

PROJECT WORK FILE – MEXICO

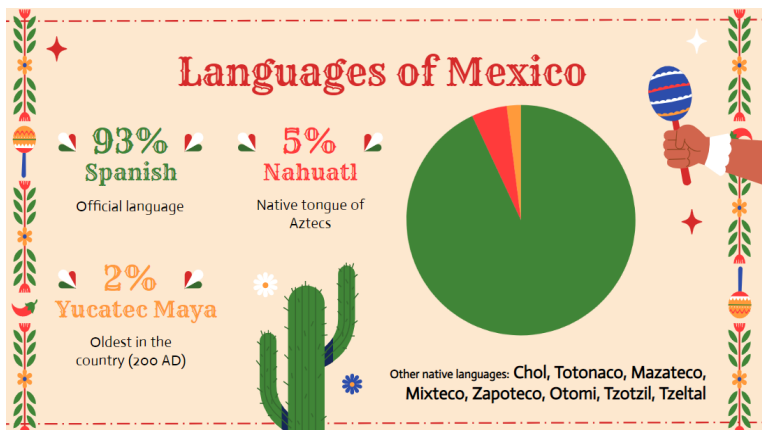
1. Reasons for choosing Mexico

We've always loved Mexican food and recently we've seen many people travel to Mexico and felt the need to discover it more and maybe someday travel to it.

Furthermore, Mexico is an interesting country with many holidays, traditions, cuisine etc. many of which are represented in movies and cartoons. This means children know at least a little bit about them, making it a good choice of a topic which would interest pupils.

2. PPT slides







Three Kings day
"Día de Reyes"



Universidad Nacional Autónoma de México
The National Autonomous University of Mexico

Two truths and a lie

- 1) Mexico has the world's biggest volcano.
- 2) Mexico has 34 UNESCO World Heritage Sites.
- 3) Mexico is home to world's biggest ancient pyramids.



The smallest volcano - Cuexcomate



The Great Pyramid of Cholula



Guanajuato



The agave fields of Tequila

Two truths and a lie

- 1) You shouldn't throw toilet paper in the toilet.
- 2) Mexico has men-only carriages in metro and buses.
- 3) Caesar salad was invented in Mexico.





Two truths and a lie

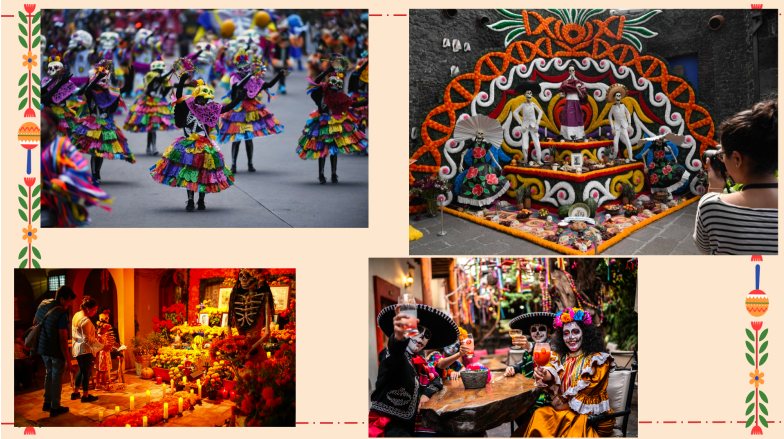
- 1) Colour TV was invented in Mexico.
- 2) A Mexican inventor created the world's first birth control.
- 3) Cinco de Mayo is Mexican independence day.

Cinco De Mayo - MYTH OR TRUTH?

<p>1</p> <p>Everyone celebrates Cinco de Mayo in Mexico</p>	<p>2</p> <p>The biggest Cinco de Mayo event is in Mexico</p>
<p>3</p> <p>Tacos are the traditional food for Cinco de Mayo</p>	<p>4</p> <p>Everyone drinks margaritas on Cinco de Mayo</p>

Dia de los Muertos (Day of the dead)

<p>1</p> <p>It originated in Mexico and Central America</p> <p>It has been around for thousands of years (groups including Aztecs, Mayans and Toltecs - commemorating loved ones who had passed away)</p>	<p>2</p> <p>It's a two-day-long celebration</p> <p>From midnight on Nov. 1 ending on Nov. 2. And it's a celebration of life, not death</p>
<p>3</p> <p>Families bring food to the dead</p> <p>During this celebration the deceased travel back to the realm of the living - back to their homes</p>	<p>4</p> <p>The 'ofrenda' (altar) is an important component</p> <p>Bright, colourful, ornate</p>



THIS OR THAT?



THIS



THAT

THIS OR THAT?



TACOS
Corn tortilla with fillings



BURRITOS
Stuffed flour tortilla

THIS OR THAT?



THIS



THAT

THIS OR THAT?



TAMALES
Filled corn based dough, wrapped in corn husks or banana leaves



ENCHILADAS
Tortillas wrapped around different fillings dipped in hot sauce.

THIS OR THAT?



THIS



THAT

THIS OR THAT?



ESQUITES
Street food made with corn, cream, mayonnaise, lemon, butter and cheese



MENUDO
Soup made with red chilli, corn and beef tripe

Typical Mexican food



Chiles en nogada



Mole



Carnitas Huevo Rancheros



Birria Tacos



Tres Leches



Torta



Traditional dance

The Jarabe Tapatio (Mexican hat dance)

- 1) Which holiday is celebrated on the 5th of May?
- 2) Mexico is divided into 32 _____
- 3) What is the name of the smallest volcano?
- 4) What does the colour red in the flag represent?
- 5) Which is the most worldwide popular Mexican dish?
- 6) Mexico is located in _____ America.

C	I	N	C	O	D	E	M	A	Y	O
	S	T	A	T	E	S				
	C	U	E	X	C	O	M	A	T	E
		U	N	I	O	N				
		T	A	C	O	S				
			N	O	R	T	H			

3. Activities

Two thrusts and a lie

Students are divided into groups of 3. Each group gets 3 post-it notes with the number 1, 2 and 3 on them. We show them three statements, which we read together. Then they have 30 seconds to discuss which statements are false and on our sign lift up their number. We make it into a quiz where the groups that guess the correct lie, get a point.

Example of the rating system:

	Group name 1	Group name 2	Group name 3
1st lie	1	0	1
2nd lie	0	1	1
3rd lie	1	1	1

This or that (while learning dance moves) - PPT slides

Students clap two times if they prefer the picture of a dish on the left (THIS) or jump while making three alternating steps if they prefer the picture of the dish on the right (THAT). Then we repeat the dance moves and dance along a video in which the simple dance moves are represented.

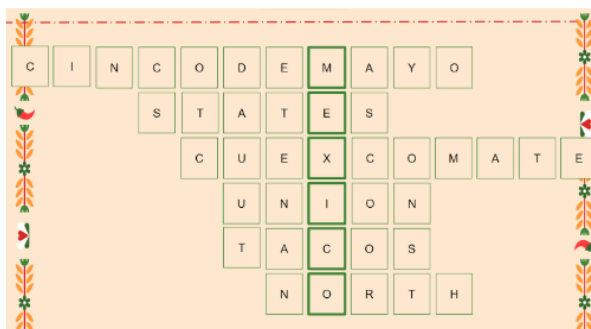
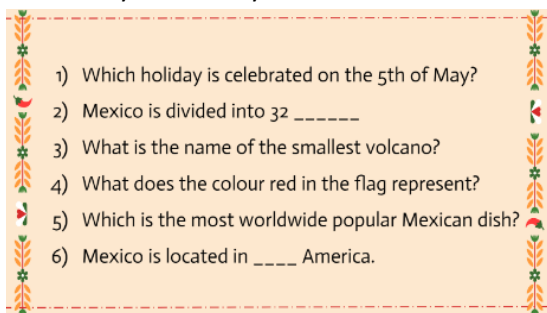
[\(108\) Mexican Hat Dance - YouTube](#)

At the end we watch how the professionals do it.

[\(108\) Mexican folk dance: El Jarabe Tapatío - YouTube](#)

Crossword puzzle

Each student gets a crossword puzzle with the words/vocabulary they heard during the lesson. They can help each other by asking “Do you know which holiday is celebrated on the 5th of May?” or “Do you know what the colour red on the flag represents?”



Connect the mexican words with the english translation

Día de Los Reyes

Hat dance

The Jarabe Tapatio

Three King's Day

Ofrenda

5th of May

Cinco De Mayo

Day of the Dead

Día de los Muertos

Altar

Students make pairs and each pair gets words in English and Spanish. They have to pair up the correct ones.

Worksheet - Day of the dead

Students revise the vocabulary of a famous Mexican holiday - Day of the dead.

The Day of the Dead altar is made of these following objects and food. **CUT** the words and **PASTE** them in the correct object in the altar.

fruits

food

dead bread

a photo

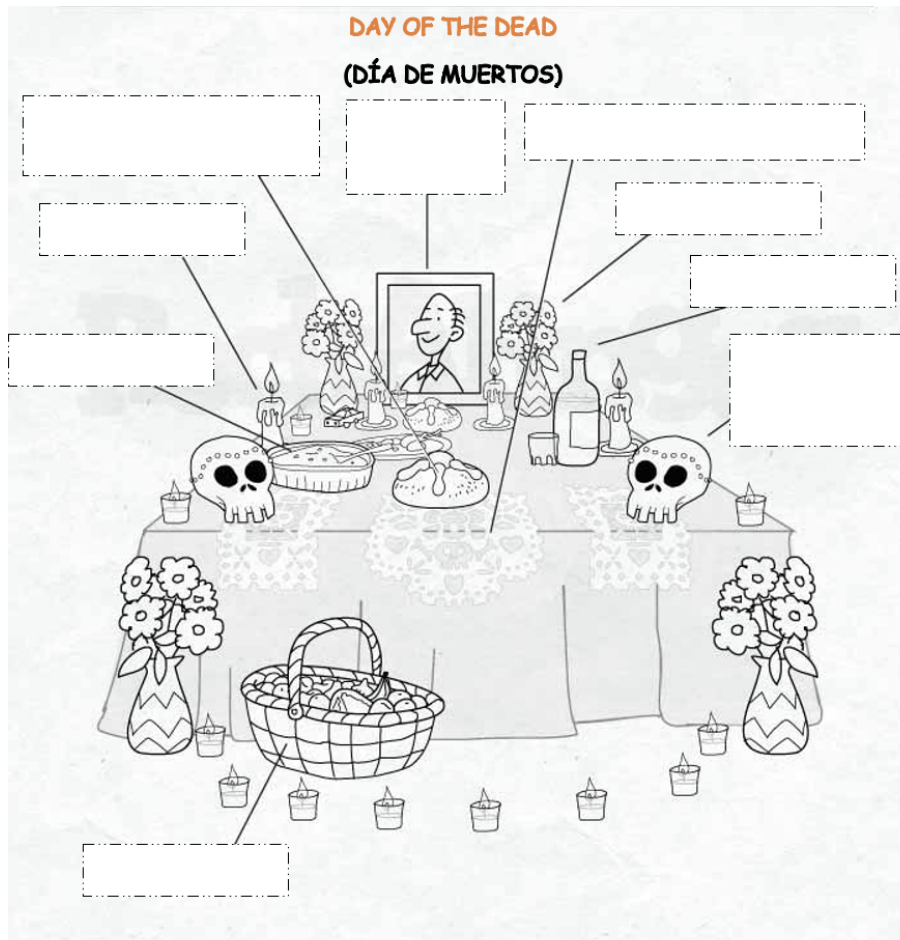
tissue paper

flowers

water

sugar skull

candle



4. 2 activities for children

Name of the activity: Role play - Mexican restaurant

Aim of the activity: Students play out a role play - at the restaurant. Students make up a dialogue between a customer and a waiter and practice language for ordering food and drink.

Age of learners: 9-11

Approximate length of the activity: 25 minutes

Description of the activity: Students work in pairs. Each pair gets an empty menu template. They have to think of the foods they learned about or that they already know from Mexican cuisine and write them down (with prices, short descriptions). Then they have to choose a role of a server or a guest and practice their scene. If they have too much time, they must make Mexican decorations for the table (e.g. something colourful, maybe some skulls) or decorations for their outfits (colourful additions such as patterns, flowers, skulls ...). At the end each pair plays out their scene.

Language level of learners: a2

Skills practiced (listening/speaking/reading/writing): speaking, writing

Vocabulary practiced: food (tacos, tortillas, nachos, burritos, torta, tamales), greetings (hello, how are you?, goodbye), phrases (I would like to order ..., Can I get/have ...?, What would you like to order?, Do you need anything else? Is everything okay?...)

Materials needed: printed empty menus, colour pencils and markers, scissors, tape or glue sticks

Cross – curricular links: math, arts, social studies

FREPA/CARAP descriptors:

Knows that a number of cultures, more or less different, exist;
 Knows that cultural systems are complex/manifest themselves in different domains {social interaction, language, table manners,...};
 Knows that certain social practices in each culture may be arbitrary {rites, language, table manners, etc.};
 Knows that cultures influence behaviours/social practices/personal evaluations (of oneself/of others);
 Knows that cultures can influence each other;
 Knows that there may be resemblances/differences between cultures;
 Sensitivity to linguistic/cultural differences;
 Being aware of different aspects of language/culture which may vary from language to language/from culture to culture
 Being aware of traces of otherness in a language (for example of loan words)/a culture;
 Being sensitive to differences and to similarities between different languages/cultures;
 Accepting the existence of cultural features {institutions (educational, judiciary ...), traditions (meals, feasts...) artefacts (clothes, tools, food, games, habitat ...)} which may differ from those of one's own culture
 Can apply procedures for making comparisons
 Can compare languages aurally

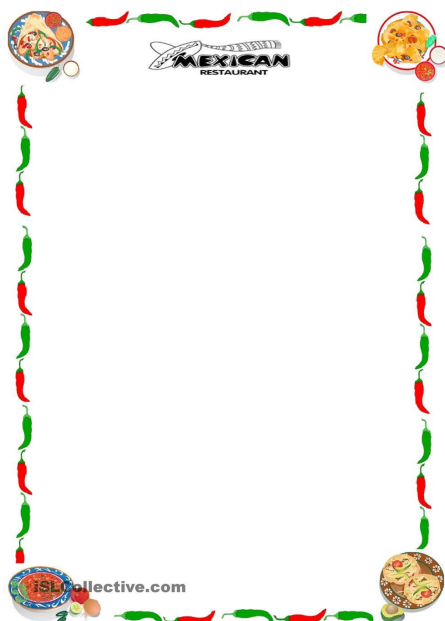
How the activity develops intercultural awareness: It teaches students what dishes are eaten in a different country and it celebrates their colourful outfits, traditions.

Classroom organisation (group work, pair work, whole-class ...): pair work

Possible pre- and post- activities: pre:memory games, quizzes,singing and drawing a song, pictiory, reading a story, watching a video; post: creating a play that includes traditions and holidays, writing a story about traditions, opening a Mexican restaurant etc.

Variations (if there are any): The role play can happen in a store, in a park, on a picnic etc. instead of a restaurant

Additional notes (if applicable): Students can make their own menu template beforehand in arts or computer science.



Name of the activity: Memory

Aim of the activity: Connect the words to the pictures (vocabulary - Mexico)

Age of learners: 8-10

Approximate length of the activity: 10 minutes

Description of the activity: Students (in a pair or in a small group) get a memory game. The goal is to find a matching pairs word-picture. The game starts by flipping a card. Then students try to find another card that has the same meaning as the first. If they can't find a pair, the flipped cards will be flipped back with the face down. They need to try to remember these images as it becomes easier to find pairs the longer they play. When a student finds a pair they are removed from the board and when they find all the pairs in this memory, you have completed the game.

Language level of learners: A1

Skills practised (listening/speaking/reading/writing): reading

Vocabulary practised: altar, day of the dead, hat dance, tacos, flag, volcano, pyramids, burritos, torta, sugar skull

Materials needed: memory cards

Cross – curricular links: social studies

FREPA/CARAP descriptors:

Knows that a number of cultures, more or less different, exist;

Knows that the members of each culture define (partially) specific rules/norms/values about social practices/behaviours;

Knows that certain social practices in each culture may be arbitrary {rites, language, table manners, etc.};

Is familiar with some social practices/customs from different cultures;

Knows that cultures can influence each other;

Knows that there may be resemblances/differences between cultures;

Sensitivity to linguistic/cultural differences;

Being aware of different aspects of language/culture which may vary from language to language/from culture to culture;

Being aware of traces of otherness in a language (for example of loan words)/a culture;

Being sensitive to differences and to similarities between different languages/cultures;

Accepting the existence of cultural features {institutions (educational, judiciary ...), traditions (meals, feasts...) artefacts (clothes, tools, food, games, habitat ...)} which may differ from those of one's own culture;

Can compare languages aurally

How the activity develops intercultural awareness: It teaches students about different traditions, holidays, food.

Classroom organisation (group work, pair work, whole-class ...): pair work or group work

Possible pre- and post- activities: pre: stories, quizzes, videos, dances; post: writing a story, picture, role play

Variations (if there are any): If they're new to the topic they can just make pairs instead of playing memory. They can also divide the cards into two groups - words and pictures. Then they can pick cards and use them as cues for charades so that the other person has to guess what they are showing and help themselves by reading the words in the other group of cards.

Additional notes (if applicable): laminate your cards

ALTAR	DAY OF THE DEAD	HAT DANCE	TACOS	MEXICAN FLAG
PYRAMIDS	BURRITOS	SUGAR SKULL	TORTA	VOLCANO
				
				

5. Lesson plan

DNEVNA PRIPRAVA NA VZGOJNO-IZOBRAŽEVALNO DELO	
Učiteljci: Urška Glavan, Sabina Hatič	Šolsko leto: 2022/23
Razred/oddelek: 5	Zaporedna številka ure: x/105
Predmet: angleščina	Datum: 6. 3. 2023
Tematski sklop: Države	Tip učne ure: uvodna ura
Tema: Združene Mehiške države	

Učne metode: gibalna igra, pogovor, demonstracija, razlaga, praktično delo

Učne oblike: frontalna, individualna, v paru in skupinska.

Učni pripomočki in učna sredstva: zemljevid, vrečka, natisnjene fotografije, ki so na prvi drsnici, PowerPoint drsnice,

Cilji tujega jezika (angleščina):

Poslušanje in slušno razumevanje:

Učenci:

- razvijajo zvočno občutljivost in prepoznavajo ter preizkušajo značilnosti jezika na temo Mehiških združenih držav (ritem, intonacija, izgovarjava);
- usvajajo spretnosti slušnega in vidnega razločevanja na Mehiških združenih držav (poslušanje z gledanjem);
- razumejo pogosto rabljeno besedišče s področja Mehiških združenih držav;
- se nebesedno in besedno odzivajo na temo Mehiških združenih držav;
- spoznavajo izvirna besedila v tujem jeziku (npr. pesmi, opisi dogajanj, navodila) in razvijajo medkulturne in večjezikovne zmožnosti/spretnosti na temo Združenih Mehiških držav;
- razvijajo strategije poslušanja in slušnega razumevanja (razumevanje navodil, jezik razreda).

Govorno sporočanje in sporazumevanje:

Učenci:

- se besedno odzivajo na slišano ali prebrano na temo Združenih Mehiških držav;
- se preizkušajo v spontanem sporazumevanju v tujem jeziku na temo Združenih Mehiških držav;
- razvijajo in preizkušajo spretnosti izgovorjave, intonacije in ritma tujega jezika na temo Združenih Mehiških držav;
- uporabljajo besedišče in osnovne jezikovne vzorce s področja Združenih Mehiških držav;
- uporabljajo osnovne vzorce socialne interakcije – nebesedno podporo v govoru (npr. mimika, geste) na temo Združenih Mehiških držav.

Splošni cilji:

- razvijanje senzibilizacije za tuji jezik;
- razvijanje učenčevih sprejemniških, tvorbenih in interaktivnih spretnosti oz. zmožnosti v tujem jeziku;
- razvijanje motivacije za usvajanje tujega jezika;
- razvijanje in oblikovanje posameznikove raznojezičnosti in družbene večjezičnosti ter dvig jezikovne zavesti v ožjem pomenu (npr. v družini, v razredu) in v širšem pomenu (npr. dvojezično področje).

Operacionalizirani cilji

Učenci:

- prepoznajo in poimenujejo hrano, ki je tradicionalna za področje Mehike (tj. taco, burrito, torta, tamales);

- prepoznajo in poimenujejo praznike (tj. Day of the Dead, Three Kings Day, 5th of May) in jih povežejo s posameznim opisom in sliko;
- se gibajo ob pesmi El Jarabe Tapatio;
- sestavijo svojo igro, upoštevajoč kriterije;
- sledijo učiteljičinim navodilom za gibanje in delo.

Besedišče:

- *Državni znaki: national anthem, flag, emblem*
- mehiška hrana: tacos, burritos, torta, tamale
- mehiški prazniki: *Cinco De Mayo* - 5th of May, *Día de los Muertos* - The day of the Dead, *Día de Los Reyes* - Three Kings Days
- mehiški ples: Mexican hat dance - *El Jarabe Tapatio*
- znamenitosti: volcano, *ancient* pyramids
- fraze: this is a/an, is a lie, is the truth, this two make a pair

Medpredmetne povezave in cilji:

Spoznavanje okolja

Učenci spoznajo pestrost praznovanj doma in po svetu (osebna, lokalna, verska, državna, mednarodna praznovanja).

Učenci znajo poimenovati nekaj praznikov, ki jih praznujejo v Združenih Mehikiških državah, in jih razlikovati glede na njihovo povezanost s kulturno, versko in državotvorno tradicijo.

Šport

Učenci izvajajo različna gibanja (»koreografija«) v različnem ritmu ob glasbeni spremljavi pesmi El Jarabe Tapatio.

Viri in literatura:

Program osnovna šola. Angleščina. Učni načrt. (2016). Ljubljana: Ministrstvo za šolstvo in šport, Zavod RS za šolstvo.

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_anglescina.pdf

POTEK DELA

UVODNI DEL (5 minutes)

We begin this lesson by playing the national anthem of The United States of Mexico - <https://youtu.be/JC6BLtq4p1s>

“Does anyone recognize this song? What do you think it could be?”

We give them a hint that it is a national anthem.

If they can't guess the country, we call up individual students to pull some images out of a bag and put them on the blackboard. Together we name the object/person in the picture and we let the students decide what all the objects/people have in common. **PPT SLIDE 1**

OSREDNJI DEL (30 minut)

We continue by putting a map in the middle of the classroom and asking students to show us where The United Mexican States are located.

“The United Mexican States are located in the southern portion of North America. It is bordered to the north by the United States of America.”

“Do you know what the Mexican flag looks like? Each group of three students will get three options. You have 1 minute to decide which one is the Mexican flag.” **APPENDIX 1**

“The groups that guessed correctly get 1 point. If you can name the countries to which the other two flags belong your group gets another point. You have another minute to write down your answers.”

We show them the PPT slides (2-6) explaining the colours of the flag and what they represent (independence, Roman catholic religion, union).

“What can you see in the middle of the flag? What do you think that represents?” We explain what the emblem represents. “The emblem comes from the Aztec times. The Aztec built their capital where they saw an eagle with a rattlesnake in its mouth, sitting on a prickly pear tree.”

“Now we are going to play a quiz. You will stay in your groups from before and each group will get 3 numbers 1-3. You are going to see different statements on the slides. Two of them are true and one of them is a lie. Your job is to lift the number which represents the lie.”

We draw a leaderboard on the black board and keep score of their answers.

We ask the students to correct the lies and then give different students the correct statements to read out loud.

US citizens are the largest immigration group in Mexico. The US citizens constitute the largest immigrant group in Mexico with over 750,000 US citizens living in Mexico. Which means there are more Americans immigrating to Mexico than Mexicans immigrating to the US.

Traditionally, in Mexico, children don't receive presents from Santa Claus but on 6th of January for Dia de Reyes - the day of Three Kings.

The National University of Mexico was founded in 1551 by Charles V of Spain, 85 years before Harvard.

Mexico has the World's Smallest Volcano— Cuexcomate. This is 13 metres tall, barely the size of a small hill.

Mexico's got 34 UNESCO sites within its borders. The list includes the historic centres of towns like Guanajuato, Mexico City and Puebla, as well as dozens of ancient ruins, the agave fields of Tequila, and much more.

The largest pyramid in the world is the Great Pyramid of Cholula in Mexico. It is also the largest monument ever constructed in the world, not the pyramids of Giza.

You should throw toilet paper in a bin, not in a toilet bowl. Not surprisingly, many Latin Americans abroad have trouble adjusting to flushing toilet paper down the toilet.

In Mexico City there are women-only buses and special sections for women on the subway.

Legend has it that Italian-American restaurateur Caesar Cardini invented the salad in 1924 in Tijuana, Mexico. According to The Telegraph, Cardini owned a restaurant in the tourist destination to "attract Americans frustrated by Prohibition.

"Now each group will get the spanish names of holidays and their english translations and descriptions. Match the names to the correct descriptions." **APPENDIX 2**

We read the correct order and ask the students what they remembered from each holiday. We give them 3 pictures to correctly connect to the holidays. **APPENDIX 3**

At this point we add up the points from the quiz and holidays and declare the winner.

"Now we will play a game called This or that. If you prefer the dish on the left (THIS), you will clap two times. If you prefer the dish on the right (THAT), you will jump and make three alternating steps." We demonstrate the movements.

While showing the dishes, we also describe them. **PPT SLIDES 17- 23**

At the end we mention other traditional dishes such as torta, mole, tres leches, birria tacos and chiles en nogada.

“You just learned a simple dance move from a traditional mexican Hat dance. Stand up and let’s watch the video and dance along.” [\(108\) Mexican Hat Dance - YouTube](#)

“Now let’s watch the harder version of it.” [\(108\) Mexican folk dance: El Jarabe Tapatío - YouTube](#)

“Which one do you prefer? What did you like about the dance? Can you find any similarities if you compare it to traditional Slovenian dances such as polka?”

“Now make pairs. Each group will get Memory cards using some of the vocabulary you learned today.”

ZAKLJUČNI DEL (10 minut)

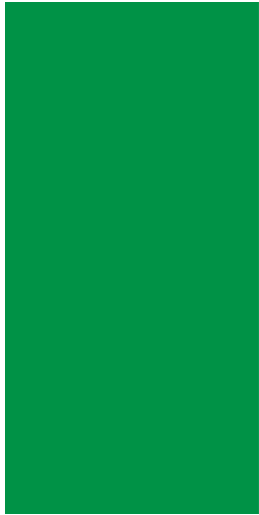
Once they finish playing memory, they will make their own game. It can be a board game, a card game or any type of game. The only important thing is that it has to include at least 10 words that we talked about today.

“Now your job is to create a new game including at least 10 words that you learned today. It can be a board game, a card game, a game that you can draw or write in, any type of game that you want. You can work in pairs or groups of three. The criteria are:

- at least 10 words from today's lesson about Mexico,
- it has to be interactive,
- you must write down the rules of the game”

Appendix 1: Flags





Appendix 2: Holidays

Cinco De Mayo

5th of May

Día de los Muertos

The day of the Dead

Día de Los Reyes

Three Kings Days

_____ also called the Anniversary of the Battle of Puebla, holiday celebrated in parts of Mexico and the United States in honour of a military victory in 1862 over the French forces of Napoleon III.

The day is celebrated in the state of Puebla with parades, speeches, and reenactments of the 1862 battle, though it is not much noticed in most of the rest of the country. In the mid-20th-century United States, the celebration of _____ became among Mexican immigrants a way of encouraging pride in their Mexican heritage.

_____ is a Mexican holiday where families welcome back the souls of their deceased relatives for a brief reunion that includes food, drink and celebration. A blend of Mesoamerican ritual, European religion and Spanish culture, the holiday is celebrated each year from October 31st to November 2nd. According to tradition, the gates of heaven are opened at midnight on October 31st and the spirits of children can rejoin their families for 24 hours. The spirits of adults can do the same on November 2nd.

_____ is a holiday that commemorates the day the three wise men — Melchior, Caspar, and Balthazar — arrived with gifts for baby Jesus. It is celebrated in Mexico, Spain, the Caribbean, France, Poland, and by some Latinos in the United States, especially Puerto Rico. Popular traditions during the holiday include gift-giving and large feasts. Similar to stockings at Christmas, many children leave out their shoes the night before for the wise men to leave candies and toys in.

Appendix 3: Pictures of holidays



