

## pp. C4-C5, Día de la Independencia

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### OBJECTIVES

- Provide background for the topic: Día de la Independencia.
- Familiarize students with Independence Day celebrations in Latin American countries.

### FOCUS AND MOTIVATE

- Direct students' attention to the pictures and elicit reactions. Discuss the meaning of the Fourth of July in the U.S. and how it is celebrated.

### TEACH

- Start by conducting the 50-minute lesson found on p. C4 of the Teacher's Edition.
- When doing the *Cultura* section, ask students what other famous event features people carrying a torch (the Olympics). Discuss what students think that torch symbolizes.
- For the Timeline Enrichment Activity on p. C5 of the Teacher's Edition, have students work in groups of 3. Have them draw a separate time line for each of the 5 countries: Mexico, Chile, Guatemala, Costa Rica, and the U.S. Then have them create one master time line for all 5 countries.

**IEP Modification** Have students write a brief essay comparing the opening events of the Mexican War of Independence with those of the American Revolution.

### PRACTICE AND APPLY

- Discuss how students could participate with their school in an Independence Day parade. Would they dance or sing? What would

### OPTIONAL RESOURCES

#### Present

- Atlas Map, Projectable Transparencies 1–5

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Interactive Whiteboard Activities	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Examview Test Generator	InterActive Reader
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

## pp. C8-C9, ¡Día de los Muertos!

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### OBJECTIVES

- Familiarize students with *Día de los Muertos* celebrations in Mexico, the U.S., Central America, and South America.
- Locate Mexico, Guatemala, Ecuador, and the U.S. on a map.
- Watch ‘Macario’ and ‘Book of life’ movies as part of the celebration of ‘Dia de Muertos’.

### FOCUS AND MOTIVATE

- Direct students’ attention to the pictures and elicit reactions. Do these look like pictures of Halloween in the U.S.?

### TEACH

- Start by conducting the 50-minute lesson found on p. C8 of the Teacher’s Edition.
- Have students discuss their reactions to the dressed-up skeletons in the picture on p. C8. How are these similar to or different than Halloween costumes?
- For the Enrichment Family Project on p. C8, have students create a [‘Diorama de Dia de Muertos’](#) following the rubric provided commemorating the life of an ancestor or another historical figure and present it to the class.

**IEP Modification** Some words in the text may be new to some English Learners, such as *cemeteries*, *gravesites*, *deceased*, *skulls*, *coincided*, *harvest*, *tissue paper*. Have students, in pairs, use a dictionary to look up new words, then share their results with the class.

### PRACTICE AND APPLY

- Discuss what Halloween in the U.S. means to students and how they celebrate it. Does the holiday have anything to do with remembering their ancestors?

### OPTIONAL RESOURCES

#### Present

- Atlas Map, Projectable Transparencies 1–5, test on movies watched on Socrative.com, rubric and samples of other student’s work on making a ‘Diorama de Dia de Muertos’.

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
	@Home Tutor
Performance Space Teacher Dashboard	Performance Space
Rubric Generator	News and Networking
Pre-AP Resources	Pre-AP Resources

## pp. C10-C11, Las Navidades

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### OBJECTIVES

- Familiarize students with the differing ways people celebrate las *navidades*.
- Identify food enjoyed during the holiday.
- Create ‘Star of David’ and ‘Lantern’ handcrafts to decorate their homes.
- Locate the countries mentioned on a map.

### FOCUS AND MOTIVATE

- ☐ Direct students’ attention to the pictures and elicit reactions. How do these pictures compare with the ways in which students and their families celebrate the winter holidays?

### TEACH

- ☐ Start by conducting the 50-minute lesson found on p. C10 of the Teacher’s Edition.
- ☐ Do the Language Arts Connection on p. C10. Ask students other idioms for *being old*, and write these on the board.
- ☐ When discussing *empanadas* in the *Cultura* section, tell students that most countries have various kinds of stuffed pastries. Ask students what kind of pastries they have eaten, what they were filled with, and what country they came from.

**IEP Modification** Ask students to describe how *las navidades* are celebrated in their home countries or regions. Encourage them to bring in photos and share these with the class

### PRACTICE AND APPLY

- ☐ Discuss why December and January might be such big months for celebrations around the world. Discuss what it might be like to be in the southern hemisphere during December and January, when it is summer there.
- ☐ Create ‘Star of David’ and ‘Lantern’ handcrafts to decorate their homes. Use as reference, videos provided in [Navidad folder](#). Materials to be used are a myriad of construction paper and colors.

### OPTIONAL RESOURCES

#### Present

- Atlas Map, Projectable Transparencies 3–6, Digital LCD projector (handcraft videos)

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
Performance Space Teacher Dashboard	@Home Tutor
Examview Test Generator	InterActive Reader

## pp. C14-C15, ¡Carnaval!

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### OBJECTIVES

- Familiarize students with Carnaval and its varied celebrations.
- Identify the traditional meaning of Carnaval and when it is held.

### FOCUS AND MOTIVATE

- ❑ Direct students' attention to the pictures and elicit reactions. Have any students ever seen a Carnaval parade?

### TEACH

- ❑ Start by conducting the 50-minute lesson on p. C14 of the Teacher's Edition.
- ❑ Do the Social Studies Connection in p. C14. How many islands can students count? Are they closer to Spain or to Africa?
- ❑ For the Research Enrichment Activity on p. C15, have students, in pairs, create timelines of major milestones in UNESCO's history from its foundation on Nov. 16, 1945 to the present.

**IEP Modification** Have students, in pairs, research Mardi Gras in New Orleans and the celebration of Carnaval in one Latin American country. Have them create a poster comparing and contrasting the two celebrations, and present these to the class.

### PRACTICE AND APPLY

- ❑ Have students, in small groups, discuss how they could participate in a Carnaval parade: what costumes they would wear, what music they would have, what dances they would perform.

### OPTIONAL RESOURCES

#### Present

- Atlas Map, Projectable Transparencies 1–6

TECHNOLOGY TOOLS	
Teacher Tools	Student Tools
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Pre-AP Resources	Pre-AP Resources

## pp. C20-C21, ¡Cinco de Mayo!

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### OBJECTIVES

- Familiarize students with Cinco de Mayo.
- Differentiate Cinco de Mayo from Mexican independence celebrations.
- Identify Cinco de Mayo celebrations in the United States.

### FOCUS AND MOTIVATE

- Direct students' attention to the pictures and elicit reactions. What other names of holidays they have learned about refer to a specific day? (El 12 de Octubre, Año Nuevo, Día de la Independencia, Día de los Muertos)

### TEACH

- Start by conducting the 50-minute lesson on p. C20 of the Teacher's Edition.
- For the Critical Thinking activity on p. C20, ask students to compare and contrast TV docudramas with news coverage of an event. Which do they prefer?
- For the Social Studies Enrichment Activity on p. C21, you might have students video their news reports and share them with the class.

**IEP Modification** For the Social Studies Enrichment Activity found on p. C21 of the Teacher's Edition, have students, in pairs, complete a 5-Ws graphic organizer before they write their news reports.

### PRACTICE AND APPLY

- Tell students that the word *holiday* comes from *holy day*. Have students brainstorm a list of holidays. Do most of these have a religious theme, or are they celebrations of a famous person or event in history?

### OPTIONAL RESOURCES

#### Present

- Atlas Map, Projectable Transparencies 1–3

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## pp. C22-C23, Inti Raymi

### TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- 2D identify cultural practices from authentic print, digital, audio, and audiovisual materials.

### OBJECTIVES

- Familiarize students with Inti Raymi.
- Differentiate between summer and winter solstices.

### FOCUS AND MOTIVATE

- ☐ Direct students' attention to the pictures and elicit reactions. When does the winter solstice occur in the U.S.? Which is the longest day of the year (the summer solstice) in the U.S. and Peru?

### TEACH

- ☐ Start by conducting the 50-minute lesson on p. C22 of the Teacher's Edition.
- ☐ Ask students to identify words within the reading and the captions that they think are not of Spanish origin. Then, share the information in the Teacher's Edition on Indigenous Languages on p. C22 with the class. Discuss the influence indigenous languages have had on regional variations in Spanish in the Americas.

**IEP Modification** Have students, in groups of 3 or 4, research and write an explanation of the effect of the Earth's rotational axis factors on the number of hours of sunlight during the winter and summer solstices. Ask them to share their results with the class.

### PRACTICE AND APPLY

- ☐ Have students, in small groups, write lists of what they tend to do during the winter and summer solstices. Do they tend to do more things indoors during either one?

### OPTIONAL RESOURCES

#### Present

- Atlas Map, Projectable Transparency 5

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Teacher Tools	Student Tools
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Pre-AP Resources	Pre-AP Resources