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Adjustment of fifth grade social studies material on Mexico for children reading below grade level

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Thesis

Adjustment of Fifth Grade Social Studies Material on Mexico for Children Reading Below Grade Level

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Part I

Introduction

Social studies programs for middle grades usually require students to do a great deal of reading. Children are often expected to acquire information from many sources in addition to an adopted textbook.

Reading levels of pupils in an average class may vary five to seven grades. In the fifth grade used in this study, reading ability ranged down to a third grade level.

The books available in this fifth grade classroom were found to be too difficult for pupils reading below grade level, and the children could not read these books with understanding. Failure to understand what he is reading builds up frustration in a child, makes him dissatisfied, and develops a dislike for reading and social studies. The purpose of this thesis is to adjust reading materials used for the study of Mexico in a fifth grade to a third grade reading level. By providing the child with reading material on his level, it is hoped that the child will develop an understanding of and an interest in social studies.

Review of Literature

Michaelis suggests that easy-to-read, rewritten material should be provided for those children who have not developed levels of reading ability that are
adequate for handling standard reading materials. He further recommends that a simple style of writing and a non-technical vocabulary be used.¹

Bond and Tinker maintain:

No fifth-grade pupil with third grade reading ability should be asked to read material in a geography book written for fifth graders. Whatever books are used, should be within the range of that pupil's ability to read and comprehend. To require a pupil to read a book he cannot read with understanding will only result in confusing him and probably developing in him a dislike for reading.²

If children are to participate in social studies activities, it is necessary for them to have a rich background of information, most of which is usually gathered from reading. The average and rapid learner can use textbooks and supplementary material available in the classroom with a minimum of difficulty. Because of his low reading ability, the child reading below grade level needs extra help from the teacher in order to acquire any knowledge of the material being studied.


²Guy L. Bond and Miles Tinker, Reading Difficulties, Their Diagnosis and Correction (N.Y.: Appleton-Century-Crofts, 1957), pp. 350-351.
Roswell says:

The teacher must guard against permitting the children to become passive recipients of information. It is important that they participate in as many ways as possible and read material at their level. 3

Dale and Chall state that the children who read several grades below the class are a great problem. Even if a text is one half or one full grade below the class reading level, it is still too difficult for these slow readers. The teacher must provide these pupils with other reading materials which they can read without frustration. No unnecessary difficulties should keep the less able readers from learning their history and geography. 4

Ferry, working in Philadelphia with children of lower intelligence, found that the boys and girls gain very little information in the regular classroom. Restless and bored, they hamper the work of the children of higher intelligence level. They must be provided with books not too difficult for them to read and with stories which are easy enough for them to understand. According to

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her, in dealing with pupils of limited intelligence, one must find the level of student ability and plan the work accordingly.\textsuperscript{5}

Authorities are in agreement that the greatest amount of learning occurs when children are given reading books written at the proper level for them. It is the teacher's responsibility to furnish the class with such material.

Tronsberg maintains that "the factor of success cannot be overemphasized in securing and maintaining interest in reading." She further states that in order "to achieve this success, children must be presented with material that they can read easily."\textsuperscript{6}

Yoakam says that children will make progress in learning through reading only when they are furnished with readable materials.\textsuperscript{7}

\begin{flushright}
\textsuperscript{5}Nellie P. Ferry, "Methods Used with a Low Grade Intelligence Group," \textit{Social Studies}, XXIX (Oct., 1938), p. 259.
\end{flushright}
The teacher must always be on the lookout for supplementary material containing high interest and low level vocabulary.

Roswell says:

To provide adequately for a wide range in reading levels, it seems practical for the teacher to develop her own resource materials.8

Snedaker and Horn are in agreement. They write that since textbooks in geography and other subjects that supply the basis for much training in study skills are often hard to read, additional easy materials are desirable.9

Since suitable published books are not yet available, it is the responsibility of the teacher to build her own material. She must recognize the existence of differences in reading ability within the class, and provide reading which will stimulate the child's interest and give him understanding in place of frustration.

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Procedure

Six 5th grade children, five boys and one girl, were used in this study. They are reading, at present, in a 3rd grade book. From time to time several were tested to see if they could transfer into the next higher reading group. They have each time failed to pass the test and are not able, at this time, to read a 4th grade reader with ease or confidence.

At present, five are receiving extra help in a reading clinic set up in the school. They go to the clinic about 40 minutes daily for four days a week. During this time they are given extra help in phonics, word recognition and other reading skills.

The fifth boy was excluded from the group because he had been provided with extra private tutoring, at city expense, and had not attended regularly. He had not shown enough interest to warrant continuing the expenditure. Since the reading specialist had to limit the number of people he could see, it was decided to give someone else the privilege of this additional help, because the boy in question had not taken advantage of his previous opportunity.

The IQs of the children as taken from their cumulative records are as follows:
#1 105 (Kuhlman-Anderson)
#2 92 (Stanford-Binet)
#3 91 (Kuhlman-Anderson)
#4 98 (Stanford-Binet)
#5 86 (Kuhlman-Anderson)
#6 92 (Stanford-Binet)

A Stanford Achievement Test (Intermediate Partial, Form L) was given each child. The scores are listed below:

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<tr>
<th></th>
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<td>3.9</td>
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<td>4.1</td>
<td>3.8</td>
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</tr>
<tr>
<td>#6</td>
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#4 is the child who had been given private tutoring. Several of these children are under counseling because of many home and personal problems. Their school performance is erratic.

The books available in the classroom were used to test the children and were found to be too difficult. The tests were administered informally. A random selection was chosen. The children were called to the reading table, individually. As the child read, the teacher made tally
marks, as unobtrusively as possible. The passage chosen was 86 words in length. The least amount of mistakes made by a child was 18, and the most, 30. The number of mistakes made by the group averaged 25. This demonstrated that the child would have difficulty, on the average, with one out of three or four words. Obviously the passage was much too difficult for the reading ability of this group.

With the needs of this particular group in mind, a simple workbook on Mexico was prepared. An attempt was made to provide the children with material which would be easy enough to read so that they would develop an understanding of Mexico.

Available texts were studied. (See bibliography at end of workbook) In writing this material, two principles were kept in mind: simplification of sentence structure and simplification of vocabulary.

Study guide type exercises were provided to check skills and comprehension. In addition, a list of high interest, low level vocabulary stories relating to Mexico has been compiled for use for enrichment of the program. Appropriate activities have been suggested.

After the material on Mexico was adjusted to a third grade reading level, the same group of children was retested. They were given several selections from the revised material. The children were also given study guide type questions to complete. The reading was done
silently at the child's seat. No help was given any child from the teacher. Results of these tests demonstrated that these children could read the selections with understanding. After reading this simplified material, the slow readers were able to participate in class discussions and activities.

Children who hitherto were unable to take an active part in the social studies program were now able to acquire enough background through their reading to enable them to take an active part in class discussions and projects. They no longer were relegated to a group which could do only the easy and often uninteresting parts of projects.

The study of supplementary reading material showed that very few books on the subject have been written at a primary level. Most story books and background information books on Mexico would be too difficult for this group to read.
Bibliography--Part I

Books


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Ferry, Nellie P. "Methods Used with Low Grade Intelligence Group," *The Social Studies*, XXIX (October, 1938), p. 259.


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Introduction

Mexico looks like a big triangle. In the north, it is wide. In the south, it is very narrow.

Mexico is a place of ups and downs. It has some very high mountains.

The climate is up and down, too. It is cold up in the mountains, and very warm and sticky in the lowlands.

Most of Mexico has a wet season in the summer, and a dry season in the winter.
Locating Places on a Map

1. There are four states of the United States which border on Mexico. Write the names of these states in the blanks below.

1 ________________
2 ________________
3 ________________
4 ________________

2. Rio means river in Spanish. Can you find the name of the river that separates Texas from Mexico? The River is called ________________________________

3. A peninsula is a body of land surrounded on three sides by water. Lower California is a peninsula. Yucatan is also a peninsula. Color the peninsulas yellow.

4. The Pan-American Highway is a road which goes through Mexico. It begins at Laredo, Texas and goes to Central America. On the map it is shown as a dotted line. Take a red crayon and make the line red.

5. Mexico City is the capital of Mexico. It has a star and a circle next to it. Put a 5 in the circle next to it.

6. Acapulco is a beach vacation spot on the Pacific Ocean. There is a circle next to Acapulco. Put a 6 in the circle.
7. Veracruz is an important seaport on the Gulf of Mexico. Put a 7 in the circle next to Veracruz.

8. Taxco is a very quaint city where there is a beautiful cathedral. Many lovely silver products are made in Taxco. Put an 8 in the circle next to Taxco.

9. Name the ocean that is west of Mexico. 

10. Name the gulf that is east of Mexico and south of the United States. 

11. Put an 11 in the circle which is next to Laredo.
Map Exercise

You have a map of Mexico. These places are named on the map. Find each one. Then put the number of it near the right name.

_____ Gulf of Mexico

_____ Texas

_____ Lower California

_____ Arizona

_____ Pacific Ocean

_____ Rio Grande River

_____ Yucatan

_____ Mexico City

_____ New Mexico

_____ California
The Aztec Indians

About two hundred years before Columbus came to America, the Aztec Indians came to Mexico's plateau. They were looking for a place to make their home.

There is a story that one of their priests had a dream. In it he saw an eagle eating a snake. The eagle was sitting on a cactus plant. This dream told them to build their home where they saw the eagle with the snake.

The Aztecs wandered until one day they saw an eagle attack a snake. It sat on a cactus and ate the snake. This happened just as it did in the dream. The Aztecs took this as a lucky sign. They decided to make this place their home.

The Aztecs settled here. They made their capital city in this place. They built a beautiful city. It was where Mexico City now stands.

The Aztecs built great buildings. The homes of the nobles were made of stone. Most of the poor people lived in adobe huts.

In the center of the city was a big pyramid. Here was the temple of the gods.

The Aztecs were a very warlike people. They fought all the other Indians in Mexico. They won all the battles.

The Mexican Flag

The Mexican flag has three wide stripes in it. One is green. One is white. One is red. The white stripe is in the middle. In the center of the white stripe is an eagle sitting on a cactus eating a serpent.
Exercise on Aztec Indians

In your own words tell how the Aztec Indians decided where to build their capital city. Where did they finally build it? What famous city now stands in this place?
Mayan Indians

The Mayan Indians lived in Yucatan and Central America. They had a large kingdom. They ruled long before the Aztecs. The Mayas were a very peaceful people.

The Mayan Indians were very civilized. They knew how to pave roads. They had a calendar. They could weave cotton. They could make paper. They had a system of writing. They built many temples and palaces. They built fine cities.

The Mayas lived in their cities for many, many years. Then other unfriendly Indians conquered the Mayas. The Mayas left their cities. Jungles began to cover the cities. The jungles hid the cities. No one knew about the cities for a long time.

One day someone flying in an airplane spotted a hidden city. Other cities were discovered. The most famous city was Chichen Itza. Pyramids were found there.

There were temples at the top of the pyramids. Courts were found. The Mayas played a game like basketball on the courts.

Draw a picture of a Mexican pyramid.
Hernando Cortez was a Spanish explorer. He heard stories about the Aztecs and their wonderful, rich land. He wanted to get this land for the King of Spain.

In 1519, Cortez went to Mexico with seven hundred men. Montezuma, King of the Aztecs, heard about Cortez from his scouts. He sent Cortez many fine gifts. Cortez saw how rich the Aztecs were. They were even richer than he had heard. He wanted to steal their treasure.

Cortez knew that it would take a long time to fight and beat all the Aztecs. Some of his men wanted to go home to their wives and families. Cortez did not want his men to leave him. He sank all the ships but one so the men could not sail back to Spain.

The Aztecs were afraid of the Spaniards. They thought the white men and their horses were gods. The Indians had never seen horses before.

Cortez and his men fought several battles. Montezuma, the Aztec King, was killed in one of the battles. Cortez finally won the war against the Aztecs.

The Spanish soldiers remained in Mexico. They married Indian girls. Most Mexicans are of mixed Spanish and Indian blood. These people of mixed blood are called mestizos.

The Spanish soldiers brought their language to Mexico. They also brought their religion to Mexico. Most Mexicans are Catholic. The customs of Mexico are part Spanish and part Indian.
Worksheet on Cortez

Write the answers to the following questions on the lines below. Be sure to number your answers. Write your answers in complete sentences.

1. For what country did Cortez want to win Mexico?
2. What was the name of the Mexican Indian tribe that Cortez fought?
3. Who was the king of this tribe?
4. How did Cortez keep his men from going home to their families?
5. What is a person of mixed Spanish and Indian blood called?
6. What religion did the Spanish soldiers bring to Mexico?
7. What language did the Spaniards bring to Mexico?
8. What did the Aztecs take the white men and their horses to be?
Climate and Crops of Mexico

Mexico is warmer than most of the United States. Some parts of Mexico are warmer than other parts.

The lowlands are along the Gulf of Mexico. It is very hot in the lowlands the whole year. The Mexicans call this part of the country the "hot country." In the middle lowlands it is also very rainy. Plants grow very fast because it is so hot and rainy. Thick forests and jungles cover the land. It is hard to clear away the forests.

There are many insects in this part of the country. These insects bring diseases. Because of all these things, few people live in the lowlands.

This hot, wet part of Mexico is good for some products. Oranges, bananas, grapefruit, and pineapple grow here. Sugar cane and the vanilla bean also grow here. Many good trees grow in the forests. The wood of these trees can be used to make beautiful furniture. The sap of some trees is useful. From sap we get chicle. Chicle is used to make chewing gum.

The city of Veracruz is in the hot, rainy part of Mexico. It is the largest seaport in Mexico. Ships from many countries stop at Veracruz. They leave products which Mexico needs. The United States and other countries bring manufactured goods to Mexico. Mexico needs these things. When a country buys goods from another country, we say it imports them. It brings the goods into the country.
The Mexicans send many of their products to Veracruz. Veracruz ships Mexico's products to countries all over the world. When a country sells goods to another country, we say it exports them. It sends the goods out of the country.

In the southern lowlands it is not as rainy as in the middle lowlands. Here a plant called henequen grows. It looks like a cactus. In the leaves there is a fiber. Strong rope is made from the fiber of the plant. The United States buys much of this rope. The plant is an important product of the peninsula of Yucatan.

The northern lowlands also do not have as much rain as the middle lowlands. Here we find the city of Tampico. Tampico is a busy seaport. In 1901, oil was found near Tampico. For many years Tampico was one of the most important oil centers of the world. The oil was shipped to the United States, Canada, and Europe. Now many of the wells have become dry. Mexico still has enough oil at Tampico for its own needs. Only a little oil is sent to other countries (exported). Now the government of Mexico has control of the oil.

Mexico also has lowlands along the Pacific Ocean. These lowlands are hot just like the ones along the Gulf of Mexico.

These lands are not as rainy as the lowlands along the Gulf of Mexico. Much of the land is dry. It needs
more water because without water farmers cannot grow crops. The farmers must bring water to the land. We say they irrigate the land when they do this.

The government helps the farmers irrigate the land. The government can build a dam on a river. The dam helps to store up water during the rainy season. The farmers dig ditches. The ditches go from the river to the fields. When the dry season comes, the ditches bring water from the river to the fields.

If there is water, crops can be grown. Bananas, grapefruit, and coconuts grow here. Tomatoes and other vegetables also grow very well. The tomatoes are sent to the United States all winter. Sugar and wheat are also grown here. Cotton is an important product grown near the Colorado River.

The city of Acapulco is on the Pacific Ocean. Acapulco was once a busy seaport. Ships from India, China, and the Philippines stopped here. Now Acapulco is a resort. This means that people go there for vacations. It has a warm, dry climate. It is warm enough to go swimming there all winter.

There are many things to do in Acapulco. There is good swimming at the sandy beaches. There is good fishing and also hunting at Acapulco, too. There are many beautiful hotels in Acapulco in which the visitors can stay.
The north of Mexico is very dry. There is little rain. The land is not good for farming. Very few plants grow here. Only cactus, sagebrush, and a little grass can grow. There are many cattle in this part of Mexico. It is like the Great Plains of the United States. In some places there is not enough grass for cattle. Instead the people raise goats. Many people in Mexico drink goat's milk.

The most pleasant place to live in Mexico is on the mountain slopes or on the central plateau. On the mountains and plateau, the weather is cool. It is not too hot and not too cold. The land on the plateau is good for farming.

The plateau does not have four seasons as we do. It is warm most of the year. There are only two seasons—a rainy season and a dry season. The rainy season is from May to October. There is enough rain in most of the plateau to grow crops. The dry season is from November to April.

The plateau is a very healthy place to live. Because of this, most people in Mexico live on the plateau. The plateau is only a small part of Mexico. More than half of the people of Mexico live here. Almost all of the cities of Mexico are on the plateau.

More people of the plateau live in small villages than in the cities. Many families have farms near the
village. They do not all live on the farm like farmers in the United States. Instead, they live in the village. Every morning they go from the village to work in their fields. This custom is very old. Before the Spanish came to Mexico, the Indian farmers lived together in villages. The farmers were afraid another tribe would attack them. Even after the Spanish came to Mexico, the farmers still went on living together in villages.

Farms

Almost every Mexican farmer grows corn, beans, and peppers. The most important crop is corn. More space is given to corn than to any other crop. The corn, beans, and peppers are not sold. They are eaten at almost every meal. The Mexican farmers grow almost all the food they need for their families. The family sometimes has goats or sheep. These animals give meat, milk, and wool.

Farm work is hard work. Most of the farmers cannot buy modern machines. Oxen pull the plows. Much work is done by hand. Many farmers just make a hole in the ground. Then they drop seeds in the hole. They kick dirt over the seeds.

The Mexican government is trying to help the farmers. The government builds model farms. The model farms show the people how to grow better crops. The government has farming schools. The schools also teach the people how to grow better crops. The schools teach the people to plant new crops like soybeans. The government
loans money to the farmers. Then they can buy modern machines and fertilizer.

Most farms were very big until a short time ago. These farms were called haciendas. Very rich men owned the haciendas. They hired farmers who had no land of their own. Farmers who have no land are called peons.

A short time ago the government took over many haciendas. The government divided the land among many poor farmers. A plan used by the Aztecs many years ago is used now. By this plan each farmer gets ten acres of land. He has to pay taxes on the land. He cannot sell the land or rent it. As long as he farms the land, it belongs to him. His children can have it after him.

The farmers also grow crops which they sell. In some places the farmers grow wheat. In other parts of Mexico they grow cotton.

In many places a plant called maguey grows. It is like the henequén plant. The Mexicans make strong rope from the leaves of the plant. They also make a drink from the juice of the plant. The drink is well liked in Mexico.

Many farmers grow vegetables which they sell. They raise onions, tomatoes, cucumbers, and squash. On the lower mountains the farmers grow coffee and bananas.

The farmers sell their extra vegetables at the village market. The farmers buy tools, cloth, pots, and other goods when they go to market.
Worksheet

Below are 14 sentences. Some are true. Some are false.
If the sentence is true, put a T in the box. If the statement is not true, put an X in the box and write another sentence in the space below which would be true.

☐ 1. The hot wet part of Mexico is all jungle. Nothing grows there.

☐ 2. Veracruz is the largest seaport of Mexico.

☐ 3. When a country buys goods from another country, we say that it exports them.

☐ 4. When farmers have to bring water into their land, we say that they have to irrigate their land.

☐ 5. Acapulco is a famous resort. There is good swimming there.

☐ 6. It takes a long time for things to grow in the lowlands because it is cold and dry.

☐ 7. Most people in Mexico live along the border of the United States.

☐ 8. Most large cities of Mexico are on the plateau.

☐ 9. The northern part of Mexico is very damp and rainy.
10. Most Mexican farmers do not live on their farms. They live in villages.

11. The most important crop in Mexico is tortillas.

12. The Mexican government tries to teach the farmers modern ways to farm.

13. The maguey is a cactus plant which is only used as a decoration in Mexican gardens.

14. Some farmers sell their extra vegetables in the market.
The Market

In small towns in Mexico there are not stores such as we have in the United States. Most people shop in the open market.

Usually the market place is in the village square in front of the church. Men and women sit on the ground. They put the things they have to sell on the ground in front of them. There are baskets of corn, and little piles of beans, peppers, and nuts. In other parts of the market people are selling pots and jars made of red clay, beautiful baskets, silver rings, wooden trays, and big straw hats.

The Mexicans make many things by hand. Sometimes these things are made at home. Sometimes they are made in small shops. The Mexicans make pots and bowls out of clay. The clay is baked until it is very hard. This is called pottery. The pottery is usually painted in gay colors. Pretty designs are painted on the pottery. The designs are partly Spanish and partly Indian.

The Mexicans make other things in their homes and shops. They make things from leather, silver, glass, and wood. They also make straw baskets, hats, and rugs.

The Mexicans take great pride in their work. They are like artists. They like to make beautiful things. They sell these things at the village market.

The market is an important part of Mexican village life. Here the farmer sells his goods. He trades for things
needed by his family.

Each farmer has his own place in the market. Sometimes it is the same place his father or grandfather had before him.

Market day is more than just a day for selling. It is a day for talking and laughing and meeting old friends. The whole family gets away from the hard work in the fields or at home.

The people in the villages have other days for having fun and forgetting about work. These days are called fiestas.

**Fiesta Time in the Villages**

Mexico is a land of fiestas. The people in the villages celebrate many holidays. These are happy days for young and old. On these days the people dance and sing, and march in parades. They dress in gay, colorful costumes. They forget about their work, and have a good time all day.

**Fiestas and Holidays**

There are hundreds of fiestas in Mexico. Here are some important ones.

January 1—**New Year's Day**. There are many carnivals and fairs. People shoot fireworks.

January 17—**St. Antony's Day**. Gaily decorated animals are taken to church to be blessed.
Late February--**Carnival Time**. There are dances in the village streets, fancy dress balls, and rodeos.

March 21--**Juarez's Birthday**. This is also the Day of the Indian Child. There are special shows of Indian handicrafts made by Indian children throughout the country.

May 1--**Labor Day**. There are parades and dances.

September 15, 16--**Mexican Independence Days**. Mexican people act out the story of Hidalgo at the National Palace, Mexico City.

December 12--**Guadalupe Day**. This is a religious holiday, especially at the shrine near Mexico City. There is dancing, feasting, and fireworks. Children parade in costume.

December 25--**Christmas**
Piñata

An important fiesta comes at Christmas. On December 16 the Mexicans begin to celebrate Christmas. They have parties for nine nights. These are called Posadas. The last night, Christmas Eve, is called Noche Buena. They do not celebrate on Christmas day.

During the Posada the children break the piñata. A piñata can be in the shape of a boat or an animal or almost anything. Inside the piñata is a thin clay jar. The jar is filled with candies, peanuts, and other good things to eat.

The children are blindfolded. They take turns trying to break the piñata with a long stick. When the jar breaks, the candies fall to the floor. The children run to pick up the candies. Everyone likes this game. It is a lot of fun.

Making a piñata takes hours of work. First a little clay jar is covered with newspaper. The newspaper is taped to the jar in the shape which the piñata will be. Then long strips of colored paper are cut along the edge. This is called fringe. These strips of paper are put around the newspaper until no newspaper can be seen.

A piñata can have any shape. Some look like Indians. Others look like donkeys, fish, or even Mickey Mouse.
**Exercise on Piñata**

Below are directions for making a piñata. They are not in the correct order. Next to each direction is a box. Put 1 in the box next to what you would do first. Put 2 next to what you would do second. Number all the boxes in the order you would do them.

- **☐** Break the piñata.
- **☐** Make a clay jar.
- **☐** Put colored paper on the piñata.
- **☐** Put newspaper on the clay jar to make the shape.
- **☐** Fringe the paper.
Religion

Most Mexicans are Roman Catholic. They were converted by Spanish missionaries. The Mexican government keeps the church and state separate.

Each village has its own special saint. She is called a patron saint.

Guadalupe is the patron saint of all Mexico. It is told in Mexico that about 400 years ago a poor Indian farmer named Juan Diego had a dream. The dream was about an Indian girl. She asked him to build a church in her honor. She left her picture on his coat as a holy sign.

Today a very large shrine stands in her honor. Diego's coat is kept in this church.

Each year on December 12 people come to this church from all over Mexico. A great fiesta is held all around the church. This is the most important religious fiesta in all Mexico. It is a gay time for all.

Homes

Most homes of the Mexican farmers are very simple. The houses are very small. The walls are made of sun dried bricks called adobe.

Some houses have red tile roofs. Most houses have roofs thatched with dry grass or long leaves. The houses look dull. Sometimes there are flowers in the yard. Inside there are only one or two rooms. The rooms have
dirt floors. There are straw mats for beds. The poor Mexicans do not have much furniture. Sometimes they have a dog, a few chickens, a goat or a burro.

**Mexican Schools**

Children in Mexican schools learn many things along with reading, writing, and arithmetic. They learn good health habits. They learn to cook, sew, weave, and carve.

There is a garden close by the school. Here the boys learn gardening and better ways of farming.

For many years only rich children went to school. Now all boys and girls can go to school. Each person who learns to read must teach another person how to read. Even mothers and fathers who cannot read go to school.

**Food**

Corn is the most common food of the Mexicans. The Mexicans grind the corn into meal. They make thin pancakes from the corn meal. These pancakes are called tortillas. The Mexicans eat tortillas as we eat bread.

Next to tortillas, frijoles are the most common food. Frijoles are boiled beans. The Mexicans use the tortilla as a spoon to scoop up the beans.

Sometimes the tortilla is filled with meat. The tortilla is pinched together around the filling. It looks like a turnover. It is then fried in fat. It is called a
Taco. Tacos are sold on street corners in Mexico. The Mexicans eat them like we eat hamburgers and hot dogs.

The Mexicans make other foods from corn meal. They make a thick cereal from it called atole. They make little dumplings from the cornmeal also. These are called tamales.

Sometimes people who live in the country have black coffee, onions, tomatoes, garlic, squash, sweet potatoes, and honey. They hardly ever have meat.

Most milk in Mexico comes from goats. It is drunk mostly by the people in the cities. The people in the country hardly ever drink milk. They make a sweet cinnamon flavored chocolate drink.

The favorite dish to eat on a holiday is turkey. The Mexicans cook it in sauce made of chocolate, chile, and spices.

The Mexicans also eat the fruit and leaves of the cactus. The fruit is like a prickly pear. The leaves are boiled or stewed.
Use these words to fill in the missing parts of the story. Use each word only once.

frijoles  Mexican  burro  village  straw
fiesta  tortillas  Market  adobe

Theresa and Carlos were two children. They lived in a small not far from Mexico City.

Every day their father went to work on his farm. The farm was not next to their house. It was on the other side of the village. It was about a mile away from their house.

Theresa and Carlos did not live in a big house. It was a small house. It only had two rooms. The walls were made of sun dried mud bricks called

The house had no furniture. The floor of the house was just the ground. At night when Theresa and Carlos went to sleep they had no beds. They used mats for beds.

There was no stove or kitchen in their house. The mother cooked outside. For every meal she cooked corn-meal cakes called . Sometimes Theresa and Carlos had little black beans for their supper. These were called .
Every Friday the whole family went to the village. It was Day. Sometimes the children rode to town on their little\ldots Everyone had a good time on Fridays. Everyone had a holiday. It was like a\ldots
Clothing

Most Mexican men look as if they are wearing white pajamas. These are really white cotton pants and large shirts.

A Mexican often carries a narrow blanket. The blanket is very colorful. It is called a serape. The serape has a slit in the middle of it. When it is cold or rainy, the serape is worn over the head for an overcoat or raincoat. At night it is used as a blanket.

On their heads many Mexican men wear wide brimmed hats. They are called sombreros. Sombreros are usually made of straw. On their feet they usually wear leather sandals. These are called huaraches.

The women wear very colorful clothing. They wear long full skirts and blouses. They usually go barefoot.

The women hardly ever wear hats. They use a simple shawl called a rebozo. Sometimes a woman carries her baby in the shawl.

The national costume of Mexico is a fancy suit called a charro suit. It has a short jacket and long pants. The jacket is embroidered. The sombrero is decorated with braid and sometimes jewels.

The woman's costume is a bright green spangled skirt and a blouse with flowers embroidered about the neck. With this, the woman carries a silk shawl.
These costumes are called the national costumes of Mexico. They are not worn very often. The poor people never wear them. Sometimes the costumes are worn in a parade or at a fiesta.
Cities

Mexico City

The most important city on the plateau is Mexico City. Mexico City is the most important city of the whole country. It is the largest city of the country. Mexico City has more than three and a half million people. Mexico City is very different from the small villages of Mexico.

Mexico City has many factories. The factories make products with machines. This is called manufacturing. Mexico City is the most important center of manufacturing.

The factories make all kinds of products. They make cotton cloth, steel, glass, and rubber goods. They make soap, shoes, flour, sugar, and cigars. There are also factories which put together parts for cars.

Each year factories begin to make new products. Each year more people work in the factories. There are still not enough factories. Many of the people are very poor. They cannot buy the goods made in the factories.

Mexico City is the capital of Mexico. The President of Mexico lives here. The Mexican Congress meets here. There are many large government buildings in the city.

Mexico City is not far from the Equator. We would expect it to be hot. It is not hot. It is cool and pleasant. Mexico City is cool because it is on the plateau. Mexico City is on flat land. There are mountains all around it.
In many ways Mexico City is just like a city in the United States. There are many wide streets. There are cars, streetcars, and taxi-cabs. There are big stores and tall office buildings. There are nice houses. Most of the houses are made of stone or adobe. Many times they are built around an open yard. The yard is called a patio.

There are also modern apartment buildings. They look just like new apartment buildings in the United States. Many people have modern refrigerators, stoves, and radios in their houses.

In other ways Mexico City is different from cities in the United States. Some Indian farmers walk to market. Some carry their crops on their backs. Some carry their pack on a burro. Some of the streets are very narrow. A car cannot fit on these narrow streets.

Mexico City is also a beautiful and interesting city. There are many things to see. There is a large square in the center of the city. It is called the Zocalo. It is very beautiful. There are many flowers in the square.

The head church of Mexico is on one side of the square. This church is called the Cathedral. It is the oldest in North America. Inside there are beautiful paintings, jewels, and carved wood. Some of the outside stones are left from the days of the Aztecs.

The National Palace is on another side of the square. Cortez built his home here. Now the palace is an office
building for the government. A large bell is above the door. Hidalgo rang this bell to call the Mexicans to freedom.

Mexico City is the center of education. The National University is in Mexico City. It is the oldest university in North America. It opened in 1551. This was almost a hundred years before Harvard College opened its doors.

The Palace of Fine Arts is in Mexico City. It is an opera house and theatre. It is also a museum. There are beautiful paintings and statues here. Visitors to Mexico City like to see the Palace of Fine Arts. The Mexicans also enjoy the Palace of Fine Arts.

Many artists and musicians live in Mexico City. Diego Rivera was a famous artist. He painted very large paintings for walls. Such paintings are called murals.

Xochimilco

The "Floating Gardens" are not too far from Mexico City. They are in the town of Xochimilco. The name Xochimilco comes from an old Aztec word. It means "place of the flowers." The "Floating Gardens" are the oldest gardens in America. The Indians began the gardens.

Long ago an Aztec tribe built some rafts. The Indians covered the rafts with good soil. They planted gardens on the rafts. The rafts floated in streams near Mexico City. Willow poles were tied to the bottom of the
rafts. The willow poles grew roots. The rafts could not move. The rafts became small islands.

The Mexicans wanted to keep the gardens beautiful. They built small huts on the islands. They planted fruits, flowers, and vegetables. Now boats take visitors to see the gardens. The boats also look like gardens. There are flowers and vegetables on the boats. Music is played. Everything is very beautiful.

Guadalajara

Guadalajara is the second largest city in Mexico. It is a very old city. It is on the plateau. The weather is springlike all year.

Guadalajara was named for a city in Spain. It means Rocky River. It is a very beautiful city. It has many lovely parks. These parks have pretty gardens full of tropical flowers.

There are many interesting places to see in Guadalajara. There is a beautiful old cathedral. Its golden domes can be seen from far away. There is a small bull ring where they hold bull fights. There is also a very old university there.

There are many modern buildings in Guadalajara. Many rich people live in this city. They live in big, beautiful houses. They have nice furniture in their homes.

The market in Guadalajara is famous for its blue pottery and blown glass. Glass products of many colors
are made in this city. The glass may be blue, green, yellow or black.

**Puebla**

Puebla is also an old city. It is south and east of Mexico City. It is on the plateau. It is a very clean city.

Puebla has many factories. Some factories make cotton cloth. It is called manta. Manta does not cost much money. Some of the factories make fine tile and pottery. Puebla is famous for the tile that is made there. Many of the houses are covered with the beautiful tile made in Puebla.

**Leon**

People in the city of Leon make leather goods. More shoes are made in Leon than in any other city in Mexico. The city is a leather center. Beautiful saddles of leather and silver are made here. Some fine rebozos and serapes are also made here. Fine leather pocketbooks are also made in Leon.

**Cuernavaca**

Cuernavaca is thirty-seven miles south of Mexico City. It is a place where people who live in Mexico City go for vacation.
The Palace of Cortez is in Cuernavaca. Cortez began building it in 1530. It is one of the oldest buildings in America. It is now used as a state house for the state of Morelos. In this building is a famous wall painting by the Mexican artist, Diego Rivera.

Cuernavaca has many rich Mexicans living there. There are many big beautiful homes. They have colorful gardens. This city also has a beautiful cathedral and lovely market place.

**Taxco**

Taxco is also south of Mexico City. Taxco is known for its silver mines. Taxco looks like an old Spanish town. It is very beautiful. It is kept looking old by the government. The people of Taxco cannot build new buildings. They cannot even build a gas station.

The streets of Taxco are paved with cobblestones. The cobblestones are of many colors. The cobblestones make pretty patterns. The roofs of the houses are made of red tiles. There are many pretty flowers around the houses.

Taxco was founded by a French man. He became rich from the silver mines. He built the large church in the center of the city. The church is much taller than the other buildings.
Taxco is the best place in Mexico to buy silver. The silver mines there are very old. It is said that the first silver shipped from Mexico to Spain came from the mines in Taxco.

The Indians first worked the silver mines of Taxco. Later the Spanish took over the mines. They made the Indians work like slaves. The silver was a thousand feet below the ground. The Indians had to carry the silver on their backs. They had to climb ladders until they came to the top. The Spanish sent the silver to Spain.

Oaxaca

Oaxaca is the chief city of southeast Mexico. This is a very old city. It has many beautiful shops. It is a craft center. The Indians of southeastern Mexico come to Oaxaca to go to market. The people of Oaxaca make beautiful pottery. They also make very fine gold jewelry. Serapes and shawls are also made here.

Monterrey

Monterrey is the third largest city in Mexico. It is in the north of Mexico. It is near Texas. Many Americans live in Monterrey. Monterrey has many factories. The factories make iron and steel. Coal, iron, and limestone are needed to make steel. There is coal near Monterrey. There is limestone near Monterrey. Monterrey is called the "Pittsburgh of Mexico." Pittsburgh is a city in the United States. It also makes iron and steel.
Monterrey is also a railroad center. The United States sends many things to Monterrey. Monterrey sends these things to other cities and villages in Mexico.

**Chihuahua**

Chihuahua is the most important city in northern Mexico. There is much silver near Chihuahua. Most of the people of Chihuahua work at mining silver. They also smelt the silver. This means they heat the silver until the silver melts. They separate the pure silver from anything that is mixed with it. Gold, lead, and zinc are also found near Chihuahua.

The city is also famous for the Chihuahua dog. It is a tiny, hairless dog.

Many millionaires live on large haciendas or ranches in Chihuahua. They made their money in the silver mines or from cattle.

**Veracruz**

Veracruz is the most important Mexican seaport on the Gulf of Mexico. This is the port where Cortez landed in 1519. There are some good beaches and good places to fish. However this city is not famous as a vacation spot.

**Tampico**

Tampico is also a seaport on the Gulf of Mexico. It is the center of Mexican oil interests. The climate is warm and tropical most of the year. Large amounts of
bananas, coffee, fruit, rubber, chicle, and cattle are shipped from this port.

People go to Tampico to fish. Many go there in the spring to catch tarpon. Tarpon is a big fish. Hunting is also a popular sport. Between October and April people hunt for deer, quail, turkey, and duck.
Worksheet on Cities

At the left, below, are listed things for which some Mexican cities are famous. At the right is a list of cities. Before each city is a number. Put that number in the blank beside the words that tell about the city. There are more names of cities than you need. Use a city only once.

1. Mexico City
2. Chihuahua
3. Taxco
4. Veracruz
5. Monterrey
6. Acapulco
7. Guadalajara
8. Puebla

___The largest seaport in Mexico
___A famous beach on the Pacific Ocean
___The capital of Mexico
___The Pittsburgh of Mexico
___The city after which tiny dogs are named
Worksheet on Cities

Here are some names of Mexican cities. Below are some sentences. In each blank put the name of a Mexican city from this list. There are more cities than you will need. Use each city only once. Do the ones that you know first. If you cannot remember you may look back to the section on cities.

Puebla  Guadalajara  Chihuahua  Leon
Taxco  Mexico City  Veracruz  Tampico
Oaxaca  Monterrey

1. This city is the most important Mexican seaport on the Gulf of Mexico. 

2. This city is called the "Pittsburgh of Mexico." 

3. People go to this city in the fall of the year to hunt quail. 

4. This is the capital of Mexico. 

5. This city has tiny dogs named after it. 

6. It is said that the first silver shipped to Spain came from the mines in this city. 

7. More shoes are made in this city than in any other city in Mexico.
Exercise on Cities

Below are listed some Mexican cities. Put them in alphabetical order.

Tampico
Mexico City
Acapulco
Taxco
Veracruz
Monterrey
Chihuahua
Cuernavaca
Guadalajara
Puebla
Leon
Map Study

You have a map of Mexico. On this map you will see 4 arrows. Each arrow points to a letter. The arrow N points north. The arrow S points south. The arrow W points west. The arrow E points east. Use your map to answer these questions.

1. Find Mexico City. Put your finger on Mexico City. Move your finger a little to the north and then to the west. You will come to the second largest city in Mexico. It begins with G__________________________

2. Put your finger on Mexico City again. Go a little south and east. You will come to a beautiful old city which begins with P__________________________

3. Keep your finger on the city you found in #2. Go east. You will come to a very important seaport. It begins with V__________________________

4. Keep your finger on the city you found in #3. Go north along the seacoast. You will come to the oil center of Mexico. It begins with T__________________________

5. Keep your finger on the city you found in #4. Go north and west. You will come to the city called the "Pittsburgh of Mexico." It begins with the letter M__________________________

6. You are in Mexico City. You are going to Monterrey. In which direction will you travel?__________
7. You are in Juarez. You want to go to Chihuahua.
   In which direction will you travel?

8. You are in Puebla. You want to go to Veracruz.
   In which direction will you travel?

9. You are in Oaxaca. You want to go to Acapulco.
   In which direction will you travel?

10. You are in Puebla. You want to go to Mexico City.
    In which direction will you travel?
Government

Mexico is a republic similar to the United States. There are 29 states in Mexico.

The President of Mexico is elected for six years. This is called a term. He cannot serve two terms in a row. There is no vice-president.

The Mexicans have a Senate. Two senators are elected from each state. They serve for six years.

There is also a Chamber of Deputies. One deputy is elected for each 150,000 people. A deputy serves for three years. The senators and the deputies make the laws.

There is also a Supreme Court in Mexico.

Unmarried men can vote at 21 years of age. Married men are allowed to vote at 18. Women could not vote in Mexico until 1953.
A volcano begins deep in the earth where it is very hot. Here the rock is very hot. This hot rock is called magma.

The magma is pushed through the opening in the volcano. This opening is called a vent. When the hot magma reaches the top of the ground it is blown out. When the hot magma pours down the sides of the volcano it is called lava.

Lava is very hot. It is made up of hot melted rock. Sometimes it is called molten rock.

Loud noises are heard as the rocks are blown out. The rocks pile around the hole and begin to form a cone.
The cone is made up of rock and ashes thrown out of the volcano.

There are three kinds of volcanoes.

When a volcano shoots out steam, ashes, and hot rocks, we say that it is erupting. When a volcano erupts, it is called an active volcano.

A second kind of volcano is called resting or dormant. A dormant volcano has not erupted for a long time, but it may erupt at any time. This is also known as an inactive volcano.

The third kind of volcano no longer erupts. It is burned out. This kind of volcano is said to be extinct.

Volcanoes are found on land and in the ocean. Sometimes lava bursts through the floor of the ocean. Cones build up under the ocean and form islands in the water.

Worksheet on Volcanoes

Complete each sentence below by putting a circle around the correct word.

1. The opening in a volcano through which the lava flows is the
   - bottom
   - vent
   - magma

2. Volcanoes which are erupting are called
   - active
   - resting
   - burned out

3. Volcanoes which no longer erupt are called
   - active
   - dormant
   - extinct

4. A volcano that erupts from time to time is said to be
   - active
   - dormant
   - burned out

5. Hot magma which pours down the sides of a volcano is called
   - lommaya
   - vent
   - lava
Other Volcanoes

There are many mountains in Mexico. Many of the mountains are volcanoes. The Aztecs always pictured a mountain as a volcano with red fire and yellow smoke coming from it.

Orizaba is the highest mountain in Mexico. It is 18,696 feet high. The Indians called it "Mountain of the Star." They thought the body of their god was burned to ashes here.

The most famous volcanoes are the "Twin Volcanoes" near Mexico City. These are two very big snow-capped mountains.

One is Popocatepetl or the "Smoking Mountain." The other is Ixtacihuatl. This is sometimes called "White Woman" or "Sleeping Lady" because it looks like a big woman asleep.

In 1943 a new volcano was formed in a cornfield in Mexico. The volcano began to erupt after a very bad earthquake. This volcano is called Paricutin.

Paricutin was a fast builder. Within three years it built a cone more that one thousand feet high. This is nearly as high as some old volcanoes which have been active for thousands of years. Paricutin became inactive in 1952.
Mining

Mining is very important in Mexico. Mexico exports many minerals. Mexico gets most of its money from its minerals. Mexico mines more silver than any other country. There is gold in Mexico. There is iron near the city of Durango. There is coal near Monterrey. Copper, lead, and zinc are also found in Mexico. Many people make a living from the mines. There are mines in the north and south of Mexico.
Benito Juarez 1806-1872

Benito Juarez is called the Abraham Lincoln of Mexico. Like Lincoln, Juarez came from a very poor family and became president of his country.

Juarez was a pure-blooded Zapotec Indian boy. He grew up in the town of Oaxaca. He was too poor to go to school. He went to work herding goats on a large farm.

When Juarez was twelve years old, a kind village priest took him to live in his home. He offered to teach Benito to read and write. Benito was very smart. He was eager to learn. Very soon he was able to read and write.

Juarez studied with the priest three years. Then he entered law school. At that time very few Indians could read or write. No Indian had ever gone to law school. Juarez became a lawyer. Some years later he became a judge. Juarez later became governor of his state and president of his country.

Juarez wanted to help the poor people. He helped make new laws. He started schools to teach the Indian children.

He was against the big powerful landowners. He wanted to give some of their land to the poor people who needed it.

Juarez could not carry out all the plans he had for his country. He died soon after he was re-elected president.
Juarez was loved by the poor people. They were very sad when he died. He will always be remembered as wanting to help the poor people.
Worksheet on Juarez

If you are going to make a report you must collect facts. When you read books you find many facts which are not important. You do not need them for your report. You must learn to pick out only the facts that you need. Below is a list of facts. Pick out all the facts about Juarez. List them at the bottom of the paper under Juarez. After you have the important facts listed about Juarez you can write a little story about him.

Benito Juarez grew up in the town of Oaxaca. Oaxaca was founded by the Aztecs. Many Zapotec Indians live here. Juarez came from a very poor Indian family. He was too poor to go to school. Poor Indians did not go to school in Oaxaca. Oaxaca is 5,065 feet above sea level. A kind village priest offered to teach Juarez to read and write. After studying with the priest for three years, Benito entered law school. No Indian had ever gone to law school. There were no Indian lawyers. Juarez became a lawyer. Juarez later became President of Mexico. He did many things to help poor Indians. There are still many poor Indians in Mexico. Some Indians do not send their children to school.
Juarez

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
7. __________________________________________
8. __________________________________________
Father Hidalgo

Father Hidalgo was a very poor priest who lived in Mexico. He tried to help his people get enough food to eat. He was very angry at Spain for keeping Mexico a colony. He wanted Mexico to be a free country. He went to the church and rang the bell. The people all came out of their houses. They ran to the church. "Down with the bad government," Father Hidalgo shouted.

He started to walk down the street with a few men. The men carried machetes. These are big knives used to cut sugar cane. They also had sticks and slings. All along the way more people came to join them.

In about two months Father Hidalgo had about 100,000 men in his ragged army. He took land from the rich people. He opened the jails, and he freed the slaves. He was trying to make Mexico free.

Soon the army of Hidalgo lost some battles. Father Hidalgo was killed. He is called the father of his country and the Mexican George Washington. He tried to free Mexico from Spanish rule. The day of his revolt is now a big holiday in Mexico. On that day the President of Mexico rings the Freedom Bell.
Worksheet on Hidalgo

You have read the story of Father Hidalgo. Reread the story if you wish. Then circle the word that belongs in each sentence.

1. Father Hidalgo had about _______ men in his ragged army.
   500,000   15,000   100,000

2. He went to _______ and rang a bell.
   church    school    city hall

3. He shouted, "Down with the bad _______ ."
   king      president   government

4. He was very angry at _______.
   France    United States    Spain

5. Father Hidalgo was a _______.
   general    priest    president

6. Hidalgo is called the Mexican _______.
   Abraham Lincoln    George Washington    Thomas Jefferson

7. Hidalgo was trying to help _______.
   the Spaniards    the rich people    the poor people
Additional Exercises

Your reading and class reports have told you many things about life in Mexico. The sentences below tell about life in Mexico. Put a V in the blank if the sentence tells about village life. Put a C before the sentence if it tells about city life.

1.______We ride down a street which has modern apartment buildings.
2._____Children are playing in front of an adobe hut.
3._____Taxicabs are parked in front of a hotel.
4._____At noon many people are leaving a factory for lunch.
5._____A boy is riding a burro on a lonely road.
6._____Two ladies are getting on a streetcar.
7._____A man is working in a field.
8._____People in the streets are wearing business suits and modern dresses.
9._____A woman is coming out of the beauty parlor.
10._____People are sleeping on straw mats.
Below are some lists of words. Each list has 4 words. One word in each list is different from the other words. It tells what all the other words in the list are. Cross this word out. Write it at the top of the list. The first one is done for you.

1. **States**  
   New York  
   Massachusetts  
   Maine  
   **States**

2.  
   Newton  
   Cities  
   Waltham  
   Boston

3.  
   frijoles  
   tamales  
   food  
   tacos

4. Mexico  
   Countries  
   United States  
   Canada

5. sombrero  
   serape  
   huarache  
   clothing

6. Veracruz  
   Mexican Cities  
   Tampico  
   Taxco

Write your name in the place you think it belongs.

**Girls**  
Jane Smith  
Ruth Green

**Boys**  
John Gray  
Sam Brown
Here are some new words you have learned. Can you use each word in a sentence? You may use more than one word in a sentence. You may use your glossary to look up the meaning of any word.

1. plateau
2. machete
3. irrigate
4. export
5. import
6. sombrero
7. burro
8. hacienda
9. peninsula
10. pottery
Below in Part II are four sections called Cities, Countries, Food, and Clothing. Fit the words listed in Part I in the sections where you think they belong.

<table>
<thead>
<tr>
<th>Part I</th>
<th>Mexico</th>
<th>England</th>
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<tbody>
<tr>
<td>taco</td>
<td>rebozo</td>
<td></td>
</tr>
<tr>
<td>shirt</td>
<td>Canada</td>
<td></td>
</tr>
<tr>
<td>watermelon</td>
<td>tortilla</td>
<td></td>
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<tr>
<td>Waltham</td>
<td>Veracruz</td>
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<tr>
<td>United States</td>
<td>stockings</td>
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<td>huarache</td>
<td>tamale</td>
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<td>frijole</td>
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<tr>
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<table>
<thead>
<tr>
<th>Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities</td>
</tr>
<tr>
<td>---------</td>
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</tbody>
</table>

Try to find pictures for each one of these words and make your own picture dictionary. If you cannot find a picture, draw one. Remember to put these words in alphabetical order before you make the dictionary.

<table>
<thead>
<tr>
<th>isthmus</th>
<th>peninsula</th>
<th>huarache</th>
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</thead>
<tbody>
<tr>
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<td>island</td>
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<td>forest</td>
<td>frijole</td>
<td></td>
</tr>
<tr>
<td>village</td>
<td>range (mountains)</td>
<td></td>
</tr>
</tbody>
</table>
Suppose you are going to give a talk before your class. Your topic is "Life in Mexico." Here are some words that you should be able to explain. Below them are sentences which explain the words. Look at the first word, rebozo. Find the sentence that explains it. Put the number of the sentence after the word. The first one is done for you. Do the others the same way.

rebozo 5 frijole burro hacienda
huarache serape mestizo tortilla

1. This is a small donkey.
2. This is a small bean eaten by most Mexicans.
3. This is a pancake like food made from cornmeal.
4. This is a leather sandal.
5. This is a shawl worn by Mexican women.
6. This is a person who is part Indian and part Spanish.
7. This is a long blanket worn by some Mexican men.
8. This is a large farm.
In each box draw a line through any word that does not belong with the others. The first one is done for you.

<table>
<thead>
<tr>
<th>1. noon</th>
<th>2. jacket</th>
<th>3. Polish</th>
<th>4. nine</th>
</tr>
</thead>
<tbody>
<tr>
<td>noon</td>
<td>sombrero</td>
<td>English</td>
<td>rebozo</td>
</tr>
<tr>
<td>morning</td>
<td>trousers</td>
<td>American</td>
<td>eleven</td>
</tr>
<tr>
<td>hello</td>
<td>grade</td>
<td>Pelican</td>
<td>seven</td>
</tr>
<tr>
<td>afternoon</td>
<td>serape</td>
<td>Mexican</td>
<td>twelve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. dinner</th>
<th>6. mile</th>
<th>7. harmonica</th>
<th>8. pie</th>
</tr>
</thead>
<tbody>
<tr>
<td>dinner</td>
<td>mile</td>
<td>harmonica</td>
<td>pie</td>
</tr>
<tr>
<td>supper</td>
<td>inch</td>
<td>drum</td>
<td>cake</td>
</tr>
<tr>
<td>burro</td>
<td>yard</td>
<td>fiddle</td>
<td>tortilla</td>
</tr>
<tr>
<td>lunch</td>
<td>hacienda</td>
<td>dance</td>
<td>roll</td>
</tr>
<tr>
<td>breakfast</td>
<td>foot</td>
<td>piano</td>
<td>table</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas</td>
<td>ship</td>
<td>vine</td>
<td>frijole</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>spell</td>
<td>bush</td>
<td>garden</td>
</tr>
<tr>
<td>Fiesta</td>
<td>canoe</td>
<td>volcano</td>
<td>orchard</td>
</tr>
<tr>
<td>July Fourth</td>
<td>sailboat</td>
<td>weed</td>
<td>meadow</td>
</tr>
<tr>
<td>Easter</td>
<td>ferryboat</td>
<td>tree</td>
<td>field</td>
</tr>
</tbody>
</table>
Read number 1. Which word in the same row goes with number 1? Draw a circle around the right word. The first one is done for you. Do the others the same way.

<table>
<thead>
<tr>
<th>1. Adios</th>
<th>hello</th>
<th><strong>goodbye</strong></th>
<th>greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Fiesta</td>
<td>recess</td>
<td>nap time</td>
<td>holiday time</td>
</tr>
<tr>
<td>3. Something that makes music</td>
<td>lumbago</td>
<td>harmonica</td>
<td>costume</td>
</tr>
<tr>
<td>4. Man who conquered the Aztecs</td>
<td>Hidalgo</td>
<td>Cortez</td>
<td>Mayalina</td>
</tr>
<tr>
<td>5. Words Americans speak</td>
<td>Polish</td>
<td>English</td>
<td>Mexican</td>
</tr>
<tr>
<td>6. A hat worn by many Mexican men</td>
<td>fedora</td>
<td>charro</td>
<td>sombrero</td>
</tr>
<tr>
<td>7. An animal found on many Mexican farms</td>
<td>tiger</td>
<td>burro</td>
<td>fox</td>
</tr>
<tr>
<td>8. Number between eight and ten</td>
<td>eleven</td>
<td>nine</td>
<td>six</td>
</tr>
<tr>
<td>9. Something found in most Mexican homes at Christmas</td>
<td>regatta</td>
<td>sonata</td>
<td>pinata</td>
</tr>
<tr>
<td>10. Dress to wear in a play</td>
<td>cloth</td>
<td>costume</td>
<td>jacket</td>
</tr>
</tbody>
</table>
Put a circle around the right answer.

1. Is water wet?  
2. Should dirty hands pick up food?  
3. Does a serape keep you warm?  
4. Do you wear a sombrero on your foot?  
5. Did Juarez conquer the Aztecs?  
6. Does a siesta taste good?  
7. Can you wear a volcano?  
8. Do you wear a huarache on your head?  
9. Would a Mexican eat a rebozo for supper?  
10. Is a burro a corncake?  
11. Do some Mexicans live in apartment houses?  
12. Would you eat a hacienda?  
13. Is adobe a kind of Mexican Indian?  
14. Would you bring a bathing suit to Acapulco?  
15. Does a piñata keep you warm?  
16. Is Chihuahua a drink made from cactus?  
17. If a boy appears can you see him?  
18. Would you eat lava with frijoles?  
19. Do all Mexicans live in poor huts?  
20. Can you play a tune on a tortilla?  

Think about your answers. Will you be able to tell why you wrote yes or why you thought an answer should be no?
Reviewing What You Have Read

Draw a circle around the word or words which should be in the blank in the following sentences.

1. Yucatan is a large__________.
   island peninsula isthmus river

2. Most men in the Mexican villages wear______.
   business suits charro suits white pants and shirts

3. Most people in Mexico live______.
   along the United States border along the eastern coast
   along the west coast on the plateau

4. Taxco is famous for__________.
   lace silver fishing pottery modern buildings

5. A frijole is__________.
   a corn cake a cactus drink a bean a fruit

6. A sombrero is a__________.
   shoe scarf hat blouse

7. The patron saint of Mexico is__________.
   Rosita Santa Anna Guadalupe Santa Muchacha

8. The river that separates Texas from Mexico is__________.
   Colorado Rio Grande Rio Orizaba Rio Muchío
   Mississippi
9. The chief of the Aztecs was called ________________.
   Cortez  Balboa  Montezuma  Diego  Rivera

10. The head of the Mexican government is a ________________.
    king  emperoro  president  queen
Write an X before the best answer for each number.

1. Most people in Mexico live on the plateau
   ___ because it is high
   ___ because the climate is so pleasant
   ___ because it is in the middle of the country

2. Most people in Mexico live
   ___ on the peninsula of Yucatan
   ___ near the United States border
   ___ around Mexico City

3. People in the village usually
   ___ live in housing projects
   ___ live in small adobe huts
   ___ live in wooden farmhouses

4. The soldiers of Cortez did not turn back because
   ___ they were very brave
   ___ their boats were burned
   ___ they liked the climate of Mexico

5. The highest mountain of Mexico is
   ___ Orizaba
   ___ Popocatepetl
   ___ Ixtacihuatl
1. An Indian tribe who lived in Yucatan and built large pyramids  
2. The Abraham Lincoln of Mexico  
3. The city famous for its floating gardens  
4. The man known as the George Washington of Mexico  
5. This man conquered the Aztecs  
6. A small pancake type food eaten by Mexicans in place of bread.
Glossary

adios (a-dee-OSE)--goodbye in Spanish.
adobe (a-DOE-bee)--slippery clay soil from which bricks are made.
burro (BUR-o)--a little donkey.
carnival (CAR-ni-val)--a happy time, when there are feasts, games and dancing.
extport (ex-POR-t)--to send products out of a country.
fiber (FI-ber)--a strong thread-like part of a plant or leaf.
fiesta (fee-ES-ta)--a gay lively time in which everyone takes part and has a good time. There is usually much singing and dancing.
fielotes (free-HOE-lays)--Mexican beans.
hacienda (a-see-EN-dah)--a large farm or ranch in the country.
henequen (HEN-a kin)--a plant from which a rope is made.
huacache (wah-RAH-che)--a Mexican sandal, usually made of woven leather straps.
import (im-POR-t)--to bring needed products into a country.
irrigate (IR-ri-gate)--to bring water into land which is too dry to grow crops.
machete (ma-SHET-ee)--a long knife used for cutting sugar cane and other crops.
maguey (MAG-way)--a cactus plant.
manufacture (man-you-FAK-cher)--to make a product, usually with a machine.
mestizo (mes-TEE-zo)--a person of mixed Spanish and Indian blood.
patio (PA-tee-o)--inner garden of a home, usually hidden from the street by a wall. The Mexicans often use this as an outdoor sitting room.
peninsula (pe-NIN-sa-la)--land surrounded by water on three sides.

peon (PEE-on)--a worker who does not own his own land.

plateau (pla-TOE)--high flat land.

plaza (Plah-za)--a public square. It usually has trees and seats. Sometimes there is a fountain in it.

pottery (POT-er-ee)--pots or bowls made of clay.

rebozo (re-BO-zo)--a shawl usually worn by many Mexican women.

rio (REE-o)--Spanish word for river.

serape (say-RAH-pay)--a shawl or blanket worn by many Mexican men. It takes the place of an overcoat.

siesta (see-ES-ta)--a rest or nap taken in the middle of the day.

sombrero (som-BRAY-ro)--a broad brimmed hat worn by many Mexican men.

taco (TACK-o)--a tortilla filled with meat. See tortilla.

tamale (ta-MA-lay)--corn meal mixed with chopped meat and seasoned with peppers. It is dipped in oil and steamed or fried.

tortilla (tor-TEE-ya)--a thin cake of corn meal. It looks like a pancake. It is often served at Mexican meals instead of bread.
Suggested Activities

A. Activities for Construction
1. Make a salt map of Mexico.
2. Make a model of a volcano.
3. Make a model of a hacienda.
4. Make Mexican pottery.
5. Make a piñata.
6. Build an adobe hut.
7. Make a Mexican flag.
8. Dress dolls in Mexican costumes.
9. Make a diorama. (This may be a scene of Xochimilco. This could be a scene with Paricutin. It may be a village market scene).
10. Set up a village market in the classroom.
11. Draw a mural or frieze of a Mexican scene. This could also be a composite of many drawings made by different children. It need not be limited to one theme.
12. Make stencil designs on paper or cloth using Mexican subjects. The children cut a simple design in a paper. It may be a sombrero or a burro or a cactus or any item associated with Mexico. Crayon or paint is brushed around the edges of the stencil leaving the pattern on the paper or cloth. A frieze or border design may be made from such stencils.
13. Make a model of a pyramid similar to those pyramids found in Mexico.
14. Weave a serape.
15. Draw Mexican pictures.

B. Activities for Creative Expression
1. Learn Mexican Songs (See List of Mexican Songs).
2. Learn Mexican dances. (Some of the songs listed have directions for teaching dances).
3. Make tortillas.
4. Have a puppet show.
5. Dramatize a story about Mexico or an event in Mexican history.
6. Write an imaginary letter as if you were on a trip to Mexico and were writing to friends or relatives at home.

C. Activities for Obtaining and Sharing Information

1. Oral discussions
   a. Contrast Mexican city and village life.
   b. Contrast life of a child in Mexico City and the life of a child in Newton.
   c. Discuss other concepts such as civilization.
      (Were the Aztecs civilized?)
   d. Discuss climate and altitude.
2. Make a picture dictionary. (See Workbook for an exercise).
3. Collect and classify pictures of Mexico. (These can show the contrast between city and village life).
4. Make a scrapbook of current event and newspaper clippings about Mexico.
5. Play Hangman with Mexican words. (Child puts blanks on the blackboard, one for each letter in a word. Children try to guess letters in the word. With each wrong guess a part of a stick figure is added to a noose. Upon completion of the figure the game is over and a new one is started. Child who guesses the word selects the next word and takes turn at the blackboard).
6. Prepare and give oral reports.
7. Have a visitor from Mexico or a person who has spent time in Mexico come to talk to the children. If possible have a person who can show slides and exhibit realia.
9. Make a list of Mexican words learned.
10. Unscramble Mexican words.
11. Locate places on a map of Mexico.
12. Set up an exhibit of projects. (See Activities for Construction).
13. Make signs for exhibit.
14. Plan and make a bulletin board.
15. Play records with Mexican music. (See List of Records).
16. Show film strips and movies. (See List of Film Strips and Movies).
17. Read to children from books which have interesting stories and good information but which are too difficult for the children to read themselves. (See List of Books).
List of Mexican Songs as Found in Elementary School Songbooks


"Four Cornfields"

"Tortillas"

"Fiesta Days"

"Chiapanecas"


"The White Dove"


"Mexican Clapping Song"

"Buy a Tamale"

"El Sombrero Blanco"

"Fiesta" (Dance directions accompany this song)


"Making Tortillas"

"Olivera Street Serenade"


"The Jarabe"


"La Cucaracha"

"Cielito Lindo"

"Song to the Sun"
List of Records

Folk Songs of the Americas
Victor Singing School Series Album E 99

Indian Music of Mexico
Folkways Album P 413

Mexican Folk Dances
Imperial Folk Dance Albums # FD 13

Mexican Rhapsody
Victor 13525

Music of Mexico
Decca DL 9527
List of High Interest-Low Level Books

Story Books

Bannon, L.M. Manuela's Birthday in Old Mexico. A. Whitman, 1939.
Garrett, H. Angelo, the Naughty One. Viking, 1944.

Picture Books

(These are good, easy, supplementary readers published by Silver Burdett, 1957. There are more than 600 pictures in the 7 books)

Jackson, K. Homes Around the World.
Jackson, K. Homes to the South of Us.
Jackson, K. Pets Around the World.
Jackson, K., and Becker, F. Work Around the World.
Scarry, P. Fun Around the World.
Scarry, P. Schools Around the World.
Scarry, P. Schools to the South of Us.
Stories in Basal Readers (Grade III and below)


List of Film Strips

1. Adobe Village (UW-Educ)
2. Children of Mexico (Guntner, John)
3. City People of Mexico (S.V.E.)
4. Cortez and the Aztecs (Guntner, John)
5. Farmers of Mexico (EBF)
6. Farmers of Mexico (S.V.E.)
7. Geography of Mexico (Guntner, John)
8. Mexico, Yesterday and Today (Jim Handy)
9. Marvels of Mexico (Scribner's)
10. Shopping in Mexico (Guntner, John)
11. Town and City in Mexico (EBH)
12. Transportation in Mexico (Guntner, John)

List of Movies

1. Along Mexico's Byways (Wayne U., 1955)
2. Boy of Mexico: Juan and His Donkey (Coronet, 1954)
3. Climate and Resources (Progressive Pictures, 1953)
4. Education and Health (Progressive Pictures, 1953)
5. Guadalajara Family (Hoefler, 1957)
6. History and Government (Progressive Pictures, 1953)
7. Home and Family (Progressive Pictures, 1953)
8. Industry and Commerce (Progressive Pictures, 1953)
9. Mexican Village Family (Hoefler, 1955)
10. Mexican Village Life (Hoefler, 1955)
11. Mexico: Geography of the Americas (Coronet, 1955)
12. New Horizons (UN Film Div, 1953)
13. Old Mexico (Dart, 1957)
14. People of Mexico (Progressive Pictures, 1953)
15. Taxco-Village of Art (Hoefler, 1957)
16. Travel in Mexico (Progressive Pictures, 1953)
17. Workers of Mexico (Progressive Pictures, 1953)
List of Information and Story Books Beyond Third Grade Reading Level


Bibliography--Part II


Quinn, V. Picture Map Geography of Mexico, Central America, and the West Indies. Philadelphia: J.B. Lippincott Co., 1943.


