

A stylized sun logo with a pink-to-orange gradient, partially obscured by the text.

# Rochester, New York iLATIN@S!

Nazareth College of Rochester

Lesson Plans and Support Materials  
for Grades 1-2, 3, 4, and 7



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## Introduction

The presence of Latinos in the greater Rochester, New York area since the 1950s has helped shape the identity and history of the region. In the hopes of creating sources and opportunities for teaching and learning about their history and culture, a group of Nazareth College students, under the supervision of Dr. Isabel Córdova, developed a series of lesson plans for children from elementary school through high school.

These lessons are linked to the NYS Common Core ELA and Social Studies standards. Because our teachers and community educators are so busy, the lessons contain all the materials and information—other than an occasional readily-available book usually available in local libraries—teachers need to successfully implement them.

The lessons are largely motivated by a previous related project: the oral history collection, “Latino Voices” housed in the Rochester Voices digital archive of the Rochester Public Library (<http://rochestervoices.org/content/collections/latino-oral-histories>).

The goal is to bring local history and learning about Latinos into Rochester classrooms and community centers. All of our schools have increasing numbers of Latinos and their stories need to be shared and sewn into the fabric of our rich New York State histories.

The first set of lessons was completed in the summer of 2016 by Nazareth College students under the supervision of Dr. Isabel Córdova and sponsored by a Nazareth College Creative Activity and Research Showcase (CARS) grant.

Thank you for your interest and support in disseminating and implementing these lessons.

## Authors

Alexis Blydenburgh

Paul Figueroa-Lippert

Kelley Ginster

April Mashaw

Terry McArdle

Dr. Isabel Córdova: Project Director

Please direct your questions and comments to Dr. Isabel Córdova: [ICordov1@Naz.edu](mailto:ICordov1@Naz.edu).



# Grade 3

## Comparing Latin American and New York (USA) Culture and Customs

**50 |** ROCHESTER LATIN@S: Comparing Latin American and New York (USA) Culture and Customs

## Latino History Unit Plan (Grade 3)

Development, Movement, and Interaction of Cultures

Third Grade Social Studies / Standard 3.5

<b>Grade Level(s)</b>	3 <sup>rd</sup> Grade
<b>Content Area</b>	Social Studies
<b>Title of Lesson</b>	Comparing Culture and Customs: USA and Latin America
<b>Unit Topic</b>	Comparing Latin American and New York (USA) Culture and Customs

## NYS Learning Standards and Key Ideas – Social Studies

<b>Content Area</b>	Development, Movement and Interaction of Cultures Latin American Studies
<b>Standard</b>	3.5 A & B
<b>Key Idea</b>	There are similarities and differences between the Latin American and U.S. cultures.

## Flow of Teaching and Learning Experiences

Lesson 1: Introduction			
Activity	Timing	Teacher action	Student action
Objective: Given a graphic organizer, students will demonstrate their understanding of life in their assigned Latin American country by completing <i>Time for Kids</i> scavenger hunts with one hundred percent accuracy.			
Introduction to selected Latin American countries and	20 Minutes	Teacher does an introduction for the whole class using “What Does It Mean	Students listen and participate in the presentation as a class.

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Lesson 1: Introduction			
Activity	Timing	Teacher action	Student action
<b>Latinos: PowerPoint</b>		to Be a Latino” presentation.” teacher notes for the PowerPoint beginning on page 60.	
<b>Assignment of student groups</b>	5 Minutes	Teacher should have groups prepared ahead of time. There are 5 countries, so students form 5 groups. Teacher reviews assignment and expectations for groups	Students split into their assigned groups: and work with Student Work Packets: Group #1 – Argentina (p. 67) Group #2 – Colombia (p. 75) Group #3 – México (p. 83) Group #4 – Nicaragua (p. 91) Group #5 – Puerto Rico (p. 99)
<b>Explore Website</b>	15 Minutes	Teacher monitors student work.	Students explore their country on the <i>Time for Kids</i> website. Link is provided in resources below.
<b>Complete scavenger hunt worksheet</b>	20 Minutes	Teacher monitors student work.	Students complete <i>Time for Kids</i> Scavenger Hunt worksheet in their Latin American country work packet.

Lesson 2: Research			
Activity	Timing	Teacher action	Student action
Objective: <b>Given a writing outline, students will demonstrate their understanding of Latin American schools by identifying accurate information from multiple resources with one hundred percent accuracy.</b>			
<b>Student research</b>	45 Minutes	Teacher reviews assignment and reminds students about proper highlighting and notetaking skills.	<p>Students research schools in their countries using the following resources:</p> <ul style="list-style-type: none"> <li>• <i>Time for Kids</i> website / Scavenger Hunt</li> <li>• Information sheet from work packet (beginning p. 69</li> <li>• Kidsafe search engine Kiddle.</li> </ul> <p>(If students do not have access to technology, teacher can prepare info packets using websites and print them out.)</p> <p>Students should take notes on relevant information in their notebooks/separate sheet of paper.</p> <p>(W.3.8)</p>
<b>Pre-writing outline: Comparing schools in Latin America and the U.S.</b>	15 Minutes	Complete a quick check of student notes/outlines to monitor progress.	Students complete “My Outline” in their specific country work packets (beginning page 67) based on their research.

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Lesson 3: Writing			
Activity	Timing	Teacher action	Student action
Objective: <b>Given a student-generated writing piece, students will demonstrate their understanding of writing informative texts by writing a piece on a Latin American school and score at least a 21 out of 28 on a rubric.</b>			
<b>Finish research/outline</b>	15 Minutes	Teacher monitors student progress.	Students can complete their research/outlines in this time if they did not finish in the previous lesson.
<b>Write opinion piece</b>	45 Minutes	<p>Teacher reviews assignment directions.</p> <p>Teacher should remind students to use their outlines to guide their writing. This is an important and graded assignment, so students should complete to the best of their ability.</p> <p>When students are finished, teachers can grade using rubric in student work packets.</p> <p>*If the technology is available, have students type their work and share online. Students could comment on 2-3 posts from classmates and receive peer feedback (W.3.6)*</p>	<p>Students will complete the “My Writing Piece” section in their work packets to prepare for a short essay comparing and contrasting schools in their assigned Latin American country with schools in the U.S. (W.3.2)</p> <p>Homework: Write an essay comparing schools in your assigned country with schools in the U.S.</p>



## Lessons 4 and 5 Resources

- "Traditions and Holidays PowerPoint Notes" page 107.
- "Traditions and Holidays" PowerPoint digital file.
- *Time for Kids* Link: <http://www.timeforkids.com/aroundtheworld>
- *Kiddle, kidsafe* search engine: <http://www.kiddle.co>
- Interviews with Rochester Latinos: <http://rochestervoices.org>
- Petrillo, Valerie. (2009). *A Kid's Guide to Latino History: More Than 50 Activities*. Chicago: Chicago Review Press, Inc.

## Lesson 4 Follow-up Activity for Students

Have students ask their families what culture(s) they identify with, as well as three traditions that they practice within their own families. Students should bring their answers to class the next day.

Lesson 4: Stations			
Activity	Timing	Teacher action	Student action
<b>Objective: Given two student-generated writing pieces, students will demonstrate their understanding of a Mexican holiday and a Puerto Rican tradition by reflecting on the station activities with one hundred percent accuracy.</b>			
<b>Holidays and Traditions PowerPoint</b>	20 Minutes	Teacher presents to the whole class using “Grade 3 L4 Traditions and Holidays PowerPoint Notes” (page 107). Teacher Notes are provided to accompany the PowerPoint.	Students listen and participate in the presentation as a class.
<b>Station #1: A Mexican Holiday</b>	20 Minutes	<p>Teacher should have available <i>A Kid’s Guide to Latino History: More Than 50 Activities</i>, by Valerie Petrillo (available in most public libraries).</p> <p>Teacher uses “Resources for Lessons 4 and 5” materials (See above) to help construct the lesson.</p> <p>Teacher monitors classroom or helps run stations.</p>	Students participate in station activities.
<b>Station #2: A Puerto Rican Tradition</b>	20 Minutes	<p>Teacher should have <i>A Kid’s Guide to Latino History: More Than 50 Activities</i>, by Valerie Petrillo, available for use.</p> <p>Teacher uses “Resources for Lessons 4 and 5” materials (See page 55) to help construct the lesson.</p> <p>Teacher monitors classroom or helps run stations.</p>	Students participate in station activities.

Lesson 5: Postcard Writing			
Activity	Timing	Teacher action	Student action
<b>Objective: Given a student-generated writing piece, students will demonstrate their understanding of writing informative texts by writing a piece on traditions/holidays and score at least a 21 out of 28 on a rubric.</b>			
<b>Postcard Assignment</b>	30 Minutes	Teacher uses “Resources for Lessons 4 and 5” (See page 103) materials to help construct the lesson. Teacher reviews assignment with class and monitors student work. When students are finished, teachers can grade using rubric in student work packets.	Students complete postcard assignment. (W.3.2)

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# Teacher Materials

## Grade 3: Comparing Latin American and New York (USA) Culture and Customs




**Grade 3 L1: “What Does It Mean to Be a Latino?” Teacher Notes**

## “What Does It Mean to Be a Latino?” Teacher Notes

1. 

What does it mean to be Latino?



2. 

Where is Latin America?



- All countries Southwest of the Rio Grande and the United States.
- There are many countries that are part of the region, including: Argentina, Colombia, Mexico, Nicaragua, and Puerto Rico.
- Many people in these countries speak Spanish as their first language.

Grade 3 L1: “What Does It Mean to Be a Latino?” Teacher Notes / Lesson 4 Follow-up  
Activity for Students | **61**



- 3.
- The figure shows the 26 countries that are part of the Latin American region.
  - Have you heard of any of these countries before?



- 4.
- A person with cultural ties to Latin America.
  - In Spanish, a “Latino” is a male; “Latinas” are females.
  - Many Latinos and Latinas live in the countries where they were born.
  - Sometimes, Latinos and Latinas leave their countries and start families elsewhere. Many come to the United States.
  - When a person settles in a new country, he or she is called an immigrant.



**Quick Check**

How many countries are there in Latin America?

26 countries

What is a Latino/Latina?

A person that has cultural ties to Latin America.

What do many Latin Americans speak as their first language?

Spanish

Do all Latin Americans live in their home countries?

No, some leave their home countries and move to other countries, like the United States.

What is an immigrant?

A person who settles in a new country.

- 5.
- This slide is a Quick Check for student understanding. It is set with Slideshow Animation to reveal questions and answers one click at a time

## Part 2: Country Groups

**Part 2: Country Groups**

**Overall History**

- 3000 BCE-1500: Native Americans settle and thrive
- 1500s: Spanish conquest
- 1500s-1800s: Native Americans, Africans, Europeans live under Spanish rule
- 1810s-1820s: Wars for independence from Spain (except Puerto Rico)



- 6.
- Argentina, Colombia, Mexico, Nicaragua, and Puerto Rico were all inhabited with Native Americans. The natives were eventually conquered by the Spanish with the help of rival native groups and some Africans.

Later, millions of Africans were forcibly brought to these countries as slaves to work. In the early 1800s, the mixed populations of Africans, Europeans, and Native Americans went to war with Spain to establish the independent countries they are today. All but Puerto Rico became independent republics by the 1820s.



7.

- Official Language: Spanish
- Population: 42,192,494 in 2012
- Capital: Buenos Aires
- How was Argentina created?
  - 1516: An explorer named Juan Diaz de Solis discovers the region, and it is quickly claimed by Spain.



8.

- Official Language: Spanish
- Population: 44,725,543 in 2011
- Capital: Bogotá
- How was Colombia created?
  - 3,000 BC: Natives set up villages along the coastlines.

**64** | Grade 3 L1: “What Does It Mean to Be a Latino?” Teacher Notes



9.

- Official Language: Spanish, as well as various native languages
- Population: 120,286,655 in 2014
- Capital: Mexico City
- How was Mexico created?
  - 300-900 AD: The classical period of the ancient Mayans, Zapotecan, and Teotihuacán people.
  - 1519-1521: A Spanish explorer named Hernando Cortés arrives with his men, and they conquer the Mexican region.
  - 1821: Mexico declares its independence from Spain.



10.

- Official Language: Spanish
- Population: 5,666,301 in 2011
- Capital: Managua



11.

- Official Language: Spanish and English
- Population: 3,989,133 in 2011
- Capital: San Juan



Name: \_\_\_\_\_

Latin American Studies:  
**Argentina**

*Time for Kids* scavenger hunt



1. What is the capital of Argentina?

\_\_\_\_\_

2. What is the official language of Argentina?

\_\_\_\_\_

3. List three crops that are grown in Argentina:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Look at the Sightseeing Guide section. Click on each of the sites shown on the map.  
Which place would you like to visit in Argentina, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**68** | Grade 3 L1-5: Argentina Workbook

Now, look at the “Day in the Life” section. Read the story about Athina Mora Vergara, an Argentinian girl.

5. Who lives with Athina in her home?

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6. What subject does Athina enjoy in school?

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7. How many times does Athina have recess?

Circle. 0 1 2 3

8. What does Athina eat for lunch?

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9. What two kinds of books does Athina like to read?

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10. List one way that your life is the same as Athina’s, and list one way that it is different.

Similar:

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Different:

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## Schools in Argentina

Education is extremely important in Argentinian society. Students must attend school between the ages of 6 and 14, and children go to kindergarten, too, if parents choose to send them. In Argentina, although most students either walk, are driven by parents, or take regular public transit to school, many of them use government-authorized private buses. These are usually white and orange; most are vans.

Students are required to wear uniforms and must buy all of their own books and materials. Most uniforms include something like a lab coat, worn over their clothes.

The school year starts in late February or early March and finishes in December. Many schools offer two sessions and students can choose to attend in the morning session or the afternoon session. Students get recess breaks during school.

Students are required to sing the national anthem when they arrive at school each day. All of the students in the school gather around the school flag pole to sing this important song.

Many students go on to complete secondary school (high school) after the age of 14. Students must complete five years of secondary school in order to be eligible to apply for colleges or universities.

All public universities in Argentina are free to attend. There are also private colleges and schools and many students choose to attend those as well. The largest college in Argentina is the University of Buenos Aires, located in the country's capital.



## My Writing Outline

Please do some research, and record important details about Argentinian schools in your notebook or on a piece of paper. This outline will help you organize your ideas before you complete a writing piece. You do not need to write complete sentences on this outline, just short reminders for yourself.

1. What is one way Argentinian schools are similar to schools in the U.S.?

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2. What is a second way that Argentinian schools are similar to schools in the U.S.?

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---

3. What is one way Argentinian schools are different from schools in the U.S.?

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---

4. What is a second way that Argentinian schools are different from schools in the U.S.?

---

---

## My Writing Piece

Directions: Include each of the following in your writing piece. Use your outline from the previous page to help you write! Add details to your writing when possible.

Opening Paragraph

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**Body Paragraph** – 2 similarities between schools in Argentina and the U.S.

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**Body Paragraph** – 2 differences between schools in Argentina and the U.S.

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**Conclusion**

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## Teacher Grading Rubric

### Writing Informative & Explanatory Texts (W.3.2)

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>Introduces the topic and informs the audience.</b>	No attempt to introduce the topic.	Vague attempt to introduce the topic; not supported by additional information.	Introduces the topic and supports with additional information.	Clear and well-stated introduction supported by additional information.
<b>Provide similarities between schools in Latin American country and the United States.</b>	Includes nothing of relevance; no details are included.	Includes only one similarity; no details are included.	Adequately includes two similarities; adequately supported with details.	Clearly and beautifully includes two similarities. Both are supported with relevant details.
<b>Provide differences between schools in Latin American country and the United States.</b>	Includes nothing of relevance. No details are included.	Includes only one difference. No details are included.	Adequately includes two differences. Adequately supported with details.	Clearly and beautifully includes two differences. Both are supported with relevant details.
<b>Create an organizational structure in</b>	Includes no element of	Minimal elements of	Includes the essential elements of	Student's organizational structure is

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>which related ideas are grouped.</b>	organizational structure.	organizational structure.	organizational structure.	clear and easy to comprehend.
<b>Use linking words and phrases to connect ideas.</b>	No linking words and phrases used.	Minimal use of 12 linking words and phrases.	Appropriate use of 23 linking words and phrases.	Superior use of 23 linking words and phrases.
<b>Conclude the piece.</b>	No conclusion is attempted.	Conclusion is not quite developed.	Adequate conclusion of topic.	Clear conclusion of topic.
<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>	Student work cannot be read clearly. Student has 5 or more mechanical errors.	Student work is hard to read. Student has 4 mechanical errors.	Student writing is fairly neat and clear. Student has 23 mechanical errors.	Student writing is neat and clear. Student has 01 mechanical errors.

Score: \_\_\_\_/28



Name: \_\_\_\_\_

Latin American Studies:  
**Colombia**

*Time for Kids* scavenger hunt



1. What is the capital of Colombia?

\_\_\_\_\_

2. What is the official language of Colombia?

\_\_\_\_\_

3. List three crops that are grown in Colombia:

\_\_\_\_\_

\_\_\_\_\_

4. Look at the Sightseeing Guide section. Click on each of the sites shown on the map.  
Which place would you like to visit in Colombia, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next, look at the “Day in the Life” section. Read the story about Edy Santiago Henao, a Colombian boy.

5. Who lives with Edy in his home?

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6. What subject does Edy enjoy in school?

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7. How many times does Edy have recess?

Circle. 0 1 2 3

8. What does Edy eat for lunch?

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9. What two kinds of books does Edy like to read?

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---

10. List one way that your life is the same as Edy’s, and list one way that it is different.

Similar:

---

Different:

---

## Schools in Colombia

School is demanding (hard work) in Colombia. Students must work hard and keep on top of their schoolwork if they want to be successful.

School is divided into primary school and secondary school. Children attend primary school from ages 6 to 12. Then they attend secondary school between the ages of 12 and 16 or 18. There are some children in small towns in the countryside that do not complete primary school.

There are both private and public schools in Colombia. More students attend public primary schools but at the secondary level, many students transfer to private schools. School children need to bring their own school supplies and textbooks. The schools do not provide the books. All children wear school uniforms.

In Colombia the school day usually starts at 7:00 a.m. and finishes by 12:30 or 1:30 p.m. All students get time for recess, even at the secondary level. There are two different school calendars. One, "A," starts in January and finishes in November. Another, "B," starts in September and finishes in June. Public schools go by the A calendar. Both calendars give at least a month of vacation during the Christmas holidays.

Students of all ages complete several hours of homework once they get home from school. The grading system in Colombia usually follows a number system, instead of letters.

It costs a lot of money to attend private colleges and universities in Colombia, but good students have the option of attending the public, national university at a minimal cost. Students that attend private college tend to come from wealthier families. In 2010, about a third of young Colombians went on to study beyond high school.



## My Writing Outline

Please do some research, and record important details about Colombian schools in your notebook or on a piece of paper. This outline will help you organize your ideas before you complete a writing piece. You do not need to write complete sentences on this outline, just short reminders for yourself.

1. What is one way Colombian schools are similar to schools in the U.S.?

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---

2. What is a second way that Colombian schools are similar to schools in the U.S.?

---

---

3. What is one way Colombian schools are different from schools in the U.S.?

---

---

4. What is a second way that Colombian schools are different from schools in the U.S.?

---

---

## My Writing Piece

Directions: Include each of the following in your writing piece. Use your outline from the previous page to help you write! Add details to your writing when possible.

Opening Paragraph

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**Body Paragraph** – 2 similarities between schools in Colombia and the U.S.

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**Body Paragraph** – 2 differences between schools in Colombia and the U.S.

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**Conclusion**

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## Teacher Grading Rubric

### Writing Informative & Explanatory Texts (W.3.2)

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>Introduces the topic and informs the audience.</b>	No attempt to introduce the topic.	Vague attempt to introduce the topic; not supported by additional information.	Introduces the topic and supports with additional information.	Clear and well-stated introduction supported by additional information.
<b>Provide similarities between schools in Latin American country and the United States.</b>	Includes nothing of relevance; no details are included.	Includes only one similarity; no details are included.	Adequately includes two similarities; adequately supported with details.	Clearly and beautifully includes two similarities. Both are supported with relevant details.
<b>Provide differences between schools in Latin American country and the United States.</b>	Includes nothing of relevance. No details are included.	Includes only one difference. No details are included.	Adequately includes two differences. Adequately supported with details.	Clearly and beautifully includes two differences. Both are supported with relevant details.
<b>Create an organizational structure in</b>	Includes no element of	Minimal elements of	Includes the essential elements of	Student's organizational structure is

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>which related ideas are grouped.</b>	organizational structure.	organizational structure.	organizational structure.	clear and easy to comprehend.
<b>Use linking words and phrases to connect ideas.</b>	No linking words and phrases used.	Minimal use of 12 linking words and phrases.	Appropriate use of 23 linking words and phrases.	Superior use of 23 linking words and phrases.
<b>Conclude the piece.</b>	No conclusion is attempted.	Conclusion is not quite developed.	Adequate conclusion of topic.	Clear conclusion of topic.
<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>	Student work cannot be read clearly. Student has 5 or more mechanical errors.	Student work is hard to read. Student has 4 mechanical errors.	Student writing is fairly neat and clear. Student has 23 mechanical errors.	Student writing is neat and clear. Student has 01 mechanical errors.

Score: \_\_\_\_/28



Name: \_\_\_\_\_

## Latin American Studies: Mexico



### *Time for Kids* scavenger hunt

1. What is the capital of Mexico?

\_\_\_\_\_

2. What are the official languages of Mexico?

\_\_\_\_\_

3. List three crops that are grown in Mexico:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Look at the Sightseeing Guide section. Click on each of the sites shown on the map.  
Which place would you like to visit in Mexico, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 84 | Grade 3 L1-5: Mexico Workbook

Next, look at the “Day in the Life” section. Read the story about Paulina Olmos López, a Mexican girl.

5. Who lives with Paulina in her home?

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6. What does Paulina get to drink during breakfast?

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7. What activities does Paulina do at school?

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8. What does Paulina get outside the school gates?

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9. What is one thing that Paulina does after school?

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10. List one way that your life is the same as Edy's, and list one way that it is different.

Similar:

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Different:

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## Schools in Mexico

In Mexico, all students ages 3-5 must go to preschool. Elementary school is for students in 1st through 6th grades. After elementary school, students move on to junior high school and high school.

It is more common for Mexican children from wealthy families to attend private schools; children from families with less money to go to public schools. Students are required to wear uniforms at all Mexican schools, and usually start their day by singing the national anthem.

Most elementary public schools provide textbooks for the students, but older children need to buy their own textbooks. Mexican schools do not usually have cafeterias, but many schools in Mexico use Smart Boards to assist in student learning.

In Mexico, students are graded with a number system instead of letter grades. A “5” is a failing grade, while a “10” is the highest grade a student can earn. Parents usually leave it up to the teachers to make sure that the children are learning and rarely interfere with the schools.

The school year starts in August and ends in early July. Sometimes schools have two shifts where some students attend classes in the morning and others go in the afternoon. Children get recess time every day.

Mexico has both public colleges that cost little or no money, and private colleges that are expensive to attend.



## My Writing Outline

Please do some research, and record important details about Mexican schools in your notebook or on a piece of paper. This outline will help you organize your ideas before you complete a writing piece. You do not need to write complete sentences on this outline, just short reminders for yourself.

1. What is one way Mexican schools are similar to schools in the U.S.?

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1. What is a second way that Mexican schools are similar to schools in the U.S.?

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2. What is one way Mexican schools are different from schools in the U.S.?

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3. What is a second way that Mexican schools are different from schools in the U.S.?

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## My Writing Piece

Directions: Include each of the following in your writing piece. Use your outline from the previous page to help you write! Add details to your writing when possible.

Opening Paragraph

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**Body Paragraph** – 2 similarities between schools in Mexico and the U.S.

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**Body Paragraph** – 2 differences between schools in Mexico and the U.S.

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**Conclusion**

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## Teacher Grading Rubric

### Writing Informative & Explanatory Texts (W.3.2)

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>Introduces the topic and informs the audience.</b>	No attempt to introduce the topic.	Vague attempt to introduce the topic; not supported by additional information.	Introduces the topic and supports with additional information.	Clear and well-stated introduction supported by additional information.
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<b>Create an organizational structure in</b>	Includes no element of	Minimal elements of	Includes the essential elements of	Student's organizational structure is

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>which related ideas are grouped.</b>	organizational structure.	organizational structure.	organizational structure.	clear and easy to comprehend.
<b>Use linking words and phrases to connect ideas.</b>	No linking words and phrases used.	Minimal use of 12 linking words and phrases.	Appropriate use of 23 linking words and phrases.	Superior use of 23 linking words and phrases.
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<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>	Student work cannot be read clearly. Student has 5 or more mechanical errors.	Student work is hard to read. Student has 4 mechanical errors.	Student writing is fairly neat and clear. Student has 23 mechanical errors.	Student writing is neat and clear. Student has 01 mechanical errors.

Score: \_\_\_\_/28



Name: \_\_\_\_\_

Latin American Studies:  
**Nicaragua**

*Time for Kids* scavenger hunt



1. What is the capital of Nicaragua?

\_\_\_\_\_

2. What is the official language of  
Nicaragua?

\_\_\_\_\_

3. List three crops that are grown in Nicaragua:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Look at the Sightseeing Guide section. Click on each of the sites shown on the map.  
Which place would you like to visit in Nicaragua, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 92 | Grade 3 L1-5: Nicaragua Workbook

Next, look at the “Day in the Life” section. Read the story about Christian Christian Calero Gutiérrez, a Nicaraguan boy.

5. What animals does Christian have at his house?

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6. Where does Christian go to school?

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7. What is Life Habits class?

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8. How long is the midday school break?

PM to PM

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9. What does Christian eat for dinner?

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10. List one way that your life is the same as Christian’s, and list one way that it is different.

Similar:

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Different:

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## Schools in Nicaragua

Many children in Nicaragua live in areas where it is not easy to receive an education. The poverty rates in Nicaragua are very high, and since families are expected to help pay even for public schools, some children cannot afford to attend school. Sometimes children are expected to start working to help their parents at a young age. As a result, many students in Nicaragua do not even make it through the 6th grade and a minority graduate high school.

School is divided into primary school and secondary school, which last a total of 11 years instead of 12 in most countries. Grades are based on a point system (out of 100 points) instead of letter grades.

In Nicaragua, the public school calendar runs from February to November. The school day in Nicaragua usually runs for a few hours in the morning or for a few hours in the afternoon. School is not a full day; most students need half the day to work for their families or to give other children a chance to go to school. Although the education system is poor in Nicaragua, more and more students are becoming interested in receiving a better education. Families with money send their children to private schools where they usually have full school days and study another language besides Spanish. Nicaragua has public and private colleges.



## My Writing Outline

Please do some research, and record important details about Nicaraguan schools in your notebook or on a piece of paper. This outline will help you organize your ideas before you complete a writing piece. You do not need to write complete sentences on this outline, just short reminders for yourself.

1. What is one way Nicaraguan schools are similar to schools in the U.S.?

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2. What is a second way that Nicaraguan schools are similar to schools in the U.S.?

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3. What is one way Nicaraguan schools are different from schools in the U.S.?

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4. What is a second way that Nicaraguan schools are different from schools in the U.S.?

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## My Writing Piece

Directions: Include each of the following in your writing piece. Use your outline from the previous page to help you write! Add details to your writing when possible.

Opening Paragraph

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**Body Paragraph** – 2 similarities between schools in Nicaragua and the U.S.

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**Body Paragraph** – 2 differences between schools in Nicaragua and the U.S.

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**Conclusion**

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## Teacher Grading Rubric

### Writing Informative & Explanatory Texts (W.3.2)

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
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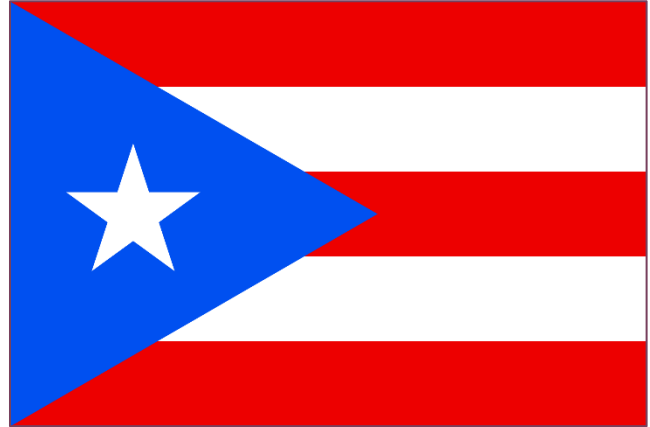
Score: \_\_\_\_/28



Name: \_\_\_\_\_

## Latin American Studies: Puerto Rico

*Time for Kids* scavenger hunt



1. What is the capital of Puerto Rico?

\_\_\_\_\_

2. What are the official languages of  
Puerto Rico?

\_\_\_\_\_

and

\_\_\_\_\_

3. List three crops that are grown in Puerto Rico:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Look at the Sightseeing Guide section. Click on each of the sites shown on the map.  
Which place would you like to visit in Puerto Rico, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next, look at the “Day in the Life” section. Read the story about Sara Padial, a Puerto Rican girl.

5. Who lives with Sara in her home?

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6. What languages does Sara learn in school?

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and

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7. What does Sara do when she gets home from school?

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8. What does Sara want to be when she grows up?

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9. What does Sara eat for dinner at her house?

---

and

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10. List one way that your life is the same as Sara’s, and list one way that it is different.

Similar:

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Different:

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## Schools in Puerto Rico

In Puerto Rico, school is mandatory for all students between the ages of 6 and 17. The education system is modeled after the United States education system, though students are expected to buy all of their books and school supplies.

There is elementary school, middle school and high school. It is common for middle class and wealthy families to send their children to private schools.

Elementary school students have a lunch period and recess during the school day. The school year runs from August until May with about a month of vacation during the Christmas holidays. Almost all schools have their own uniforms that they require their students to wear. It is rare for students to take buses to school. Most go with their parents or walk.

Students in Puerto Rico study mostly in Spanish but they begin to study English as a second language from a young age so that they become familiar with it. In private schools, English is stressed and used in more classes than in public school.

Some students choose to take tests to get into special high schools. High school students are encouraged to participate in activities like school sports and clubs if their school offers it.

Students are encouraged to go on to college in Puerto Rico if they can afford the tuition. The largest college on the island is the University of Puerto Rico, which is public and very affordable. There are also private colleges for people who can afford to pay for it. Students attend U.S. colleges as well.



## My Writing Outline

Please do some research, and record important details about Puerto Rican schools in your notebook or on a piece of paper. This outline will help you organize your ideas before you complete a writing piece. You do not need to write complete sentences on this outline, just short reminders for yourself.

1. What is one way Puerto Rican schools are similar to schools in the U.S.?

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2. What is a second way that Puerto Rican schools are similar to schools in the U.S.?

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3. What is one way Puerto Rican schools are different from schools in the U.S.?

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4. What is a second way that Puerto Rican schools are different from schools in the U.S.?

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## My Writing Piece

Directions: Include each of the following in your writing piece. Use your outline from the previous page to help you write! Add details to your writing when possible.

Opening Paragraph

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**Body Paragraph** – 2 similarities between schools in Puerto Rico and the U.S.

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**Body Paragraph** – 2 differences between schools in Puerto Rico and the U.S.

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**Conclusion**

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## Teacher Grading Rubric

### Writing Informative & Explanatory Texts (W.3.2)

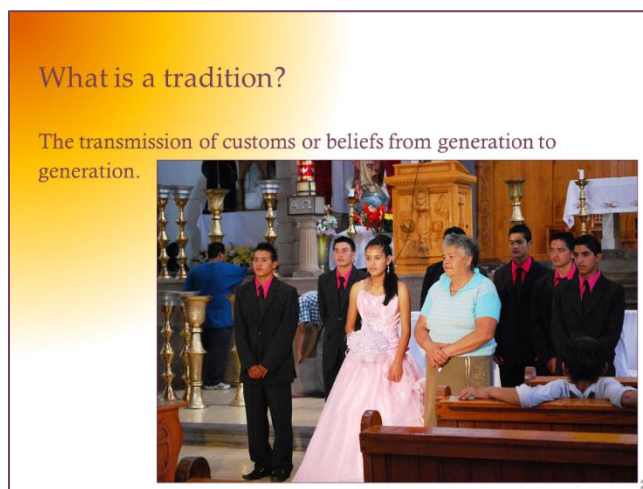
	Needs Improvement (1)	Getting There (2)	Meets Standards (3)	Exceeds Expectations (4)
<b>Introduces the topic and informs the audience.</b>	No attempt to introduce the topic.	Vague attempt to introduce the topic; not supported by additional information.	Introduces the topic and supports with additional information.	Clear and well-stated introduction supported by additional information.
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	Needs Improvement (1)	Getting There (2)	Meets Standards (3)	Exceeds Expectations (4)
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Score: \_\_\_\_/28



## Traditions and Holidays PowerPoint



Caption: Quinceañera celebration, special recognition of a Latina's 15th birthday.

A tradition is the sharing of customs or beliefs from generation to generation. Popular traditions are practiced by a majority of citizens in a certain country.

For example, most Americans have turkey on Thanksgiving.

However, many families have their own special traditions that they do every year, as well.



Here in America, attending festivals is an important tradition for people of certain backgrounds. These festivals give them an opportunity to celebrate their heritage and get a taste of their culture right here in the United States.

**Puerto Rican Festival.** For example, the Rochester Puerto Rican festival has been held in Rochester since 1969. Over 7,000 visitors attend the festival each day. Although anybody can attend, it allows many Rochester Puerto Ricans and other Latinos to feel connected to their roots. At this festival, visitors often enjoy watching the Miss Puerto Rico of Rochester pageant. They also enjoy Puerto Rican food, music/dancing, and artwork.

**Greek Festival.** Similarly, anyone can attend the Rochester Greek Festival. However, it allows people from Greek backgrounds to feel a connection with their culture. Those who attend this festival enjoy dance performances, shopping, and traditional Greek food. Both festivals are held in the summertime, right here in Rochester.

### What is a holiday?

A day of festivity or recreation when no work is done.



4.

A holiday is a day of festivity or recreation when no work is done.

- On major holidays, we do not go to school/work and spend time with friends and family.
- For other holidays, students still attend school, but we still celebrate important people/events on those days.
- On many holidays, there are popular traditions celebrated by many citizens in a certain country.
- Families also have their own special traditions that they celebrate on holidays.

### Celebrating the New Year

Puerto Rico



United States



5.

While many countries have their own special holidays, there are also some that are similar from country to country. For example, most countries celebrate the beginning of the new calendar year.

**United States.** In the United States, we typically celebrate New Year's by spending time with friends and family.

Often times, we attend large parties and decorate with streamers, party hats, confetti, etc.



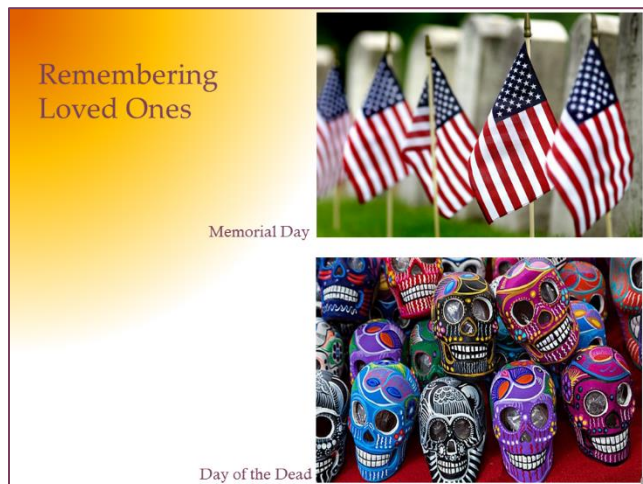
It is also a tradition in the United States to stay up until midnight, so that we can watch the ball drop in Times Square and celebrate the official beginning of the New Year.

**Puerto Rico.** In Puerto Rico, New Year's is also spent with friends and family. Puerto Ricans love to throw large parties for the holiday, as well. However, Puerto Ricans have many New Year's traditions that are different from those in the United States.

For example, they throw buckets of water out the windows to protect their homes and have a lucky year. One of their most popular traditions is to eat 12 grapes for each strike of the clock at midnight. If you can eat all 12, then you will have a year filled with prosperity. Of course, these are just a few popular Puerto Rican New Year's traditions.

Many families, in both Puerto Rico and the United States, have their own special traditions.

**Can you think of any traditions** that your family does for the New Year?



6.

In many countries, there are holidays that people celebrate to remember loved ones and those we have lost.

**United States.** In the United States, we celebrate Memorial Day in May to remember those that have lost their lives fighting for our country. Memorial Day is often celebrated with ceremonies and parades that honor those that have passed, as well as our military.

**Mexico.** In Mexico, they celebrate the dead, as well. However, they do this in a different way than we do here in the United States. The Day of the Dead is celebrated in Mexico in November. This holiday is to remember and honor family members that have passed away. Some families visit gravesites, while others decorate elaborate altars with candles, flowers, and food that honor the dead. Mexicans also make sugar skulls to honor the spirits that have descended from above during this time. Parades and festivals are also commonly attended among Mexicans during this holiday.



7.

Many countries also have holidays every year that celebrate the birth of their nation.

**United States.** For example, Americans celebrate the Fourth of July each year. The Founding Fathers of our country signed the Declaration of Independence on July 4, 1776. This called for a separation from Great Britain and the formation of a brand new nation.

We celebrate the 4th of July with parades, picnics, and parties. Typically, we wear our nation's colors: red, white and blue. Many people also carry the United States flag, which is symbolic of the 50 states and the freedom and liberty that our forefathers created for us. Many times, the military will join together to celebrate this important day.

**Mexico.** Mexicans have their own Independence Day in September. It celebrates their independence from Spanish rule.

Mexicans also celebrate with parades, festivals, and parties. It is also a tradition for Mexicans to display their nation's flag on this day. Military members march in parades to celebrate the formation of their country.


Mexico does have some traditions different from the United States, however. Typically, the President of Mexico rings a large bell at the National Palace in Mexico City the night before the holiday.

**Rochester Voices**

Interview with  
**Justin Delinois**

(High School student of Puerto Rican and Haitian descent)

[http://rochestervoices.org/content/collections/latino-oral-histories/interviews/interview\\_justin-delinois-november-7-2013/](http://rochestervoices.org/content/collections/latino-oral-histories/interviews/interview_justin-delinois-november-7-2013/)



Minute 15:20-15:30 (Pig Roast)

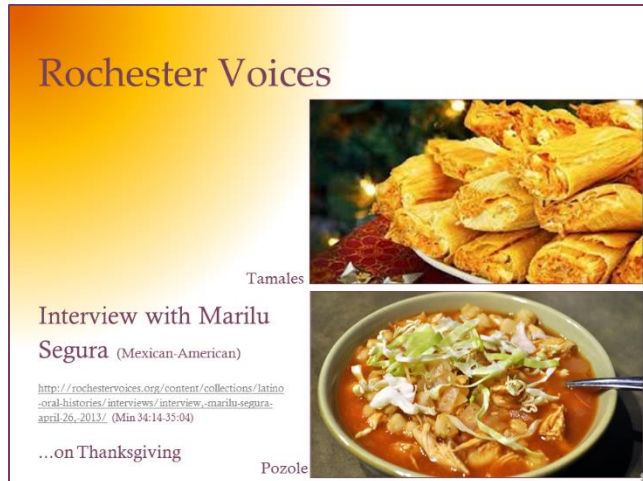
8

8.

*For this slide, please visit <http://rochestervoices.org> and go to the “Latino Oral Histories” section, and then click on “Explore This Collection.” Direct links are also included in the presentation. This is a selection of several Rochester Latinos discussing their life experiences in their home countries and in Rochester.*

Now, we will listen to two short audio clips from Latinos right here in Rochester. Both discuss their own experiences with Latin American holidays and traditions. These short clips will give you an understanding of what it is like to celebrate holidays and traditions as both a Latino and an American. Keep in mind that there are popular traditions celebrated in certain countries, but also traditions celebrated within families, as well.

**Justin Delinois.** The first interview is with Justin Delinois, a Rochester high school student of mixed Haitian and Puerto Rican descent. Listen to minute 15:20-15:30 where Justin is explaining the traditions he brought back with him after visiting family in Puerto Rico. He describes a Puerto Rican tradition during big events and holidays of having a pig roast like the image you see here.

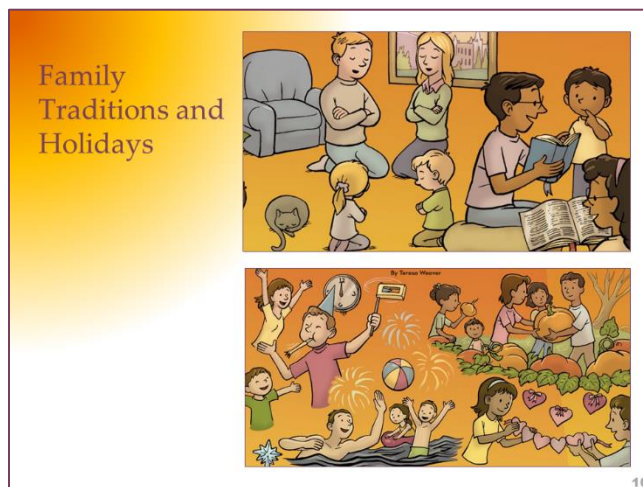


9.

Caption: We incorporate both cultures on Thanksgiving (Tamales and Pozole).

For this slide, please visit <http://rochestervoices.org> and go to the “Latino Oral Histories” section, and then click on “Explore This Collection.” Direct links are also included in the presentation.

**Marilu Segura.** The second interview is with Marilu Segura, a mother who was born in Mexico and now lives with her family in the United States. Listen to Min 34:14-35:04 where she is explaining how her family celebrates Thanksgiving by eating turkey and also pozole (a soup with hominy and meat) and tamales (made of corn meal and meat or cheese in the center).



10.

Families all over the world enjoy practicing certain traditions. Traditions are normally practiced year after year because it allows families to come together and spend time with one another. Often, these traditions are practiced during holidays when people have off from school and work. Since there are so many different countries in the world, many people celebrate different holidays.

### **Homework**

Tonight, go home and ask your family what cultural background(s) they identify with. Then, have them list three traditions that are celebrated within your own family.

Please use homework sheet provided to record your answers and bring them to class tomorrow. It will be interesting to compare the different traditions within our families.





## Resource Guide for Lessons 4 and 5

### Teacher Information for Lesson 4

The station activities for Lesson 4 are from the book *"A Kid's Guide to Latino History: More Than 50 Activities"* by Valerie Petrillo (available in most public libraries). Below are the suggested pages to use for station rotations. Keep in mind, though, that this book is a fantastic resource to use for both information and hands-on learning. Be sure to check out the entire book for other ideas as well.

It may be a good idea to have extra hands in your classroom to help the stations run smoothly. If this is not possible, consider choosing alternative activities.

Information sheets are provided in this packet for students to read prior to completing each suggested activity.

#### Station #1: México (Cinco de Mayo and Mexican Hat Dance)

- "Join in the Mexican Hat Dance" in Petrillo, pg. 71
- Mexican Hat Dance Video Clip: <https://www.youtube.com/watch?v=qvRRvMw9-fg>

(Note: When the students are finished with this activity, have them write a few sentences describing their experience with the Mexican Hat Dance)

#### Station #2: Puerto Rico (Capias)

"Craft a Capia: A Traditional Keepsake" in Petrillo, pg. 100

(Note: When the students are finished with this activity, have them write a few sentences describing the capia that they made)

### Homework for Lesson 4

Have students ask their families what culture(s) they identify with, as well as three traditions that they practice within their own families. Students should bring their answers to class the next day. A worksheet for this assignment is on page 127 of this document.



## Teacher Information for Lesson 5

For this lesson, students are asked to write a postcard to a Latino student comparing a Latin American holiday/tradition to a U.S. holiday/tradition.

They should have at least two similarities and two differences. Students can use the information from the lesson 4's homework assignment to help with their writing. The postcard template is provided in this packet on page . A grading rubric for the assignment is also included.

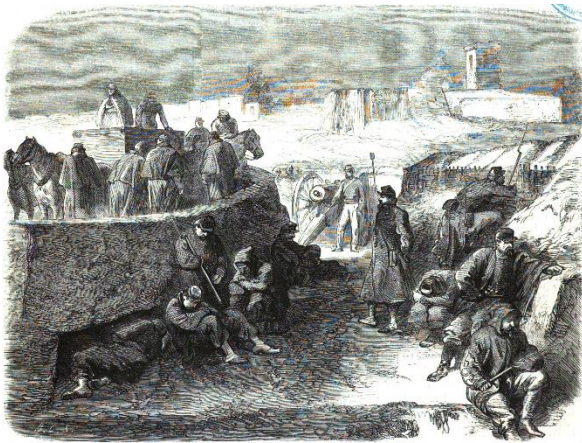
## Station #1: Mexico

1. Read all the instructions.
2. Take turns reading “Cinco de Mayo” out loud.
3. Learn the Mexican Hat Dance by using: “Join in the Mexican Hat Dance” on pg. 71 and watching the video: <https://www.youtube.com/watch?v=qvRRvMw9-fg> and try dancing it all together.
4. Complete the worksheet on the next page.

## Cinco de Mayo

A holiday is a day of festivity or recreation when no work is done. Cinco de Mayo, which means “Fifth of May,” is a popular holiday that is celebrated by Mexicans, Mexican Americans, and Americans.

This day is important because on May 5th, 1862, Mexican soldiers showed their courage and determination in the Battle of Puebla, which took place when the French were attempting to invade Mexico.



Many of the Mexican soldiers were untrained, but they fought bravely against the French and were able to defeat them. After several years, pressure from both Mexico and the United States eventually drove the French out of the region for good. Therefore, Cinco de Mayo is a celebration of Mexican sovereignty and in some ways represents the relationship between Mexico and the United States.

Many people are full of Mexican pride during this holiday. In Mexico, huge celebrations take place in the town of Puebla, where the original battle occurred. If you visit Puebla during Cinco de Mayo, you would see a parade that is put on by the townspeople. Often, they dress up like Mexican and French soldiers to pay their respects to those who fought long ago. People

that attend the parade can buy all sorts of Mexican food and clothing. It is common to hear traditional Mexican music played by a mariachi band at Cinco de Mayo parties.

A popular dance that goes along with mariachi music is called The Mexican Hat Dance. People have been performing The Mexican Hat Dance for several centuries, and is often taught in Mexican schools. This dance got its name because it is performed with a Mexican sombrero.

This is a large hat that was typically worn by men in Mexico to shield their faces from the hot sun. The Mexican Hat Dance is often performed at Cinco de Mayo parties.



Name: \_\_\_\_\_

## Cinco de Mayo Worksheet

1. Why is Cinco de Mayo a national holiday in Mexico?

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2. Why is Cinco de Mayo celebrated in the United States?

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3. When is the Mexican hat dance performed?

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4. Do you think dancing is a good way to celebrate?  
Why?

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## Station #2: Puerto Rico

1. Read all the instructions
2. Take turns reading “Capias” out loud
3. Imagine that it is your 15th birthday and you are making your own capia. Follow the instructions on how to make a capia on “Craft a Capia: A Traditional Keepsake” on pg. 100.
4. Complete the worksheet on the next page.

### Capias

A “tradition” is the transmission of customs or beliefs from generation to generation. In Puerto Rico, it has been a tradition to provide guests with capias at special events, though this is not practiced as often as it used to be.

Capias are ribbon decorations that are typically worn on shirts. They come in all different sizes and colors. Sometimes, they are engraved with letters or words. They are similar to corsages, which are flower decorations that are worn at weddings, proms, and other events in the United States.

Capias are commonly given out at weddings and other important celebrations in Puerto Rico. They are gifts for the guests as a “thank you” for attending



the wedding and a souvenir to remember the event. Some Puerto Ricans have a collection of the capias that they receive at events over the years.

Capias are sometimes given out at quinceañera celebrations in Puerto Rico. A quinceañera is another tradition in Puerto Rico and some other Latin American countries. This is a celebration of a girl's fifteenth birthday, and symbolizes her transition to womanhood. It is tradition for the girl to wear a fancy dress at her quinceañera. Most times, the girl has a huge party with all of her family and friends and might hand out capias as a thank you gift.

## Capia Worksheet

Name: \_\_\_\_\_

1. What are capias and what are they made of?

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2. What are capias for?

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3. What does your capia look like and what did you decide to include in it?  
Why/explain.

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4. Do you find this tradition useful? Explain.

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## Holidays and Traditions Homework Assignment

### Note to Parents

Please take the time to complete this assignment with your child.

In class, we discussed the meaning and importance of holidays and traditions. Some holidays celebrated throughout the world are somewhat similar. For example, many countries have an Independence Day and celebrate with flags, parades, etc.

However, many countries have their own unique holidays and traditions. In addition, most families have their own special traditions that they typically practice year after year.

Please answer the questions below with your child. Make sure to discuss the importance that each tradition holds within your family, and have them explain each one in writing.



### Our Family's Traditions

1. What culture(s) does our family identify with?

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2. What are three traditions that we practice in our family?

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## Build a Postcard

1. Please fill out the postcard on the next page.
2. Address it to a Latino student, either one you know, or someone you imagine might live in one of the countries we have been studying.
3. In the “message” section, compare a Latin American tradition to a U.S. tradition. These can be holidays or other things you’ve learned that our cultures do differently.
4. Be sure to tell at least two similarities and two differences between the two.
5. Please look at earlier lessons and information you created in last night’s homework assignment to help you.



To:

Your name:

## Teacher Grading Rubric:

Postcard writing Informative & Explanatory Texts (W.3.2)

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>Introduce the topic and informs the audience.</b>	No attempt to introduce the topic.	Vague attempt to introduce the topic; not supported by additional information.	Introduces the topic and supports with additional information.	Clear and well-stated introduction supported by additional information.
<b>Provide similarities between a holiday / tradition in the U.S. and Latin America.</b>	Includes nothing of relevance; no details are included.	Includes only one similarity; no details are included.	Adequately includes two similarities; adequately supported with details.	Clearly and beautifully includes two similarities. Both are supported with relevant details.
<b>Provide differences between a holiday / tradition in the U.S. and Latin America.</b>	Includes nothing of relevance; no details are included.	Includes only one difference; no details are included.	Adequately includes two differences; adequately supported with details.	Clearly and beautifully includes two differences. Both are supported with relevant details.
<b>Create an organizational structure in which related</b>	Includes no element of organizational structure.	Minimal elements of organizational structure.	Includes the essential elements of	Student's organizational structure is clear and easy

	<b>Needs Improvement (1)</b>	<b>Getting There (2)</b>	<b>Meets Standards (3)</b>	<b>Exceeds Expectations (4)</b>
<b>ideas are grouped.</b>			organizational structure.	to comprehend.
<b>Use linking words and phrases to connect ideas.</b>	No linking words and phrases used.	Minimal use of 1-2 linking words and phrases.	Appropriate use of 2-3 linking words and phrases.	Superior use of 2-3 linking words and phrases.
<b>Conclude the piece.</b>	No conclusion is attempted.	Conclusion is not quite developed.	Adequate conclusion of topic.	Clear conclusion of topic.
<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>	Student work cannot be read clearly. Student has 5 or more mechanical errors.	Student work is hard to read. Student has 4 mechanical errors.	Student writing is fairly neat and clear. Student has 23 mechanical errors.	Student writing is neat and clear. Student has 01 mechanical errors.

Score: \_\_\_\_/28