

pp. C2-C3: Mitos y leyendas

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
- 2D compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

OBJECTIVES

- Familiarize students with some well-known myths and legends of the Spanish-speaking world.
- Compare these myths and legends with those they already know.
- Read and do various activities on the short story by Gabriel Garcia M. “[El ahogado mas hermoso del mundo](#)”. Reading, worksheets, and graphic organizers are provided.
- Read ‘El fuego y el tlacuache, leyenda Mazatleca’ in textbook.

FOCUS AND MOTIVATE

- Direct students’ attention to the pictures and elicit reactions. Does anyone recognize images from any myths they know?

TEACH

- Start by conducting the 50-minute lesson on p. C2 of your Teacher’s Edition.
- Does the guaraní myth of *Las cataratas del Iguazú* remind students of any other myths they know about two ill-fated lovers? How are they similar, and how different? (In Level 2, Unit 4, students learned about the myth of Ixtaccihuatl and Popocatépetl, whom the gods turned into two mountains.)
- As an expansion activity, ask students to research and report on five other Mayan deities, including a description of their powers.

IEP Modification Have students, in pairs, choose one myth and illustrate it, creating a cartoon, a short picture book, or a poster. Have them use their illustrations to help them retell the myth to another pair.

PRACTICE AND APPLY

- Have students brainstorm a list of mythical beings and phenomena in U.S. culture, such as the man in the moon and a pot of gold at the end of a rainbow. Did they believe in these as children?

OPTIONAL RESOURCES

Present

- Atlas Map, Projectable Transparencies 1–5, various readings and worksheets provided.

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. C4-C5: Comida de las Américas

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
- 2D compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

OBJECTIVES

- Familiarize students with foods of the pre-Columbian Americas.
- Encourage students to make comparisons between the different foods described.

FOCUS AND MOTIVATE

- Direct students’ attention to the pictures and elicit reactions. Where do tomatoes, avocados, potatoes, and chocolate grow—on trees? (<https://youtu.be/CscHPgffTaQ>) Are avocados a vegetable or a fruit?

TEACH

- Start by conducting the 50-minute lesson on p. C4 of your Teacher’s Edition.
- To expand on the Connections/Science activity on p. C4 of your Teacher’s Edition, have the same small groups of students list three dishes in which the food is used in the U.S., and two in Latin America or Europe.
- For the Enrichment/Role-play activity, encourage students to search on the Internet or in the library for recipes in Spanish, note measurements, and use new food preparation terms they find in their cooking shows.

IEP Modification Have students, in pairs, discuss when, how, and with what they eat the four foods mentioned here (tomatoes, avocados, potatoes, and chocolate), recycling vocabulary from the Lección preliminar.

PRACTICE AND APPLY

- Have students keep a list of all the foods they eat for two days, then create a chart showing where each came from originally. Do they know where the foods they ate were grown?

OPTIONAL RESOURCES

Present

- Atlas Map, Transparencias 1–6

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

pp. C8-C9: Bailes típicos

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
- 2D compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

OBJECTIVES

- Familiarize students with some traditional dances of the Spanish-speaking world.
- Encourage students to make comparisons between the dances and the customs that go with them.

FOCUS AND MOTIVATE

- Direct students’ attention to the pictures and elicit reactions. Has anyone seen traditional dances performed? What did people wear, and what was the music like?

TEACH

- Start by conducting the 50-minute lesson on p. C8 of your Teacher’s Edition.
- For the Pacing Suggestions/Link to Unit Vocabulary activity on p. C9 of your Teacher’s Edition, ask students to give examples of words they would use in their online searches (**búsquedas**). What information might they get from Web sites (**sitios web**), and what from chat rooms (**salones de charla**)?
- To expand on the Pacing Suggestions/Link to Unit Grammar activity, have students, in groups of four, take turns using the present perfect to describe festivals (those featured here, or ones they attend at home), and have the rest of the group guess the festival being described.

IEP Modification Have students, in small groups, take turns commenting on the festivals featured here using expressions of emotions they learned in Unit 4, such as **me sorprende que**, **me alegra que**, and **dudo que** + the subjunctive.

PRACTICE AND APPLY

- Have students, in small groups, prepare a demonstration of a dance, either based on research on one of the dances shown on pp. C8–C9 or a traditional dance of their region.

OPTIONAL RESOURCES

Present

- Atlas Map Transparencies 3–6

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. C12-C13: Telas y tejidos

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
- 2D compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

OBJECTIVES

- Make students aware of the variety of fabrics and weavings that are created throughout the Spanish-speaking world.
- Encourage students to make comparisons among the different types of fabrics and weavings shown.
- Make an ‘Ojo de Dios’ design using yarn and two sticks as in the tradition of the Huichole Indians of Nayarit and keeping in mind the Mandalas of the Tibetan people ([videos provided](#)).

FOCUS AND MOTIVATE

- Direct students’ attention to the pictures and elicit reactions. What fabrics and patterns do students particularly like in clothes? Does anyone make clothes, or have handmade articles of clothing?

TEACH

- Start by conducting the 50-minute lesson on p. C12 of your Teacher’s Edition.
- As an expansion activity, have students research the clothing their great-grandparents (or people of that time) wore and write a description of it, including information about the fabrics and design details.
- To practice the future tense, have students, in pairs, write descriptions of the fabrics and designs people will wear in the year 2050.

IEP Modification Have students, in pairs, take turns describing the clothes they will wear tomorrow, using the future tense. Encourage them to describe the fabrics and colors of those clothes.

PRACTICE AND APPLY

- Have students, in groups of four, write descriptions of how members of their peer group dress, including information about the fabrics, colors, and designs of their clothes. Have them write about what these clothes communicate to others.

OPTION RESOURCES

Present

- Atlas Map, Transparencies 1–6, worksheet on differences between ‘Ojo de Dios’ and ‘Mandalas’, and videos provided.

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

pp. C24-C25: Banderas nacionales

TEKS

- 2A demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
- 2D compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

OBJECTIVES

- Familiarize students with the symbolism of colors and images in flags from the Spanish-speaking world.
- Encourage students to compare the symbolism of the different colors and images in the flags of other countries with their own.

FOCUS AND MOTIVATE

- Direct students' attention to the pictures and elicit reactions. What other kinds of flags can students think of? Can anyone describe the state flag?

TEACH

- Start by conducting the 50-minute lesson on p. C24 of your Teacher's Edition.
- For a Long-term Retention/Critical Thinking activity, have students, in groups of four, list all the places they normally see the U.S. flag, such as on court buildings, then compare their lists. Are any places required to display the flag?
- As an extension of the Enrichment/Presentation activity on p. C25 of your Teacher's Edition, have students analyze the similarities and differences between the various national flags, then group them according to categories they specify, such as color or symbols.
- As a project, construct a [flag of a Spanish speaking country](#) following the rubric provided.

IEP Modification Have students, in pairs, chose an environmental cause and design a flag for it. Have them describe their flag to another pair, recycling vocabulary from Unit 3, Lesson 1.

PRACTICE AND APPLY

- Have students, in small groups, research and write about the rules and regulations for handling and displaying the U.S. flag. Then discuss whether they think each rule is a good one, or not, and why.

OPTIONAL RESOURCES

Present

- Atlas Map, Transparencies 1–5, rubric and samples of other student's work on making a flag.

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