

Third Grade Spanish Enrichment:  
Introduction to the Spanish Language with a Focus on Mexican Culture  
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Decorah, Iowa  
Fifteen 30-minute sessions

Decorah Community School District Social Studies Standards and Benchmarks:

Standard 1: The student will understand the impact of culture and cultural diversity.

- Benchmark K-2.1.1 Demonstrate and describe similarities and differences in the way people live and work together in a community.
- Benchmark K-2.1.2 Identify traditions, customs, and celebrations unique to a culture.
- Benchmark K-2.1.3 Distinguish ways that the physical environment and social conditions affect people within a culture.
- Benchmark 3-5.1.1 Compare and contrast the similarities and differences of cultures and/or groups.
- Benchmark 3-5.1.2 Examine how traditions (i.e., language, literature, and the arts), beliefs and values influence the behavior of people living in a particular culture.
- Benchmark 3-5.1.4 Give examples and describe the importance of cultural unity and diversity within and across groups.

Standard 2: The student will understand historical perspectives in relation to time, continuity, and change.

- Benchmark K-2.2.1 Compare the relationship of past and present events and recognize examples of change.
- Benchmark 3-5.2.2 Identify and describe selected historical periods and patterns of change within and across cultures.
- Benchmark 3-5.2.3 Demonstrate an ability to use vocabulary with selected study, read and construct timelines, identify examples of Change, and recognize examples of cause and effect relationships.

Standard 3: The student will understand geography through the study of people, places, and environment.

- Benchmark 3-5.3.3 Identify how people's surrounding and interactions with the environment influence their lives.
- Benchmark 3-5.3.4 Compare and contrast various regions of the U.S. and/or world using the five themes of geography: location, place, movement, human interaction with environment, and region.

Standard 4: The student will understand individual human development and identity.

- Benchmark 3-5.4.1 Demonstrate working independently and cooperatively to achieve goals.

Benchmark 3-5.4.3 Interpret how regional, ethical, and national cultures influence and contribute to personal identity.

Standard 5: The student will understand patterns of the interactions among individuals, groups, and institutions.

Benchmark K-2.5.1 Investigate how the groups to which a person belongs influence how he or she thinks or acts.

Standard 9: The student will understand global connections and interdependence.

Benchmark K-2.9.1 Explore ways that language, art, music, belief systems, and other cultural elements may lead to global understanding or misunderstanding.

This unit is intended to provide a cultural experience for students in our relatively diversity-free environment, as well as strengthen pride in the Spanish language for those who hear it at home. Once in every eight-day cycle, I will visit the third grade classrooms with a lesson on the Spanish language and/or Mexican culture. Topics will include an explanation of why we should learn Spanish, basic vocabulary, Mexican holidays, arts and crafts, food, history, etc. Most lessons are independent of the others and may be delivered in whatever order is appropriate for the user.

Essential Question: What information can I provide to third graders, either in the form of Mexican cultural lessons or Spanish language instruction, that will expose them to a world outside their own, let them know that Mexico has a rich and varied culture, and introduce them to the sounds of the Spanish language?

## Lesson One An Introduction

Teacher enters class and begins speaking in Spanish. She offers a greeting, makes small talk, and asks who in the class understands her. If anyone is able to answer the question, it is clear that person understands Spanish. This quick assessment establishes who might already know some of the material to be presented, thus laying out the need for differentiation in future lessons.

Teacher will then tell students what she said in Spanish and try to convince the students that they do, indeed, know Spanish. She tells them she will prove it, and shows the students flashcards of cognates, asking the students to translate. When they can easily do so, she says, "See, I told you you knew Spanish." Teacher will then explain that these are cognates, and that there are many words in Spanish they will know because of how close they are to the English equivalent.

Next, teacher will lead a discussion about why it is important to learn Spanish. Students' comments will drive the discussion, but it is hoped that the following reasons will surface. If not, teacher will steer the conversation in a direction so as to elicit all the reasons.

1. There are over 400 million people worldwide who speak Spanish.
2. You can understand what people are saying in stores and restaurants.
3. You can visit places like Mexico and know what's going on.
4. You can help friends who don't speak English.
5. You can understand friends' parents who don't speak English.
6. It's easier to learn Spanish when you're young (according to brain research).

Discuss how Spanish is all around us. Refer to a map of the world, asking students to identify where Spanish is the primary language, and clear up misconceptions. Point out the number of city and state names in the U.S. that come from the Spanish language.

Entertain questions as time permits. Record topics of interest for students so as to bring them information in future classes.

Explain that you will be visiting the classroom regularly to share information about the Spanish language and Mexican culture.

## Lesson Two Choosing Spanish Names

Provide students with a list of Spanish names. Tell them they will get to choose a name that will be used for the duration of their Spanish classes.

Beginning with the boys' names, clearly say each name on the list, and have the students repeat them. Students are welcome to mark on the list any names that interest them, as they will be allowed to keep the list.

After reading all the boys' names, ask the students what they noticed about the names. Inevitably they will identify people they know who have these names, they will comment on the names that look like English names but sound different, and they will talk about TV and cartoon characters with those names.

Repeat the process with the girls' names. Once everyone has chosen a name, practice saying all the names of the students in the class. Say the Spanish names and have the corresponding child raise his or her hand when s/he hears her/his name.

Distribute the "Cómo te llamas?" slips of paper on which the students will write their chosen names. Tape the papers inside their desks or place them in an area that can be readily referenced.

See following resources (attached):

Desk tags

Spanish name list

*¿Cómo te llamas? Me llamo*

\_\_\_\_\_.

*¿Cómo te llamas? Me llamo*

\_\_\_\_\_.

*¿Cómo te llamas? Me llamo*

\_\_\_\_\_.

*¿Cómo te llamas? Me llamo*

\_\_\_\_\_.

*¿Cómo te llamas? Me llamo*

\_\_\_\_\_.

*¿Cómo te llamas? Me llamo*

---

*¿Cómo te llamas? Me llamo*

---

Boys' Names

<i>Adán</i>	<i>Leonardo</i>
<i>Adelio</i>	<i>Leopoldo</i>
<i>Alberto</i>	<i>Lorenzo</i>
<i>Alejandro</i>	<i>Luis</i>
<i>Benito</i>	<i>Mano</i>
<i>Bernardo</i>	<i>Manuel</i>
<i>Carlos</i>	<i>Marco</i>
<i>Cristóbal</i>	<i>Mario</i>
<i>David</i>	<i>Miguel</i>
<i>Diego</i>	<i>Nestor</i>
<i>Domingo</i>	<i>Nicolas</i>
<i>Eduardo</i>	<i>Normando</i>
<i>Enrique</i>	<i>Onofre</i>
<i>Ernesto</i>	<i>Orlando</i>
<i>Estéban</i>	<i>Pablo</i>
<i>Felipe</i>	<i>Patricio</i>
<i>Fernando</i>	<i>Pedro</i>
<i>Francisco</i>	<i>Rafael</i>

Girls' Names

<i>Adriana</i>	<i>Luisa</i>
<i>Alicia</i>	<i>Luz</i>
<i>Ana</i>	<i>Magdalena</i>
<i>Beatriz</i>	<i>Margarita</i>
<i>Carmen</i>	<i>Maria</i>
<i>Carolina</i>	<i>Marta</i>
<i>Cecilia</i>	<i>Micaela</i>
<i>Cristina</i>	<i>Miranda</i>
<i>Daniela</i>	<i>Monica</i>
<i>Dominga</i>	<i>Nora</i>
<i>Elena</i>	<i>Ofelia</i>
<i>Emilia</i>	<i>Patricia</i>
<i>Esmeralda</i>	<i>Paula</i>
<i>Eva</i>	<i>Pitina</i>
<i>Francisca</i>	<i>Rita</i>
<i>Gabriela</i>	<i>Rosa</i>
<i>Gloria</i>	<i>Rosario</i>
<i>Graciela</i>	<i>Sara</i>

<i>Gabriel</i>	<i>Ramon</i>
<i>Gregorio</i>	<i>Ricardo</i>
<i>Guillermo</i>	<i>Rodrigo</i>
<i>Hernando</i>	<i>Salvador</i>
<i>Hidalgo</i>	<i>Santos</i>
<i>Hugo</i>	<i>Stefano</i>
<i>Inocente</i>	<i>Teodoro</i>
<i>Jaime</i>	<i>Ulises</i>
<i>Javier</i>	<i>Urbano</i>
<i>Jesus</i>	<i>Victor</i>
<i>Joaquin</i>	<i>Vicente</i>

<i>Guadalupe</i>	<i>Silvia</i>
<i>Inez</i>	<i>Soledad</i>
<i>Irma</i>	<i>Sonia</i>
<i>Isabel</i>	<i>Susana</i>
<i>Josefina</i>	<i>Teresa</i>
<i>Juana</i>	<i>Ursula</i>
<i>Julia</i>	<i>Verónica</i>
<i>Katia</i>	<i>Victoria</i>
<i>Laura</i>	<i>Virginia</i>
<i>Lilliana</i>	<i>Yolanda</i>
<i>Linda</i>	<i>Yvonne</i>

### Lesson Three ¿Cómo te llamas?

Review Spanish names chosen in last session. Write on board “¿Cómo te llamas?” and “Me llamo \_\_\_\_\_.” Discuss pronunciation and upside down question mark that is representative of all questions in Spanish writing. Have students repeat phrases and ask for volunteers to tell their name in a complete Spanish sentence.

#### Activity:

Form students in a large circle, facing the center. Using a large, soft ball (but any item would do), time how long it takes to go around the circle with each student telling his or her name in Spanish, saying “Me llamo \_\_\_\_\_”, and passing the ball to the next student. Begin with the teacher introducing herself, starting the timer, and passing the ball to her left. When the ball returns to the teacher, she stops the timer and asks students how long they thought that took. Employing a “too high/too low” comment for each guess, students will arrive at the correct time (incorporating math into the lesson). The teacher writes the time on the board and asks students if they think they can do it any faster. Naturally, the students think they can, and go at the activity a little more competitively this time. When completed, the teacher asks for guesses as to how long it took this time, again giving feedback. When the right time has been guessed, the new

time is written on the board, and students are asked to tell how much time has been shaved off.

With a new goal to beat, the students repeat the activity as time permits. Variations can be incorporated, such as changing the direction the ball is passed or tossing the ball across the circle and asking “¿Cómo te llamas?” of the person they toss to.

#### Lesson Four Day of the Dead

Teacher walks into the classroom wearing a skeleton mask, getting surprised responses from the students. After removing the mask and asking students why she is wearing the mask, a discussion about “Día de los muertos” ensues.

For background information, refer to these comprehensive sources:

Smithsonian Latino Center: <http://latino.si.edu/DayoftheDead/>

MexConnect: <http://www.mexconnect.com/articles/1972-november-2-the-day-of-the-dead>

Teacher shares various artifacts, introduces vocabulary associated with the holiday, explains rituals, ends with students coloring masks for themselves.

Vocabulary:

la ofrenda – the altar set up in people’s homes to pay tribute to the deceased

las calaveras de azúcar – sugar skulls, often colorfully decorated

cempazuchitl – native name for the chrysanthemum (flower of the dead)

el cementerio – cemetery; site of many celebrations for the holiday



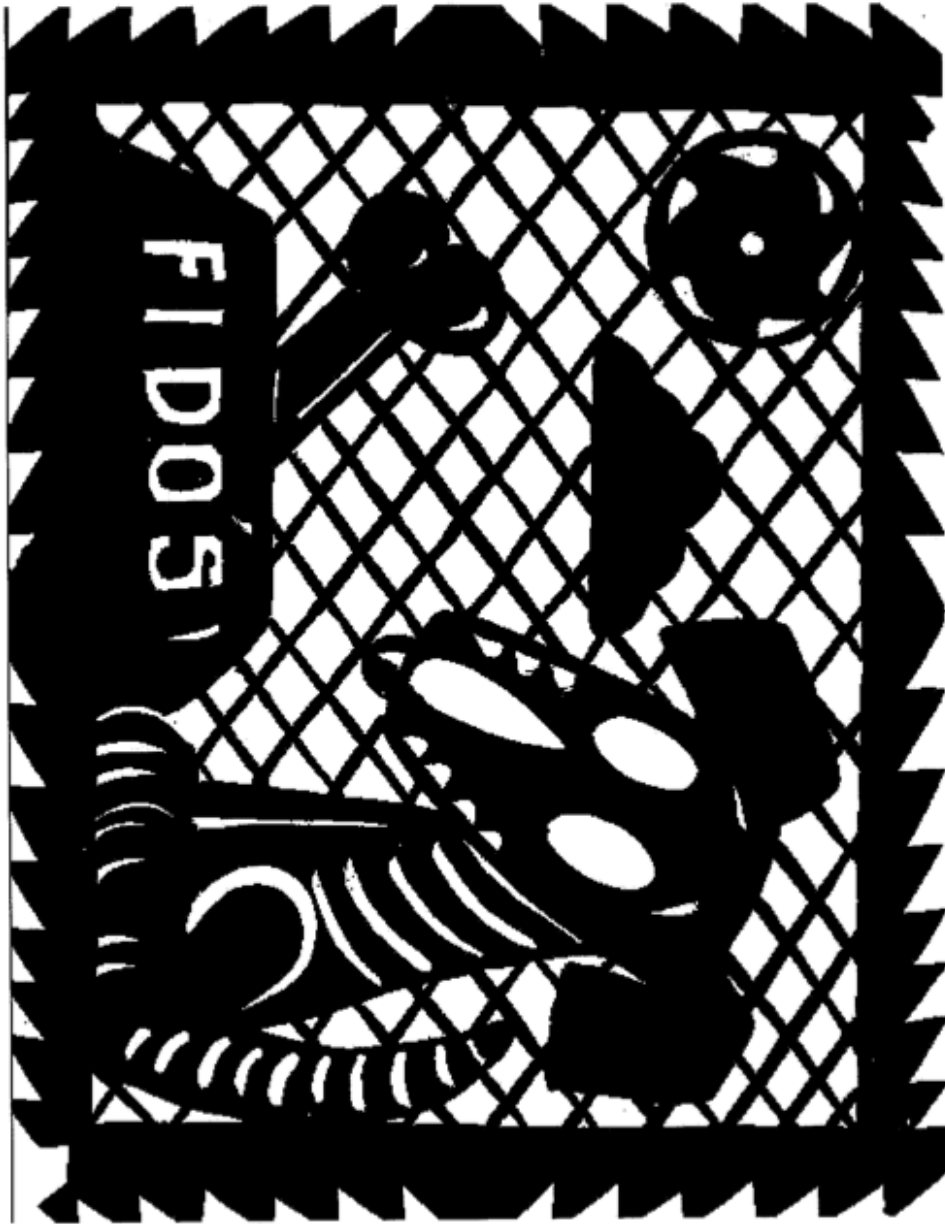
las calacas – skeletons; found everywhere and dressed in all manner of attire  
pan de muerto – bread of the dead; often round and containing a plastic skeleton which  
signifies good fortune for the one who finds it  
papel picado – cut paper designs; intricate and colorful decorations found hanging in  
many places

See following resources (attached):

Mask (to be colored, may punch holes and add elastic band)

Papel picado designs





Instructions: Cut out white areas very carefully.



Lesson Five  
Colors, Part 1

Students will learn the following colors:

yellow	amarillo
red	rojo
orange	anaranjado
pink	rosado
purple	morado
brown	café
green	verde
blue	azul
white	blanco
black	negro

Utilizing laminated pieces of 9" x 12" construction paper in the colors above, the Spanish color names will be introduced. The reverse side of the paper shows the Spanish color name, and children will be asked to make connections between the English name and the Spanish name in an attempt to learn the words. For instance, when shown "azul" for blue, teacher will ask, "What will help you remember this word? How is it related to the word "blue?" Children may reply, "It has four letters," "It has a u and an l in it," or "It makes the oo sound," among other possibilities.

This process is followed with all the colors, and a review session is held by showing the color and asking students to name the Spanish word.

Lesson Six  
Colors, Part 2

This session will serve as a review of the Spanish color words. Any of the following resources may be employed, as time permits:

Los Colores worksheet (attached) – Draw a picture of something in the color named.

¿De qué color es? worksheet (attached) – Write the correct color for the pictured item.

Color word matching game – Make sets of cards containing one Spanish name and one English name for all the colors taught. Children will get in small groups and play “Memory” with the cards, trying to match pairs, and collecting cards when correct.

“Busca los colores” worksheet (attached) – Word search of color words.

Enchanted Learning Colors Coloring Book:

<http://www.enchantedlearning.com/languagebooks/spanish/colors>



# Los colores / Colors

Haz un dibujo de algo . . .  
Draw a picture of something . . .

negro

café

blanco

morado

rojo

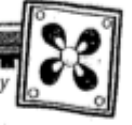
amarillo

anaranjado

azul

verde

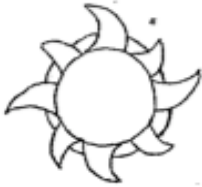
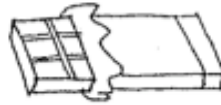
rosado



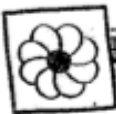


# ¿De qué color es? / What Color Is It?

Escribe los colores correctos en español.  
Write the correct colors in Spanish.



amarillo  
 rojo  
 anaranjado  
 rosado  
 morado  
 café  
 verde  
 azul  
 blanco  
 negro





# Busca los colores

Busca diez colores en la sopa de letras.



blanco	marrón
<input type="text"/>	
gris	rosa
azul	naranja
amarillo	negro
rojo	verde

¿Y tú? ¿Cuál es tu color favorito? Mi color favorito es el

**Palabras**

*elegir - to choose - choisir; ¡ni hablar! - no way! - absolument pas; el milagro - miracle - le miracle; la ropa - clothes - les vêtements; la tienda - shop - le magasin; todos - all - tous*

Lesson Seven  
La Virgen de Guadalupe

Tell the students the legend of Our Lady of Guadalupe (one version follows).

When Juan Diego saw the Virgin, she asked him to go to the bishop and request that a shrine be built. As a sign, she created a magnificent rose garden among the cactus.

To honor this miracle, children will create a cactus to take home.

Supplies:

9" x 6" piece of green construction paper  
styrofoam or paper cup  
1" x 1" squares of colorful tissue paper  
glue  
black crayon  
scissors  
paper scraps to crumple and fill cup

Directions:

1. Cut a tombstone shape (rounded top, flat bottom) from green paper.
2. Draw "espinas" (spines) on cactus.
3. Fold cactus accordion style.
4. Cut corners from tissue paper to make round shapes.
5. Pinch tissue paper circles around a pencil eraser, glue onto cactus.
6. Draw colorful design on cup.
7. Place cactus in cup and fill with paper scraps to hold in place.

See following resources (attached):

"Legend of Our Lady of Guadalupe or La Virgen de Guadalupe" from [Bienvenidos](#), pp.92–95.

## **Legend of Our Lady of Guadalupe OR La Virgen de Guadalupe**

Once, many years ago there lived in the country of Mexico, an Indian named Juan Diego. His name had not always been Juan Diego for he and his wife had been converted by the Spanish monks and given a European name at his baptism. Both Juan and his wife, María Lucía were very devout in their belief in the new Christian faith they had acquired.

One winter, María became very ill and she died; however, the monks assured Juan that his wife, a good woman, was saved by their Father.

Juan continued to work hard and to live the same good life that he had lived with his wife. That is why every Saturday he would walk a long distance to go to the church in Santiago to pray for and to participate in a special mass for Mary, the Mother of God.

It was on a Saturday, the 9th of December, that Juan was making the long trip on foot to Santiago that the miracle of the Virgin of Guadalupe occurred.

As Juan Diego was on his way, he crossed the hill of Tepeyac and he heard heavenly music that sounded like a chorus of birds. Unbelieving, he stopped to listen.

"Juan – Juan Diego," a voice called.

Juan looked around and he saw a cloud and out of the cloud he saw a vision of the Holy Virgin appear before him. As he stared in awe he saw that she was dark-skinned and dressed in a flowing blue robe adorned with gold stars.

"Juan Diego," said the Lady, "the most loved and smallest of my children. Where are you going?"

Juan answered softly, "I am going to the Church of Santiago to celebrate the mass in honor of the Mother of God."

"My beloved son," she replied, "I am the Virgin Mary and I have chosen you, an Aztec, to go to the Bishop and ask him to build a church, on this spot, so I can show my love for all my children and especially the Indians."

Juan promised that he would convey the message and he ran to the house of the Bishop and nervously told of his day, his encounter and the wish of the Virgin Mary for a church in her honor. The Bishop and people with him laughed at Juan and would not listen to or would they believe what he had to say.

Juan returned to the hill at Tepeyac and there was the Virgin waiting for him. "I have failed," cried Juan. "They laughed at me and would not listen to what I had to say. Choose someone else other than a poor Indian."

"No, my son," she replied with a voice full of love. "I have chosen you. You must go back and try again."

The next day, which was Sunday, Juan went to Mass and with greater calm and reassurance, he made an appointment to see the Bishop and with a rehearsed speech, he carefully explained and described what had taken place and the request of the Virgin.

The Bishop listened and was very interested in what Juan had to say. The Bishop stated that if Juan could come back to him with some miraculous sign of the Blessed Virgin, then he would consider the request seriously.

Disappointed and depressed, Juan again returned to the hill at Tepeyac. What he did not know was that the Bishop had sent two members of his staff to follow him. What happened only served to strengthen Juan Diego's story for when he reached the spot where the Virgin was, he disappeared in the eyes of the followers.

Sadly, Juan explained the demands of the Bishop for some sign to show the truth in his story. The Virgin asked him to return the next day and she would have the sign that would be necessary to prove her existence.

Monday was a very dark day for Juan as his uncle, his only close relative fell gravely ill with a very high fever. The doctor did not hold much hope for his uncle's recovery so Juan readied himself to make the trip to the church to ask a priest to come to give his uncle the Last Rites. Juan began the trip but felt that he should go around the hill at Tepeyac for he was afraid to face the Virgin because he did not have the time to go to the church for Her.

As Juan wound his way through the cactus, he heard and saw the Virgin in front of him.

"Juan," she said, "don't worry. I know how hard this is for you and I know that your uncle is very ill. Your uncle will be fine. He is well now. Now, take my sign to the Bishop! It is ready for you. Go to the top of the hill and there you will find

roses blooming among the cactus. Take them to the bishop."

When Juan reached the top of the hill, there were beautiful Castillian roses blooming.

"Carry them in your blanket," she instructed. "Use your tilma to carry them as if you were carrying corn. I will tell you what you have to say and do."

"This is the sign that the Bishop wants," continued the Virgin. "Do not show them to anyone except the Bishop. When he sees this, he will build the cathedral I have asked for."

At the Bishop's house, the guards refused to allow Juan Diego to enter until he had shown them what was in his tilma. Reluctantly Juan opened the tilma a little to show the roses but when the guards reached for the roses, they seemed to elude their grasp and became a part of the fabric.

Juan was allowed to enter and see the Bishop and Juan fully opened the tilma to drop the roses but when he did, everyone stood in awe and fell immediately to their knees. When Juan looked at his tilma, there emblazoned on the fabric was the image of the Virgin of Guadalupe with her brown skin and beautiful blue robe covered with gold stars.

The tilma was placed over the altar for all to worship and the church was built for the Virgin of Guadalupe. Many years later, another church was built next to the existing church at the foot of the hill at Tepeyac. Both cathedrals can be seen today on the outskirts of Mexico City.

The Virgin of Guadalupe is the Patron Saint of Mexico and many miracles have been attributed to her. It was said that a severe epidemic was stopped in 1544 when the tilma of Juan Diego was brought into the city.

Another miracle occurred when the Virgin caused the flood waters to subside in 1629.

A well, which opened under her feet during one of her appearances is said to have miraculous curing powers and is housed in the Chapel of the Little Well.

The image of the Virgin was even carried into battle for on September 16, 1810, the famous patriot Father Miguel Hidalgo y Costilla issued the "Grito de Dolores," which began the Revolution for Mexican Independence. The banner of Our Lady of Guadalupe was his standard and the battle cry rang out: "¡Viva La

Virgin de Guadalupe y muera el mal gobierno!" (Long live the Virgin of Guadalupe and down with bad government!" The Virgin became a symbol of strength and faith.

Over the years, endless processions of pilgrims crawled on their knees, their arms outstretched to form the cross or saying their rosaries, to the Shrine of the Virgin of Guadalupe, the holiest place in all Mexico. The tilma is housed here at the Basilica. No modern chemical laboratory has been able to analyze the composition of the pigment of the unfading colors of the tilma.

On December 12, 1931, the annual fiesta celebrated the four hundredth anniversary of the appearance of the apparition of the Virgin.

## Lesson Eight Months

Teach the children the months of the year:

enero  
febrero  
marzo  
abril  
mayo  
junio  
julio  
agosto  
septiembre  
octubre  
noviembre  
diciembre

Use flashcards with the Spanish names. Point out that months are not capitalized in Spanish. Have children try to guess what each month is and teach correct pronunciation. Focus on vowel sounds.

Teach phrase ¿Cuándo es tu cumpleaños? to find out when each child's birthday is.

Activity:

Have students arrange themselves in order of birthdays in large circle. Pass ball around circle, each child naming his/her birthday month. Once children are secure with their own birthday month, have them ask others “¿Cuándo es tu cumpleaños?” and toss the ball to whomever they are asking. That child will answer and ask another child the same question, continuing until everyone has had a chance to answer/ask.

## Lesson Nine

## The Poinsettia

Using “Pedro’s Christmas Flower” from [Bienvenidos](#) (copy follows), tell the legend of the poinsettia. Tell children the flower grows all over Mexico, not just in pots at Christmas time as it is here in the Midwest.

Activity – Pinwheel Poinsettia:

Supply for each child:

6” x 6” square of red construction paper  
2” square of yellow construction paper  
3 green construction paper leaves (pattern drawn)  
brass fastener

Also needed: ruler, pencil, scissors, hole punch

Explicit directions must be given every step of the way in this project:

1. Draw exact lines across the square, corner to corner (making an X).
2. Mark a dot in the same corner of each triangular segment (e.g., upper left, near edge).
3. Make a mark 1/2” from intersection of lines on each of the four lines extending to the corners. Refer to these as “stop signs.”
4. Cut from the corners to the stop signs.
5. Cut a circle from the yellow paper.
6. Cut out leaves.
7. Punch holes in center of yellow circle, ends of the leaves, and in each corner marked with a dot in step 2.
8. Fold the punched corners to the center, pinwheel fashion, with leaves on the bottom and yellow circle on top. Fasten with brass fastener.



## Pedro's Christmas Flower

Mexican Folk Tale

"How are you this morning, Mamá?" Pedro spoke softly as he bent over the thin white-faced woman who lay on the cot.

"Better maybe – a little better, Pedro," she whispered. "Perhaps I can get up soon – maybe mañana, Pedro."

But Pedro knew that it was not so. Each day his tired little mother grew thinner and paler. If only he could have a good doctor come to the little adobe hut. If only there was medicine for her. But medicine cost money and Pedro earned hardly enough for food from the sale of firewood.

Pedro sighed as he closed the door. Today he must buy beans and if there was enough money left, a small piece of meat. How he would like to buy a Christmas present for his mother! He would buy one of the silver necklaces which the silversmith sold. Or he'd buy a pair of silver earrings. But, alas, that could never be.

Pedro placed the saddle baskets on each side of the little brown burro and let him out of the shed. The sunshine was bright but the air was crisp.

He walked behind the donkey, switching his long stick gently over the animal's back. Now and then Pedro would stop to pick up a piece of dried mesquite or a piece of dead cactus. These he loaded into baskets. But wood was hard to find on the desert. He walked farther than he had ever gone before.

He climbed a little rise of ground and stood on the sandy knoll looking down into the little valley below. A tiny stream trickled from a small rocky cliff. It ran into a little pool. Beside the pool, growing close to the water were some tall pretty red flowers. Their leaves were a glossy green. They shone like the wax candles in the church. Pedro ran down the slope to the flowers.

"They're beautiful," he cried, "Like – like Christmas. I'll pick Mama a bouquet for a Christmas surprise." He bent and picked a beautiful bright red blossom. But almost as soon as he had pulled the stalk from its root, it withered. Its petals seemed to shiver and fade. The white sap dripped onto his fingers.

"Oh," Pedro cried, "they bleed. They die! But perhaps if I dig the roots too, they will keep for Mama's Christmas." He took a sharp stick and dug carefully about the roots. Soon he had a soft ball of earth with the red flower standing proudly

upright in the middle. Pedro put the plant in the corner of one of his wood baskets. Then he kept on gathering firewood. When the baskets were full, he turned the little burro back toward home, it was still early when he stopped at the house of his first customer.

"Buenos días," Señora Martínez greeted him. "What a lovely flower you have there, Pedro!"

"A beautiful flower," said a man who was standing beside the donkey. He was a stranger and had difficulty speaking the language.

"It is for my mamá," Pedro said. "It is for her Christmas."

"Dr. Poinsett is a great lover of flowers," Señora Martínez said. "At his home in the United States he has a greenhouse where he raises many flowers."

"But that one," the tall doctor said, "is a new one to me. It is very lovely. Would you sell it, boy?"

"It is for Mamá," Pedro said, Then quickly, "But if you are a doctor, perhaps you could help me, sir. My mama is very sick and there is no doctor. If you would come, sir, I could show you where these flowers grow. You could have all of them you want."

"You say your mother is ill?" The doctor had forgotten the flower.

"Oh, yes, and white and thin, I try to help her but she needs medicine."

"I will come," the doctor said. "One moment and I will be with you."

The good doctor got his black bag and Pedro led the way to the adobe hut. Pedro waited outside while the doctor made his examination. It seemed a long time before he came out, but Pedro was glad to see a smile on his face.

"Good food and the right medicine will cure her. You and I will go into the village and get what she needs. She is very sick now but she will get better soon."

"Oh, Dr. Poinsett," Pedro cried, "you mean she will be well and strong again?"

"Yes," said the doctor, "but she will need fruit and vegetables. Beans are not enough. Come, we will go shopping."

They went to the village and the good doctor bought fruit, vegetables, meat and milk. "You must eat these good foods too, Pedro," said the doctor. "I will bring some each day while I am staying with Señora Martinez. Then I will leave money for you to buy more good food."

"Gracias, gracias," cried Pedro. He prepared the food for dinner and hurried to wash and put away the dishes. Then he put the baskets on the burro and hurried away to the little valley. The sun was going down before he finished digging out the roots of a beautiful red flower like the one he had dug for his mother. He took it to the good doctor.

"Here is your Christmas flower," said Pedro.

"It will be the Christmas flower of many people," said the doctor, "just wait and we shall see."

"It shall be my poinsettia flower," said Pedro. "I shall name it for you. You are making my mother well and we shall have a good Christmas."

"Poinsettia is a good name," said the doctor. "We shall call it that."

So Pedro's red flower is now the Christmas flower, not only to one nation but to many. It is raised all over the country from which it came. Scarcely a cottage in Mexico is without its tall red flowers that almost cover the house at Christmas time. Pedro's flower is truly a great gift.

## Lesson Ten Days of the Week

Bring a large calendar with the days written in Spanish:

lunes

martes

miércoles

jueves

viernes

sábado

domingo

Teach the corresponding words, emphasizing pronunciation and the accented syllables. Use an arm-punching movement on the accented syllables to illustrate the sound.

Ask the children if they notice anything different about this calendar as compared to an English one. Guide them, if needed, to the fact that the words are not capitalized and that the week begins with Monday on the Spanish calendar.

Practice saying the days of the week, then teach the phrases “Hoy es \_\_\_\_\_ (Today is \_\_\_\_\_) and “Mañana es \_\_\_\_\_ (Tomorrow is \_\_\_\_\_).

Have students complete the workbook pages “Los días de la semana” (pages 17 and 19 from Spanish Elementary).

See following resource (attached):  
pages 17 and 19, as listed above

Nombre \_\_\_\_\_



# Los días de la semana / Days of the Week

Escribe los días correctos en español.  
Write the correct days in Spanish.

Hoy es . . .

Mañana es . . .

miércoles

\_\_\_\_\_

sábado

\_\_\_\_\_

viernes

\_\_\_\_\_

domingo

\_\_\_\_\_

martes

\_\_\_\_\_

lunes

\_\_\_\_\_

jueves

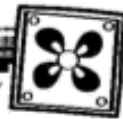
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Spanish—Elementary



Nombre \_\_\_\_\_



# Los días de la semana / Days of the Week



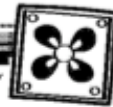
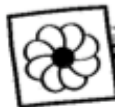
Match the Spanish days with the English days.

miércoles	Thursday
sábado	Monday
viernes	Sunday
lunes	Saturday
jueves	Friday
martes	Tuesday
domingo	Wednesday

Write the days of the week in order, beginning with *lunes*.  
Remember: The days of the week in Spanish are not capitalized!

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ ,



## Lesson Eleven Family

Using enlarged cards made from “La Familia” from Spanish Elementary pages 38 and 39 (resource follows), identify the names:

La madre el padre

el hijo

la hija

el abuelo

la abuela

el hermano

la hermana

el tío

la tía

el primo

la prima

el sobrino

la sobrina

el bebé

el adulto

As much as possible, introduce the words by speaking Spanish and using knowledge of the students’ families to give clues. For example, “Roberto tiene una hermana que se llama Lily.” Anyone who knows that Roberto has a sister named Lily will raise a hand to claim that hermana means sister. Continue introducing the words in this fashion, also utilizing the phrase, “¿Quién tiene un \_\_\_\_\_ (hermano)?” with those students having a brother standing up in response.

At the completion of the lesson, have students complete “El árbol genealógico” from Spanish Elementary.

See following resources (attached):  
pages 38, 39, 40 from Spanish Elementary



# La familia / The Family


Escribe las palabras en español.  
Write the words in Spanish.

la madre



mother

el padre




father

el hijo



son

la hija



daughter

la abuela



grandmother

el abuelo



grandfather

el hermano

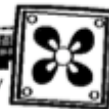
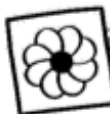


brother

la hermana



sister







# La familia / The Family

Escribe las palabras en español.  
Write the words in Spanish.

el tío



uncle

la tía



aunt

la prima




cousin

el primo




cousin

el sobrino




nephew

la sobrina




niece

el bebé

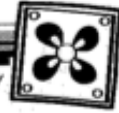


baby

el adulto



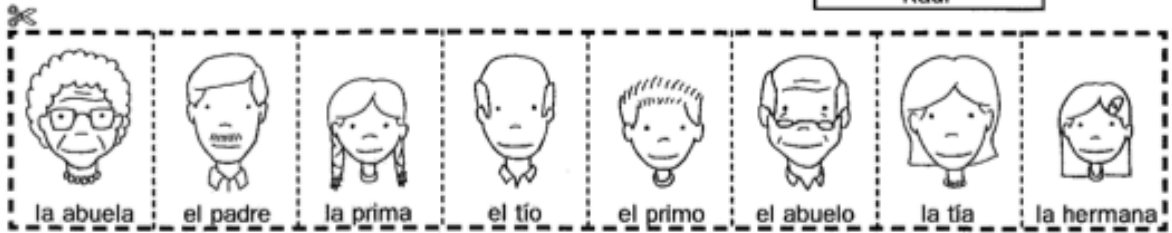
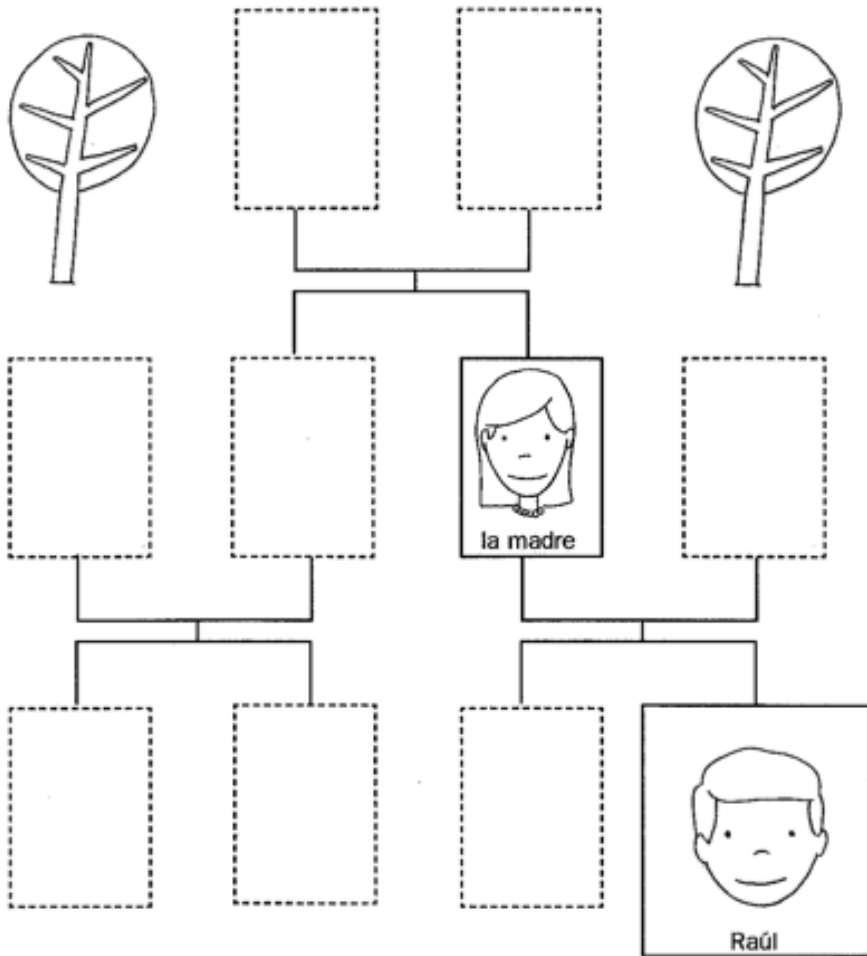
adult





# El árbol genealógico / The Family Tree

How are the people related to Raúl?  
Cut and paste the pictures in the correct place on Raúl's family tree.



## Lesson Twelve Aztecs

Share photos of Aztec sites in Mexico, as well as a brief history of the Aztec civilization. Use information as selected from the resources that follow this page.

Introduce the names of Quetzalcoatl, Huitzilopochtli, and Tlaloc as some of the more famous Aztec gods. Describe them and show pictures and models of some of the representations.

Talk about and show pictures of tlachtli ball courts, discuss major foods (corn, beans, chilis, onions, tomatoes, sweet potatoes, squash, peanuts, cactus, and in a limited amount, dogs, turkeys, ducks, birds, insects, and fish), and tell how precious metals were used for ornamentation but little remains because the Spaniards melted and removed them.

Activity – Silver Necklace:

Supplies for each child:

2" x 2" square of cardboard

3" x 3" square of aluminum foil

10" piece of string

cord for necklace

Directions:

1. Draw simple Aztec-inspired design on cardboard.
2. Glue string on design lines.
3. Mold aluminum foil around cardboard, carefully pressing around design.
4. Tuck foil in back and glue in place.
5. Punch a hole in top, put string through and wear with pride.

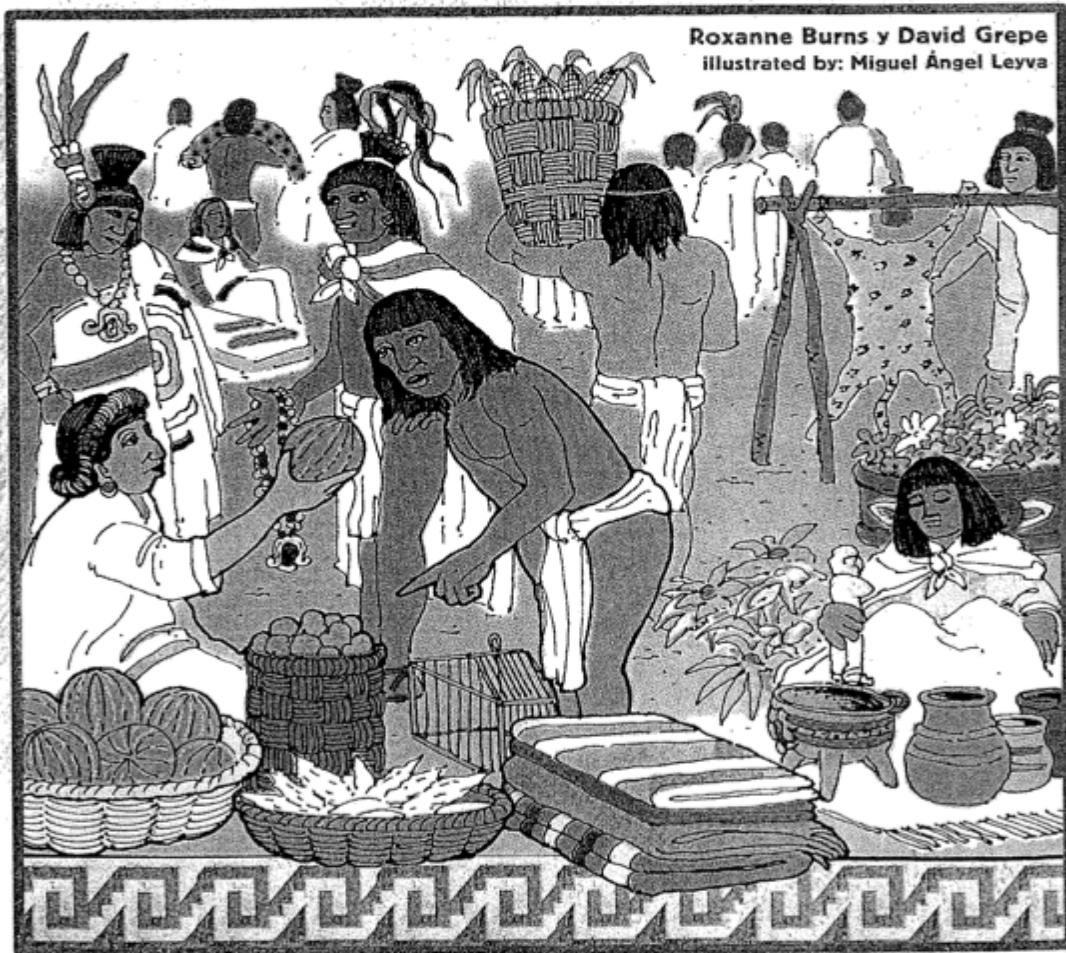
See following resources (attached):

Selected accounts of Aztec history

FUN & LEARN SERIES

ILLUSTRATED BOOK ON  
**HOW THE AZTECS LIVED**

LIBRO ILUSTRADO DE  
**COMO VIVIAN LOS AZTECAS**



## AZTEC HISTORY

The word Azteca is derived from "Aztlán" ("White Land"), a northwestern region of Mexico, where their tribe originated. The Aztecs were also known as Mexica. The name Mexica came to be applied to the modern Mexican nation and its inhabitants (Mexico, Mexicans). The language of the Aztecs was Nahuatl.

From the beginning of the 12th century to the beginning of the 13th, the Aztecs wandered in search of a new place to settle.

Their long pilgrimage ended in the year 1325 when the elder members of the tribe spotted an eagle, symbol of the sun and of Huitzilopochtli, resting on a nopal cactus. There they built the temple of their tribal god and, around it, the first dwellings of what was to become the powerful city of Tenochtitlán, the capital of the Aztec empire, of the viceroyalty of New Spain, and of the modern Mexican nation.

Aztec religion centred around the cult of Huitzilopochtli, a young warrior and symbol of the sun who died every evening to be born anew the following day. In order to guarantee human existence, Huitzilopochtli had to be well-nourished; his sustenance was human blood. War was a religious obligation in which captured enemies were sacrificed to the sun.

But the days of the Aztecs' greatest glory were also their last. Spanish expeditions led by Hernán Cortés, reached Tenochtitlán. Cortés' bold march against Tenochtitlán set the stage for the final scene of the Aztec Empire. Spanish might proved superior to the Aztecs' strength. Tenochtitlán was besieged and destroyed after a heroic Aztec defense. Over the ruins of Tenochtitlán a new city began to rise. Symbolizing the future Mexico, a Christian cathedral was erected on the stones of Huitzilopochtli's temple.

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## HISTORIA AZTECA

La palabra Azteca se deriva de "Aztlán" ("Tierra Blanca"), una región al noroeste de México, de donde la tribu era originaria. Los aztecas también fueron conocidos como Mexica. El nombre Mexica vino a ser aplicado a la nación mexicana moderna y a sus habitantes (México, mexicanos). La lengua de los Aztecas era el Nahuatl.

Desde principios del siglo 12 a inicios del 13, los Aztecas vagaron en busca de un nuevo lugar para asentarse. Su largo peregrinaje terminó en el año de 1325 cuando los miembros más viejos de la tribu localizaron un águila, símbolo del sol y Huitzilopochtli; descansando en un nopal. Ahí, construyeron el templo del dios de su tribu y, alrededor, los primeros hogares (moradas, domicilios) de lo que sería el inicio de la poderosa ciudad de Tenochtitlán, la capital del imperio Azteca, del virreinato de la Nueva España y de la moderna nación Mexicana.

La religión Azteca se centraba alrededor del culto a Huitzilopochtli, un joven guerrero y símbolo del sol, quien moría cada tarde para renacer al día siguiente. Para garantizar la existencia humana, Huitzilopochtli tenía que ser cuidado (bien alimentado) con sangre humana. La guerra era una obligación religiosa, en donde los enemigos capturados eran sacrificados al sol.

Pero los días de la grandiosa gloria Azteca fueron también sus últimos. Las expediciones españolas encabezadas por Hernán Cortés llegaron a Tenochtitlán. La audaz marcha de Cortés contra Tenochtitlán fue el inicio de la caída del Imperio Azteca. La fuerza de los españoles mostró ser superior a la de los Aztecas. Tenochtitlán fue sitiado y destruido después de una heroica defensa Azteca. Sobre las ruinas de Tenochtitlán una nueva ciudad comenzó a surgir. Simbolizando el México venidero, una catedral cristiana fue levantada sobre las piedras del templo de Huitzilopochtli.

## History of the Aztecs

In the 13th century, the Aztec, or Mexica, Indians came to the Valley of Mexico from their original home on a northern lake island called Aztlán. Although they were a primitive nomadic people, they conquered the other nations of the Valley of Mexico and absorbed many of the existing customs into their own religion, rituals and mythology. The Aztec empire spread throughout the Pacific and Gulf coasts, and from the Isthmus of Tehuantepec north to the Pánuco River.

These black-haired, black-eyed people with coppery brown skins, settled in the valley and made Tenochtitlán their capital. Tenochtitlán was in the center of Lake Texcoco and was an island. Quetzalcoatl had told the people to look for an island where there was an eagle sitting on top of a cactus with a serpent in his mouth. When the Aztecs saw this wondrous sight at Tenochtitlán, they knew the gods had sent it to them. This site is now known as Mexico City and this happening is observed on the national flag of Mexico. Tenochtitlán had a population of about 100,000 when the Spaniards arrived in 1519.

The city had palaces and parks, a water system, fountains and many winding canals. The men hunted or fished, worked the silver and gold, served in the army or tilled the soil.

Cotton was also cultivated. They used a kind of century plant called maguey which was grown for its fiber, which was woven into clothing and made into sandals. Its juice was made into a drink. Their chief crop was corn (maiz), but they also had beans, squashes, tomatoes, sweet potatoes, chili peppers and many fruits.

They also planted orchards of cocoa for making chocolate. They also used the beans for money.

The Aztecs were fierce warriors who believed it was their duty to sacrifice the men they captured in battle to their gods. The people they conquered hated the Aztecs because of the sacrifice of the thousands of prisoners that occurred.

These early Mexicans, or Aztecs, worshipped the sun and the moon and many other gods. Since they were an agricultural nation, they worshipped the gods that would directly favor a good crop such as rain, fertility, a bountiful crop etc.

One of their most important gods was Quetzalcoatl which meant "bird serpent" or "feathered snake." The Aztecs believed that Quetzalcoatl would some

day come back to earth as a fair-skinned white man with long hair and a flowing beard.

When the Aztecs believed that their gods were angry with them, they made human sacrifices to gain back their favor. They also prayed to all the other gods as they went about their daily lives. They prayed to the gods of the seeds that they would multiply and grow. They prayed to the gods of the soil that they would accept the seeds. The god of rain was prayed to, to bring water to nourish the crops and so forth.

Little boys of six or eight years were sent off to a boarding school and seldom saw their parents. Girls learned to spin and weave, to cook, to serve meals and to write and tell stories. The girls also went to a girl's school that was not as strict as the boys.

The Aztec mothers spun cloth and wove it, dyed cloth, made clothes of feathers or rabbit skins and cooked the food. The same corn pancakes – tortillas – were served just the way they are made today.

Moctezuma was the ruler of the Aztec nation and he lived in a very beautiful palace. He wore beautiful cloaks of fine cloth which were trimmed with precious jewels. He also wore robes of beautiful feathers or furs from the rabbit or jaguar. The soles of his sandals were made of gold. When he left the palace, he was always carried on a jeweled litter for his feet were never to touch the bare ground.

Even though Columbus never saw the natives in Mexico, he gave them a name that has been used ever since because when Columbus landed in San Salvador, Cuba and Haiti, he thought he had reached India and so he called the people he found there, Indios (Indians).

## Cinco de mayo

Show photos from Cinco de mayo battle site in Puebla. Tell story of how Mexicans defeated superior French army. Use provided resource for background information.

Share the importance of flowers in Mexican culture:

marigolds – always used on the altar and in Day of the Dead celebrations

red rose – the flower Don Diego presented to the bishop as a miracle, since it was not the season for roses to bloom

Mother's Day – people whose mother is alive wear red flowers while those whose mothers have died wear white

weddings and quinceañera – extensively use white flowers

Commemorating the celebration of Cinco de mayo and the importance of flowers in Mexican life, students will make tissue paper flowers.

Directions:

1. Allow children to choose five 5"x5" squares of tissue paper from assorted colors.
2. Pile squares on top of each other.
3. Gather the papers together in the center in an accordion-pleated manner.
4. Tie the center with a pipe cleaner.
5. Round the edges if desired.
6. Holding the pipe cleaner, fan out the paper to make the petals.

See following resource (attached):

History of Cinco de Mayo from [Bienvenidos](#)



## History of Cinco De Mayo

The revolts of the early nineteenth century led by Hidalgo and Morelos were directed against the power that Spain and the church held over the Indian and Mestizo. These events led to the Independence of Mexico from Spain in 1814. Nevertheless, the wealth of the country was still concentrated in the hands of a few individuals and the Indian population was subject to abuses from government officials and the church.

During the 1840's, Benito Juárez, a Zapotec Indian began his political work in Oaxaca. Juárez became governor in 1847, but was exiled to New Orleans in 1853 because of his statements about the corrupt activities of General Santa Anna and the need for reform. He is known as the "Abraham Lincoln of Mexico" because of his commitment to equality for all Mexicans. In 1861, Benito triumphantly returned to Mexico as President, to institute the Constitution of 1857 and the laws which removed special privileges and political power from the hands of the church.

One of Benito Juárez' first actions as President was to suspend the interest payments on foreign debts. This angered the European powers, and France saw this as an opportunity to intervene. Napoleon III hoped to be able to control all of Mexico and the liberal forces of Juárez. French forces occupied Veracruz by the end of 1861. On May 5, 1862, General Zaragoza and his Mexican forces defeated the French in a battle at Puebla. This battle has come to symbolize the strength and determination of the Mexican people and is celebrated every year as Cinco de Mayo.

After the death of Benito Juárez in 1877, General Porfirio Díaz, who had made several attempts at the Presidency, conducted another revolt. He successfully became President in 1880. He ruled as a dictator, and although he made many economic and commercial advances, he had little regard for the poor. He acknowledged the landowners and the church and kept their favor by increasing their wealth and privilege. A spirit of unrest grew among the people.

In 1910, Díaz allowed the liberal party in Mexico to put forward an opposition candidate. The person chosen was Francisco Madero. He was popular among the people, and although he was imprisoned for a time by Díaz, he became a force for revolutionary change. Unfortunately, he was unable to keep power when he was elected President in 1911 and a succession of other rebel leaders followed including; Emiliano Zapata and Pancho Villa. Victoriano Huerta seized control of the government in 1913 and ruled as dictator after he had Madero murdered. Revolts led by Zapata, Villa, and Venustiano Carranza continued to break out in the country.

In 1915 a special commission, representing 8 Latin American countries and the U.S., officially recognized Carranza as President. The rebel leaders laid down their arms, with the exception of Villa. In 1917, a new constitution provided for reforms in land distribution, labor, political office, and church privileges. Carranza was unable to enforce many of the reforms called for in the constitution, the unrest continued, and Carranza was killed in a revolt by Huerta in 1920.

The Revolutionary period, while a time of turmoil and hardship, also produced some of Mexico's greatest leaders and legends. The "corridos" or ballads of this era have preserved the fascinating stories of the people who lived through this era of Mexican history.

## Lesson Fourteen Las Posadas

Bring in a Nativity scene and talk about the importance of it in Mexican culture. Use resource below for background information to explain Las Posadas, the nine days it took for Mary and Joseph to find lodging in Bethlehem.

Teach the following vocabulary:

aguinaldo – small Christmas gift of money, fruit, or candy

chocolate – hot, cinnamon-spiced chocolate drink

farolito – small candle-lit lantern to light the posadas procession

“Feliz Navidad” – Merry Christmas

Flor de Noche Buena – poinsettia

mojo – moss to decorate the Nativity scene

Misa del gallo – midnight mass (mass of the rooster)

Nacimiento – Nativity scene

Posadas – reenactment of the search for lodging

Activity: Aguinaldos

See instructions (attached).

Optional: Play Christmas music in the background, as from Las Navidades, selected and illustrated by Lulu Delacre.

## Aguinaldos (Little Gifts)

When the travelers in the Posadas procession finally arrive at their destination. The hostess of the house provides them with "aguinaldos," little gifts, as part of the party.

### Materials

dinner plate (for tracing)  
pencil  
11" x 11" sheet of construction paper, any color  
1 sheet of crepe paper  
scissors  
crayons or felt pens  
cellophane tape  
glue or paste  
glitter  
ribbon



### Directions:

1. Trace around dinner plate to make circle on construction paper.
2. Cut out circle.
3. Fold in half, then cut on fold line, see illustration.
4. Draw decorations on both halves.
5. Roll one half-circle into a cone, overlap ends, and tape.
6. Repeat with the second half-circle.
7. Cut crepe paper into two 4" x 12" strips.
8. Glue crepe paper inside cone 1" down from top edge.
9. Let dry thoroughly, then fill with fruit, candy, coins or small toys. Tie the top with a ribbon.
10. Make a second aguinaldo with remaining cone.

## Lesson Fifteen The Maya

Share photos of Mayan sites, examples of homes, people, artifacts collected.  
Read the Mayan legend entitled “The Discovery of Henequén” (attached).

Explain that henequén is known as sisal in English. Share samples of things made of sisal, and tell how this was once a lucrative business in Mexico, and that the Yucatán Peninsula once supplied most of the world with this “green gold.”

After reading the legend, show photos of Izamal, as mentioned in the legend. Give each child a sample of sisal as a physical reminder of the legend.

“The Discovery of Henequén”  
as told in Mayan Legends (pp. 60–70)

The Itzaels, a brave and peaceful group of Maya have been in these lands since time immemorial.

They were led by a priest named Zamná, and while they were resting after their arduous journey, he recalled the words spoken to him by the queen of Atlantis:

“Our land will disappear within one moon. Since you are the wisest and best of my people, I have chosen you as guide and messenger of my commands. Choose a group of families and three chilames. You shall go to a place which I will show you, and there you will found a city. You will build a high temple and beneath it you will keep the texts that recount our history, and those that will be written in the future. You and the chosen ones shall sail to the west in nine ships. After nine days you will find an uninhabited land with rivers and mountains, and there you will enter. You will wait until you find water, and then you shall found the city as I have commanded you.”

On the second day of sailing after they had set off, a storm sank two of the boats. Zamná thought that the end had come for the group, but the storm waned. Finally they came to the uninhabited land of rivers and mountains foretold by the queen, but there was no water; the land was dry and covered in a strange plant, very green, with hard, sharp, pointed leaves.

Suddenly the sky became dark and heavy rain began to fall. The travelers were happy to receive this water from heaven, but they did not know how long it would last, so Zamná arranged for some of it to be stored.

As he passed by one of the strange plants, a thorn speared his foot. When the Itzaes saw this, they punished the plant by cutting off the leaf and beating it violently against the stones of the place.

However, Zamná noticed that the leaves produced a tough fiber that could be useful for the people. He realized that his wound had been a sign, and ordered them to stop punishing the plant.

Meanwhile, the rain continued, and the water flowed through a gap in the rocks. Zamná followed the stream and discovered the place indicated by the queen. So then the priest joined the vitality of the water, the power of heaven, the essence of the chosen ones and the strength of the plant—which he named henequen—and he founded the great city we now know as Izamal.

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