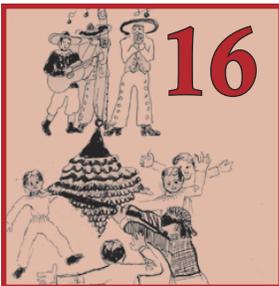
THE MEXICAN CONNECTION



MEXICO: A NATION IS BORN

Students will read and discuss a short essay entitled “A Brief History of Mexico,” define “Mexican-American,” and participate in a game that portrays various aspects of the Mexican-American culture.

PAGE 8.5



FIESTA

Through the creation of a fiesta, including celebration, history, music and food; students will gain an understanding of Mexican-American culture.

PAGE 8.7

UNIT VIII - ARIZONA STATE STANDARDS - 2006

LESSON 15 - MEXICO: A NATION IS BORN

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C1 PO1	use timelines
	S1 C1 PO4	use of archeological research
	S1 C2 PO4 / PO5	identify and recognize achievements of Aztec civilization
	S1 C5 PO1	recognize change of governance of the Southwest (Spain - Mexico)
	S1 C5 PO4	describe the impact of Native Americans and others on Arizona
	S1 C10 PO2	discuss connections between current and historical events
	S1 C10 PO4	describe contribution of diverse populations to Arizona
	S2 C5 PO2	describe the impact of European encounters with the Aztecs
READING	S4 C4 PO6	describe elements of culture (in Mexico)
	S1 C4 PO2	use context to determine word meaning
	S1 C6 PO1 / PO2	predict text / confirm predictions
	S1 C6 PO4	use graphic organizers
	S3 C1 PO1 / PO2 / PO3	identify main idea and details, fact and opinion, author's purpose
	S3 C1 PO4	identify organizational features of expository text
S3 C1 PO6 / PO7 / PO8	interpret information / distinguish cause and effect / draw valid conclusions in expository text	

LESSON 16 - FIESTA

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C1 PO2	describe the difference between primary and secondary sources
	S1 C5 PO4	describe the impact of Native Americans, Hispanics, others in AZ.
	S1 C10 PO4	discuss contributions of diverse population to Arizona
	S2 C5 PO2	describe the impact of European encounters with the Aztecs
	S3 C1 PO4	describe the varied backgrounds of people living in Arizona
	S4 C1 PO4	describe shared customs and traditions of peoples living in Arizona
	S4 C4 PO2	describe how Mexico and Arizona are connected by people & ideas
	S4 C4 PO4	describe cultural characteristics of Arizona's population
READING	S4 C4 PO6	describe elements of culture in areas studied (Mexico)
	S1 C4 PO4	identify figurative language
	S1 C6 PO1 / PO2	predict text / confirm predictions
	S1 C6 PO5	connect information and events in text to experience
	S2 C1 PO3	identify the moral of a literary selection
	S2 C1 PO4	distinguish between major and minor characters
	S2 C1 PO5	describe a character's traits
	S2 C1 PO9	identify characteristics and elements of poetry
	S2 C1 PO10	identify common forms of poetry
	S2 C2 PO1	describe historical and cultural aspects of cross-cultural literature
	S3 C1 PO1	identify main idea and supporting details in expository text
S3 C1 PO3	determine author's main purpose in expository text	
S3 C2 PO1 / PO2	locate information / interpret details in functional text	

A BRIEF HISTORY OF MEXICO

Before the arrival of Columbus in 1492, the people of the area that is now Mexico came from hundreds of different kinds of Indian tribes. One of the biggest tribes, the Aztecs, however, were a warring people and conquered many of their neighbors. By the 1500s they were the most powerful people in the central part of the country. The Aztecs, who called themselves “*Mexica*,” created a rich and powerful empire. They built pyramids, aqueducts, huge homes, parks and even zoos. They were artists, astronomers, engineers and architects. Yet many Indian peoples of hated and feared the Aztecs. The Aztecs believed that to keep the sun moving across the sky, they had to offer their Gods something that moved. They chose the beating heart and used the people from conquered tribes for their sacrifice. Human sacrifice became a regular ritual, removing the heart while the victims were still alive!

In 1519 the Spanish explorer Cortes arrived in New Spain. All though he was known as reckless, he may have been considered a savior by others, especially Aztec enemies who were being sacrificed. Cortes soon conquered the Aztecs. He was a devout Catholic and did away with human sacrifice and replaced their idols with the Christian cross.

After Cortes’ arrival in 1521, the area that would become Mexico and other Central American countries were ruled by Spain. Many Europeans and Indians married, and their children became known as “*mestizos*.” The Spanish and mestizo, therefore, were the first European people to settle in the area known as the *Pimeria Alta*, then a part of New Spain.

The Spanish continued to rule the region for three centuries during which the king was supreme. He had viceroys (governors) to carry out his laws, and chosen officials watched over the church and controlled trade routes.

At first, the people were excited and loyal to the Spanish King, but the Spanish never taught the people of New Spain how to govern themselves. The people felt that they were treated unfairly and that Spain had taken away all their power. They wanted to be free from the king and his officials. People disagreed about the way the government was run, and soon people of different regions began to fight with each other and with Spain.

In the 19th century, most Mexican and Central American countries revolted and separated from Spain. On September 16, 1810, Father Miguel Hidalgo, Jose Maria Morelos and others cried out for freedom and started a revolt against Spain. After ten years Mexico won its independence in 1821, but the War of Independence continued into the late 1820’s. Spain lost her control and Mexico, a new nation, was born.



After the War of Independence, Mexico had a number of rulers, governments and revolts. Agustin de Iturbide declared himself Emperor of Mexico in 1824 only to be replaced within the year by President Guadalupe Victoria. Although Victoria tried, Mexico's problems were many and his vice president led a revolt three years later. Gomez Pedraza won the presidency but, like Victoria, only lasted a few years until he was overthrown and replaced by General Santa Anna and his rebels.

Santa Anna governed for thirty years, sometime ruling as president and other times with puppet-like politicians to do his work. Santa Anna, however, was not able to control the country and the people revolted again. With victory in 1857 they elected Benito Juarez, a full-blooded Indian to be their President. Political problems continued under Benito Juarez until powerful people from Britain, France and Spain stepped in to start the War of Reform in 1861.

Even though the Mexicans won an important battle on May 5, 1862 (celebrated as *Cinco de Mayo*), the foreigners finally won and Maximilian from France became Emperor, only to be captured and executed in 1867. Juarez once again took power until his death and was eventually replaced by General Porfirio Diaz who ruled until 1909. But Diaz' government did not represent the poor peasants and in 1911 they rebelled again.



The Mexican Revolution from 1911-1917 attempted to put the peasants in power and brought the first constitution to guarantee the rights of women, workers, Indians and other groups in 1917. The revolution, (celebrated as *Dieciseis de Septiembre*), had many heroes including Francisco Madero, Venustiano Carranza, Alvaro Obregon, Emiliano Zapata, and the most colorful of them all, Pancho Villa. The names of these heroes are commonly seen in Mexican city streets and parks.

Since the Mexican Revolution, Mexico continues to struggle for a government that will give it or "the people" a better way of life. But as history portrays, problems are many and progress is slow. But more and more people are educated now and the common people have more of a voice. They are making the changes needed, making Mexico the proud and colorful nation that it is today.

A TASTE OF MEXICO

Quinceañera

There are typically two different types of parties to celebrate a girl's 15th birthday. Both types are formal and often costly affairs with a champagne toast, a large tower cake (as in a wedding), a live band, and dinner.

One is similar to what is known as a debutante party, in which any number of 15 year old girls, together with their escorts (usually their fathers), gather together at a ball. They wear beautiful long white gowns.

There is a ceremony in which each girl is announced individually, given a single rose, and escorted to the dance floor for her first formal dance. Family and friends are involved in the occasion.

The second, called a *quinceañera*, is quite similar, except that the event is dedicated to only one girl. The family throws their own ball-type party, and again all the girls wear long formal gowns. In this party, the girl chooses a male escort, and has as many *damas* (maidens) and *chambelanes* (male escorts) for the *damas* as she wishes.

She is given a formal Catholic Mass, which is attended by family and friends. After Mass, she then attends a party given in her honor. As in a wedding, she waits for all guests to be seated and only enters after all the other members of her *quinceañera* party have been formally introduced to the guests.

The *quinceañera* (this is what the girl is called throughout the occasion), dances first with her escort, then with her father, and finally with her godfather. The *quinceañera* has the choice of either opening her gifts at the party or in privacy. She is then considered a woman.



CINCO DE MAYO
(Fifth of May)

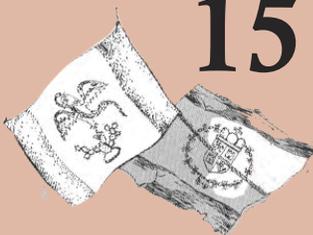
Cinco de Mayo is celebrated in honor of the victory of Mexico's small army over French Emperor Napoleon III's elite French troops on May 5, 1862 at the city of Puebla. Although the French remained in power until 1867, *Cinco de Mayo* became a symbol of Mexico's victory over European imperialism. Celebrations for this holiday are similar to those for *Diesiseis de Septiembre*, including fiestas, dances, and fireworks.

DIECISEIS DE SEPTIEMBRE

Independence Day in Mexico is September 16th (*dieciseis de diciembre*). It celebrates Father Miguel Hidalgo's "*Grito de Dolores*" (cry for freedom from Spain) late on the night of September 15th, 1810 from the village of Dolores, and the beginning of the long struggle against Spain begun by Hidalgo's small army the next morning.

Celebrations begin on the night of the 15th with the ringing of churchbells and Hidalgo's cry, "*Viva Mexico! Viva la Virgen de Guadalupe!*" Celebrations continue throughout the night and the following day, including receptions, music, dances, games, banquets, parades, cockfights, bullfights, horse races, baseball and fireworks.





LESSON OVERVIEW

Students will read and discuss a short essay entitled “A Brief History of Mexico,” define “Mexican-American,” and participate in a game that portrays various aspects of the Mexican-American culture.

Subjects

Reading, and Social Studies

Preparation

As Background Information, read *Master Pages 8.1 - 8.4*.

Materials

A working copy, or copies for each student, of the Background Information (*pages 8.1 - 8.4*); index cards.

Time

One to two sessions.

Vocabulary

Aztec, pyramid, aqueduct, *mestizo*, viceroy, constitution

Reference to the Encounters Box

Y-1 *The Story of Mexico*

MEXICO: A NATION IS BORN

Part I - Mexico

1. Read “A Brief History of Mexico” (see Background Information) with the class.

Follow up with a subjective discussion, encouraging students to express their opinions and experiences. Use the following questions as a guideline:

- *What is a Mexican? How did they get their name?*
- *What do you think about the Aztecs? Would you have liked to be an Aztec? How about one of their enemies?*
- *Do you think that Cortes did a good thing when he conquered the Aztecs? If you were in Cortes' shoes, what would you have done?*
- *What is a mestizo? Do you know any mestizo people?*
- *Why did the people get mad at Spain? Were they right to fight?*
- *What happened after the War of Independence? How well did the people do after that?*

Part II - The Mexican-Americans

1. Discuss: *What is a Mexican-American? Are any of the students Mexican-American, or do they know any?*

2. List on the blackboard the following categories: **Food, Dance, Music, Slang Language, Famous People and Other.**

3. Brainstorm, writing ideas on the board: *What kind of things are distinctly Mexican-American?* (Make sure there are as many items as students.)

A few examples:

Food: enchiladas, burritos, tacos, nachos, tostadas, chips and salsa.

Dance: *quebradita*, *cumbias* (salsa), *corridos*, Tex-Mex

Music: *Norteño (conjunto)*, Tex-Mex, *la raspa*, *folklórico*

Slang Language: *A toda madre* - great, *chicano* - a Mexican-American; *lonchar* - to eat lunch; *asi na-asi* - like this; *chula/chulo* - cutie; *vato/vata* - guy/ girl

LESSON 15 - MEXICO: A NATION IS BORN

Famous People: Freddy Fender, José José, Jimmy Smites, Paul Rodriguez, Linda Ronstadt, Cheech Marín.

Other: lowriders, fiestas, *maquiladora*, *la linea*, *Ambos Nogales*

4. Assign each student one of the listed items. Ask them to write one or more sentences describing or defining it, using index cards. Place all the cards (definition cards) into a hat or other container from which to draw (*as if in a contest*).

5. Play a variation of “Jeopardy.” Divide the class into two to four teams. Starting with team one, have one of the students select one of the definition cards and read it out loud. His or her team then has five to ten seconds to answer in “Jeopardy” format, “What is. . . ?” If after the allotted time period they are unable to answer, the other teams may do so. (*Correct answers are worth 5 points*). Repeat this process in rotation, allowing a different team and a different student to select and attempt to answer a definition card.

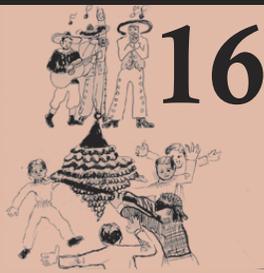


RESOURCES AND REFERENCES

California's Hispanic Roots For Kids, Barbara Linse with George Kuska, Art's Publications, 80 Piedmont Court, Larkspur, CA 94939, (415) 924-2633;
Kids Explore America's Hispanic Heritage, Westridge Young Writers Workshop, John Muir Publications, Santa Fe, NM, 1992;
The Mexican-Americans, Julie Catalano, Chelsea House Publisher, NY, 1996;
The Story of Mexico: La Historia de Mexico en Español y en Inglés, Bellerophon Books, 122 Helena Ave., Santa Barbara, CA 93101, (805) 965-7034, 1996.

ENRICHMENT

- Use books mentioned in Resources to study the culture and history of Mexico in detail.
- Photocopy pages from *The Story of Mexico*, to augment and emphasize Mexico's history.



LESSON OVERVIEW

Through the creation of a fiesta, including celebration, history, music and food; students will gain an understanding of Mexican-American culture.

Subjects

Social Studies, Art, and Music

Preparation

Gather materials; to create a Mexican atmosphere in the classroom, such as paper flowers, crepe paper, and *banderolas* (optional). Make copies of “*Las Mañanitas*,” *Master Page 8.11* (optional).

Materials

Recipe ingredients, yarn and craft sticks (Optional craft items for decorating: tissue paper, wire, pots or balloons, eggshells, newspaper, light bulbs, and confetti), lyrics to “*Las Mañanitas*,” hot plate or kitchen

Time

One to two sessions.

Vocabulary

fiesta, *quinceañera*, *Dieciseis de Septiembre*, *Cinco de Mayo*, *dicho*, *banderolas*

Reference to the Encounters Box

G-8 Sonora Mexico
Y-4 Mexican Papel Picado

FIESTA

Hold a Fiesta! Choose a birthday party or one of the events listed in the Background Information for a theme and/or excuse. If possible, spend one session decorating the room with paper flowers, *banderolas*, *piñatas*, crepe paper or other materials in preparation for the fiesta.

1. During your fiesta, use one or more of the following activities to give students a first-hand experience of the Mexican-American culture.



Music

One of the all-time classic songs is *Las Mañanitas*, the Mexican birthday song (*Master Page 8.11*). Traditionally the song is sung to the birthday person as a wake up call in the early morning. Try singing it with your class, take it to other classes and/or make it part of your birthday celebrations.



Dichos y Cuentos

Like all cultures, language reflects values and cultures. *Dichos* (sayings) and *cuentos* (stories) are commonly used among Mexican-Americans. A fiesta might end around a fire with the grandparents chatting and sharing tales.

The Chicken Dinner

It was a wet and muggy day and many travelers were looking for a place where they might stay the night. One such traveler began talking with a farmer and discussing the weather. Seeing that it would rain, the farmer took pity on the traveler, and even though he already had two guests, he invited him to dinner.

The traveler entered the kitchen just as the farmer's wife was setting the table. "Since you are my last guest," commented the farmer to the newcomer, "you may have the honor of serving the meal."

The young traveler looked at the feast and couldn't remember when he last saw such a meal. The chicken was baked just right with gravy, potatoes and a bowl full of fresh vegetables. He took out the carving knife and set to work, dividing the chicken in the following manner.

"The head of this bird should go, of course, to the head of the family" and he placed the head of the chicken on the farmer's plate.

"The neck of the fine animal then goes to the one who supports the head of the family" and he carefully placed the neck on the farmer's wife's plate.

Looking at the daughter he said, "And for this lovely maiden who is now almost an adult, and her brother who must start his own farm and family soon because both are to fly away, they shall receive the wings."

"As for my fellow travelers," he went on, "I notice that the one on my left is rubbing his leg and needs a little support for his journey." A leg was put on the traveler's plate. "And for the one on my right, because he has been traveling so far and long, he should have the other." The other leg was dished out.

"Praise be to God," he then stated, "That leaves what little bit is left for myself. . . ."

And with a big smile on his face he placed the rest of the fat, plump, juicy chicken on his own plate!



Dichos

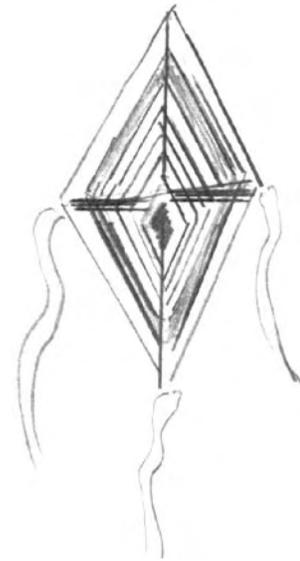
- *Hay que aprender a perder antes de saber jugar.*
One must learn how to lose before learning how to play.
- *Una onza de alegría vale mas que una onza de oro.*
An ounce of joy is worth more than an ounce of gold.
- *Todo el rato que está enojado, pierde de estar contento.*
All time spent angry is time lost being happy.
- *El sol es la cobija del pobre.*
The sun is the blanket of the poor.

Crafts

God's eyes can be easily made with only yarn and popsicle or craft sticks.

1. Make a cross with two sticks. Tie the center together with one end of the yarn.
2. Moving constantly in the same direction, wrap the yarn once around the first stick, then to the second, the third, etc.
3. Continue wrapping the yarn sequentially around each stick, extending the yarn up the length of the sticks until you form a diamond-shaped or square pattern.

Note: To make the God's Eyes both economical and colorful, have students use yarn scraps, tying the different scraps together.



Drink

Traditionally, *Champurro* (Mexican Hot Chocolate) is made of chocolate blended with sugar, cinnamon, and occasionally ground almonds. Mexicans make it frothy by beating it with a *molinillo* (a special carved, wooden beater). You may get similar results using a portable mixer.

Have children wash their hands and the working surface before handling the food items. Gather together the following ingredients and supplies:

Champurro

Utensils

Large sauce pan
 Mixing spoon
 Measuring cups
 Measuring Spoons
 Hot Pads
 Portable mixer

Ingredients

1/2 cup sugar
 3 oz. unsweetened chocolate
 1 tsp. cinnamon
 6 cups milk
 2 beaten eggs
 2 tsp. vanilla

1. In large saucepan, cook and stir the sugar, chocolate, cinnamon, and 1 cup of the milk over medium heat until the chocolate melts. Then stir in the remaining milk.
2. Mix one cup of the hot mixture with the beaten eggs; stirring constantly. Quickly, stir the egg mixture into the saucepan. Heat for 2 minutes over low heat.
3. Use hot pads to remove pan from heat. Add vanilla, then beat the hot mixture with a portable mixer until the chocolate is frothy.

Serve the chocolate hot in mugs, topped with whipped cream and sticks of cinnamon.

Food

What would a fiesta be without food? Turn your classroom into a kitchen and make a traditional Mexican-American snack:

Chips and Salsa

Ingredients:

Tomatoes (diced)

Cilantro (finely chopped)

Onions (finely chopped)

Garlic (minced)

Green chiles (finely minced)

Mix ingredients together, bring out a bag of tortilla chips and watch them disappear.

FOR A CHALLENGE

**CHECK OUT THE TORTILLA RECIPE
ON MASTER PAGE 8.12**

RESOURCES AND REFERENCES

Crafts of Mexico, Chloe Sayer, Doubleday and Co., Inc., NY, 1977;

Cuentos - Tales from the Hispanic Southwest, Jose Griego y Maestas and Rudolfo A. Anaya, Museum of New Mexico Press, 1980;

Fiesta! Mexico and Central America, Barbara Linse and Dick Judd, Fearon Teacher Aids, A Paramount Communications Company, 1993;

Folk Wisdom of Mexico, Jeff M. Sellers, Chronicle Books, San Francisco, 1994;

Mexican Folk Toys, Festival Decorations, and Ritual Objects, Florence and Robert Pettit, Hastings House Publisher, NY, 1976;

Spanish-American Folktales, Teresa Pijoan de Van Etten, August House Publishers, Inc., Little Rock, AR, 1990;

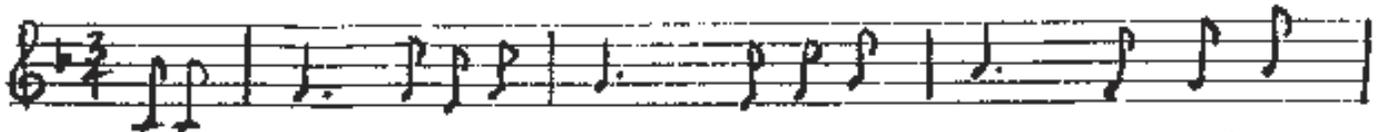
The Tortilla Book and Mexican Regional Cooking, Diana Kennedy, Harper and Row, NY, 1975;

Vamos a Cantar, Corvelan, Folkway Records, NY.

ENRICHMENT

- There are a variety of other crafts that can be easily adapted to the classroom, including piñatas, cascarones, banderolas and maracas. Directions for making banderolas can be found in the Encounters Box, yellow section. Check your local library for details.
- Check local recipe books for other treats.
- Contact your Historical Society for details special events and information.
- Have your students memorize and recite the dichos. Ask them to create their own!

LAS MAÑANITAS MORNING SONG



ESTAS SON LAS MAÑANITAS QUE CANTA-BA EL REY DA-
WE WILL SING A MORNING GREETING AS KING DAVID USED TO



VID. A LAS MU-CHACHAS BO-NI-TASSE LAS CANTA-BA A-
DO. HE WOULD SING IT TO THE LA-DIES, AND WE WILL SING IT TO



SÍ: DES-PIER-TA, MI BIEN, DES-PIER-TA, MI-
YOU: GOOD MORN-ING, MY LOVE, GOOD MORN-ING, WAKE



RA QUE YA R-MA-NE-CIÓ; YA LOS PA-JA-RI-LLOS
UP NOW AND GREET THE DAWN; LIT-TLE BIRDS ARE SING-ING



CAN-TAN, LA LU-NA YA SE ME-TIÓ.
GAI-LY, THE MOON IS AL-REA-DY GONE.

TASTING TORTILLAS

One food you might encounter as you travel is the tortilla. Like many foods, tortillas represent a blend of cultures. Before the first Europeans came to the Americas, the Aztecs made flat cakes or cornmeal. They didn't call their flat cakes "tortillas," however. That name was given to the cakes by the Spaniards who came here.

Why? In Spain, a tortilla is a flat egg omelet that probably looked very much like the cake of maize, or corn, cooked by the Aztecs. After the Spanish arrived, cooks used wheat in addition to corn in their tortillas. Today you can eat tortillas by themselves or wrap them around a filling. Other foods, such as tortilla chips, burritos, enchiladas, and tacos, are all made with tortillas.



Hilda's Fabulous Tortillas

With an adult's help, try making your own tortillas using Hilda Alegria's recipe.

3 lbs flour

1/3 cup lard or shortening

3/4 teaspoon salt

**approximately 2 cups of tap water to mix
cooking oil**

Mix the flour, lard, and salt. Add the water 1/4 cup at a time, mixing well after each addition. Dough should be soft and slightly sticky. Make small balls, brush with oil, let stand for five minutes. Dip each ball lightly in flour before patting it into a thick, flat, pancake-like shape. Brown each side using a nonstick skillet or griddle.