Unit: Cinco de Mayo

Content Area: **World Language**
Course(s):
Time Period: **May**
Length: **10**
Status: **Published**

NJSLS World Language

7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Rationale & Transfer Goals

Cinco de Mayo means the 5th of May in English. It is not Mexico's Independence Day. This is a time when individuals living in Mexico and the United States celebrate and commemorate the victory the Mexican army had over French soldiers at the 1862 Battle of Puebla in Puebla, Mexico. The purpose of this unit is to teach students about the holiday including how and why it is celebrated. Students will learn that people celebrate the Mexican-American culture and heritage with parties, dancing, parades, music, and delicious food.

Enduring Understandings

Students will understand the significance of the holiday of Cinco de Mayo and that it is not an Independence Day for Mexicans.

Essential Questions

What is Cinco de Mayo?

Why is Cinco de Mayo historically significant?

How is Cinco de Mayo celebrated?

Who won the battle at Puebla?

What are some similarities and differences between Cinco de mayo and 4th of July?

Content - What will students know?

- The history of Cinco de Mayo
- That Cinco de Mayo is celebrated in Mexico

Skills - What will students be able to do?

- Recognize the historical and cultural significance of Cinco de Mayo
- Locate Mexico on a map
- Write similarities and differences between Cinco de Mayo and other holidays in the United States
- Color the flag of Mexico

Activities/Strategies - How do we teach content and skills?

- Research information for cinco de mayo
- Teacher generated materials related to content
- Find youtube clips/DVD’s on Cinco de mayo

- Flashcards
- World map
- Interactive DVD: Segments from Cinco de mayo
- Powerpoint presentation on cinco de mayo
- Pictures of celebrations of cinco de mayo
- Read elementary books about cinco de mayo to students.

K - 2nd grade Activities:

- Read children books about cinco de mayo .
- Give coloring activity
- Show students where Mexico is located and what the flag of Mexico looks like

3rd & 4th Grade Activities:

- Read children books about cinco de mayo .
- Give coloring activity
- Show students where Mexico is located and what the flag of Mexico looks like
- State facts about the Cinco de Mayo holiday using a fact sheet about Cinco de Mayo
- Students can read articles about cinco de mayo and answer questions.

Formative Assessments - How do we know students have learned?

- Class participation
- Teacher observation
- Oral Presentation
- Completion of practice worksheets

Summative Assessments - How do we know students have learned?

Example End of the Unit Assessments:

Presentational:

- Students can make a mini book about Cinco de Mayo
- Students can draw their families celebrating Cinco de Mayo

Key Resources

- http://themes.atozteacherstuff.com/826/cinco-de-mayo-activities-printables-lessons-and-teaching-ideas/
- http://lasp.einaudi.cornell.edu/system/files/Cinco+de+Mayo+(K-2).pdf
- http://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr4_LR1_SampleW.pdf
- http://www.scholastic.com/teachers/unit/cinco-de-mayo-everything-you-need
- Use these resources with 3rd & 4th grade: http://volunteersue.com/Presentations/cinco%20de%20mayo%20activities.pdf
- Research additional information for elementary students on this topic
- DVD's /Songs on Cinco de Mayo
- Coloring activities
- Children books on Cinco de Mayo

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
N/A	N/A	N/A

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

RI.CR.K.1	With prompting and support, ask and answer questions about key details in an

	informational text (e.g., who, what, where, when, why, how).
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.