



Aztec Folk Literature: Two Legends and a Folktale

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Aztec Folk Literature: Two Legends and a Folktale

By Nina Daugherty

Grade 2

**Implementation Time
for Unit of Study: 2 weeks**

DENVER PUBLIC SCHOOLS

THE ALMA PROJECT

The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. The instructional units have been developed for Early Childhood Education (ECE) through Grade 12.

As instructional units are developed and field tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study. Feedback obtained in the spring of 1999, from 48 teachers at 14 sites, was compiled, documented and provided vital information for the field testing report presented to the Board of Education. The information gathered was also instrumental in the design and planning of the 2001-2002 of Alma unit development.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a various of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project and who will provide a broad, diverse, and inclusive vision of curriculum development. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into the curriculum at every grade level or courses in language arts, social studies and history, and art and music.
- It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that was used in the development of the instructional units. A second round of units was developed in March 1998. There is a distinct difference in the instructional framework of the units developed in 1997 as compared to those developed in 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards.

Alma instructional units are currently available on the Alma Project website (<http://almaproject.dpsk12.org>).

For more information on the Alma Project, please contact:

ALMA PROJECT

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Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair
Metropolitan State College of Denver

Dr. Vincent C. De Baca, Assistant Professor of History
Adjunct Professor of Chicano Studies
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish
Latin American and Chicano Literature
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Dr. Arthur Leon Campa, Associate Professor of Anthropology
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Dr. Brenda Romero, Assistant Professor of Ethnomusicology
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Dr. Priscilla Falcon, Professor of International Relations
Department of Hispanic Studies
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English
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The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Patty Dennis, Editor
Greg Lucero, Graphic Designer, (DPS)
Bessie Smith, authenticator for *Introduction to Navajo Culture* instructional unit
Richard W. Hill, Sr, authenticator for *Exploring Northeast Native Americans*
The Iroquois instructional unit

We acknowledge and commend the following contributors whose instructional units of study continue to be requested by teachers in and around Colorado.

1998–1999

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Flor Amaro	Exploring Literary Genre Through Latin American Literature Hispanic Literature	Cheltenham Elementary
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for <i>Among the Volcanoes</i> by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Día de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions Denver School of the Arts <i>Heart of Aztlan</i> Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Día de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenck Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School
Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos Piñatas!	Cheltenham Elementary
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

The following topics were developed in Rounds IV and V of the curriculum development process. Special thanks to the following authors for their quality work and their commitment to the Alma Project. Their contributions will greatly benefit all students in the Denver Public Schools.

1999–2000

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Baca	Study Guide for <i>Walking Stars</i>	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	ECE Specialist
Debbie Frances	La Mariposa/The Butterfly The Desert Easter/Spring Celebration From Corn to Tortillas	Kaiser Elementary
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families...A Celebration Plants/Las Plantas	Kaiser Elementary
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiku and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization The Mexican American War	Alma Project Curriculum Specialist

2000–2001

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Nina Daugherty	Three Latin American Folktales Aztec Folk Literature	
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	American Indian Storytelling: A Tradition Thanksgiving: An American Indian Celebration The Denver March Powwow	ECE Specialist
Deborah Francis	The Cowboys/Vaqueros	Kaiser Elementary
Ron Ingle II and Dan Villescascas	Celebrations	Smith Elementary Former ALMA Project Curriculum Specialist
Sandra Miller	Mercado Only What We Need: Living in Harmony and Nature	Samuels Elementary
Astrid Parr	Cinco de Mayo: A Historical Celebration	Swansea Elementary
Jessica Schiefelbein	Faith Ringgold	Doull Elementary School
Barbara J. Williams	Lessons in Courage: Martin Luther King, Rosa Parks, and Ruby Bridges	Jessie Whaley Maxwell Elementary

Instructional Framework

The Alma instructional units are *not* to be used in isolation, but rather should be infused or integrated into the adopted Scope and Sequence for K-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was originally provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL). The framework of the initial round of units consists of a **Title Page**, which includes the title, author's name, recommended grade levels, and a timeframe for implementation; an **Introduction**, which has content-focused background information that the teacher should know before starting to teach the unit; **Standards Addressed**, which gives the basic knowledge and skills that the unit will teach; an **Annotated Bibliography**, which lists the sources used for the development of the topic; and a short **Biography** of the author.

The individual lesson components contain the following:

Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

Specifics

Identification of relevant supporting knowledge that will help students understand the information.

Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

The second round of the Alma units of study were modified and expanded to provide a more comprehensive instructional framework tailored to state and district standards.

These units have all the components that the initial units have. The **Title Page** still has the same information, but it is formatted differently. New components are the **Unit Concepts** section, which gives the general themes and concepts that when taken together describe the entire unit; the **Implementation Guidelines**, which provide guidance on recommended grade levels, adaptations, specific classes into which the topic can be infused, and any other information important to teaching the specific topic; and a **Lesson Summary**, which is a snapshot of the content covered in the lesson.

Each lesson contains a set of key components, which are listed below.

What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

What will be done to help students learn this?

- Instructional strategies
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to integrate into their curriculums the Latino cultural and historical contributions in literature, history, art, science, and music (<http://almaproject.dpsk12.org>). Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Classroom Resource Library to help them in teaching the units. The Center is located at 1330 Fox Street, Denver, Colorado.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

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Concepts

- History
- Art
- Self Expression
- Self Esteem
- Dreams
- Goals
- Hope
- Success

Standards Addressed by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skill to their reading, writing, speaking, and viewing. (RW4)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

Visual Arts

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students know and apply elements of art, principles of design, and sensory expressive, and creative features of visual arts. (VA2)

Introduction

It has been said that to know a people, one must learn their folktales and legends. Legends and folktales are a part of folk literature that have been told throughout the millennia. They offer the reader a snapshot of history for a specific period of time. For example, *The Legend of Mexicatl* gives a glimpse into pre-Columbian Aztec life.

In legends and folktales, miraculous events intervene to help characters achieve their goals. These developments engage the reader and hold the attention of the listener. All who indulge welcome the momentary escape from reality.

Folktales show a variety of human traits. Oftentimes humans or creatures are portrayed just as they are—ordinary beings that become involved in extraordinary events. Mexicatl is born into a peasant family and becomes an important leader when Morning Star “speaks” to him.

In folktales, good usually triumphs over evil. Even very young children quickly learn that wickedness does not prevail. It is one of the many values of tale telling. The listener can absorb this wisdom, layer by layer, with each successive retelling.

Readers can identify with the variety of characteristics presented in folktales: kindness, strength, vulnerability, dishonesty, flexibility, and persistence. They can predict that the big bad wolf will not get to eat the three little pigs, or that Goldilocks will somehow be saved.

The good sense of the characters, along with tenacity and courage, make them likable and successful. Most readers know that the tortoise ultimately will beat the hare across the finish line. However, mysterious forces are frequently needed to help the leading character defeat unscrupulous evildoers. This adds tension and excitement that serves to keep the readers reading until the resolution.

Legends can be distinguished from folktales in that the storyteller presents the story as fact. Even though magical forces and supernatural states play an integral part in the action, the storyteller swears by its truthfulness. In fact, as stories are handed down from generation to generation, details are modified to make it more authentic and palatable. This is part of the craft of storytelling.

Transformations from human to animal are common fare in legends. In *The Hummingbird King*, Kukul is ultimately transformed into the elegant quetzal bird. In other tales, animals have human qualities. In *The Lizard and the Sun*, a precocious little lizard talks with the emperor of the Aztecs to tell him she has found the sleeping sun.

The modern world is a combination of many roots, backgrounds, and cultures. Mesoamerica is a mixture of European, African, Asian, and Native people. In these four stories, the learner will establish a valuable link with that blended history.

As is true with all cultures, folktales and legends address human commonalities—our foibles and our strengths.

Instructional Materials and Resources

The following resources are needed for implementing this unit.

Lesson 1

Eight paperback copies and one hardcover copy of *The Legend of Mexicatl*
Cassette tape recorder and one cassette tape
Headphones and other supplies for a listening center
Chart paper
Marker
Copies of Venn diagram—one for each student

Lesson 2

Eight paperback copies and one hardcover copy of *Abuela's Weave*
Paper
Pencils

Lesson 3

“Moon kits” containing one tag board moon wheel (2 pieces) and a brad fastener
Eight paperback copies and one hardcover copy of *The Lizard and the Sun, La Lagartija y el Sol*
A globe of the Earth
A flashlight (to represent the sun)
Copies of the “Phases of the Moon” worksheet—one for each child
Chart paper
Marker
Scissors—one pair for each student
Crayons and/or markers for each student
Audiotape of the story that you have recorded
Cassette tape recorder
Headphones, etc., for a listening center

Lesson 4

Eight paperback copies and one hardcover copy of *Abuela's Weave*
“I’m Great, I’m Almost Perfect” worksheets—one for each student
Tape recorder
Listening center supplies
Audiotape of the story that you have recorded

Lesson 5

Eight paperback copies and one hardcover copy of *The Hummingbird King*
Book review worksheets—one for each student
Tape recorder
Audiotape of the story that you have recorded
Listening center supplies
Optional: Video camera, videotape, and cardboard mockup of a television screen

Lesson 6

Eight paperback copies and one hardcover copy of *Mexicatl* and *Abuela's Weave*
Audiotapes of the stories for the listening center
Chart paper
Marker
“Story Web” worksheets—one for each student

Lesson 7

Eight paperback copies and one hardcover copy of *The Lizard and the Sun, La Lagartija y el Sol*
Audiotape of the story you have recorded
Listening center supplies
Enough paper plates (the thin, inexpensive kind are fine)—two per student
Yarn—one yard per student (red, yellow, or orange)
Hole punchers
Marker
Pencils, crayons, scissors for each student

Lesson 8

Eight paperback copies and one hardcover copy of *The Hummingbird King*
Audiotape of the story you have recorded
Listening center supplies
Cube template
Tag board—enough for each student to make a cube
Pencils
Crayons
Scissors

Lesson Summary

Lesson 1	Mexicatl's Life and Yours 6 Compare and contrast Mexicatl's life to life in Denver.
Lesson 2	What Are Your Dreams? 11 Students focus on dreams and hopes while composing an acrostic poem.
Lesson 3	I'm Almost Perfect! 14 Individual traits that make us unique are the basis for the writing assignment.
Lesson 4	Day and Night Delight 17 Oral language development and vocabulary building.
Lesson 5	The King's Life 20 Write a book review of <i>The Hummingbird King</i> .
Lesson 6	Your Magic 23 Development of writing skills through composition about magical powers.
Lesson 7	Lazy Sun 26 A student art project with lots of reading opportunities.
Lesson 8	Have It Your Way 28 Sequencing story events and development of a new story ending.

Implementation Guidelines

This unit has been written for second-grade students. However, it is easily adapted for first-through third-grade individuals. By studying in depth, the thoughts, decisions, and actions of the characters, the students advance their own moral development, connect their own lives to positive role models, and make vital connections to civilizations that have contributed greatly to our history.

While implementing this unit it is important to recognize that each group of children will be different. The concepts will need to be revisited numerous times for the students to grasp their full meaning. Therefore, the discussions may be short or lengthy depending on understanding and level of interest. Additional class time and/or small group discussions may be added to allow students to absorb the complexities of the four stories. This unit can be taught in two to three weeks. It can be a whole unit or used with other content instruction.

It is recommended that “wait time” (the notion that a respondent be given ample time to think while others are waiting for him or her to answer a question) be used to allow students to process ideas thoroughly.

This is particularly important for Second Language Learners who are acquiring English and those learners with auditory processing problems. Additionally, it is often helpful to pair students who speak little English with English-speaking students. If a bilingual student is available to give this help, it will help him/her to understand some difficult and abstract concepts.

Lesson 1: Mexicatl's Life and Yours

What will students be learning?

STANDARDS

Students and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use comprehension strategies such as using prior knowledge, previewing; predicting; inferring; comparing and contrasting; summarizing; and applying knowledge of metaphor, simile, symbolism, and other identified figures of speech.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

OBJECTIVES

Students will learn to compare and contrast by identifying traits in Mexicatl's life.

Students will make value judgments about character traits presented in the literature selections.

Students will compare Mexicatl's life to their own by making a Venn diagram.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Compare and Contrast

Venn Diagrams

Analyzing

Teacher-Guided Discussions

Drawing Conclusions

PRELIMINARY LESSON PREPARATION

Record each of the four stories on a separate cassette to use with a book at the listening center.

Make copies of the Venn diagram on page 9 for students. Make a large copy of the Venn diagram on a piece of chart paper. Introduce the vocabulary words: compare and contrast.

When the class has a good grasp of the meaning of the words, move on to the activities.

ACTIVITIES

Display the large Venn diagram and indicate to the class that they will each be comparing and contrasting Mexicatl's life to their own. Do a shared reading of *Mexicatl*. Explain how a Venn diagram helps listeners and learners understand information more clearly.

Lead a discussion about the similarities and differences between Mexicatl's life and their own. Ask open-ended questions such as, "What were the actions Mexicatl took that helped his community?" and "What actions caused problems for Mexicatl?" Allow students to draw their own conclusions.

Some themes in the story may be difficult to understand. For example, when the voice spoke to Mexicatl and asked; "Can you be strong, but gentle?" "Can you be kind, but firm?" and "Can you walk with wisdom?" These paradoxes may need further discussion for students to understand. Help them realize that sometimes these character traits come quickly to a person. However, for most individuals, it takes lots of practice throughout life to master these attributes.

Chart information on the large Venn diagram. Point out that on each student's Venn diagram there will be some information in common and much of the rest will be personal information and, therefore, different from the rest of the class. In addition, indicate that each person will have the option to share their work during small-group discussions.

VOCABULARY

Venn diagram a graphic organizer with large, interlocking circles that help the user list similarities and differences of a chosen topic

Compare to find similarities

Contrast to find differences

Harmony agreeing on ideas and actions

Paradox an idea that seems to express contradiction but, in fact, expresses a universal truth

Simile a figure of speech comparing one thing to another

RESOURCES/MATERIALS

Multiple copies of *The Legend of Mexicatl* by Jo Harper

Cassette tape recorder and one cassette tape

Headphones and a junction box for a listening center for six

Chart paper

Marker

Copies of Venn diagram—one for each child

Positive/Negative Worksheet—one for each child

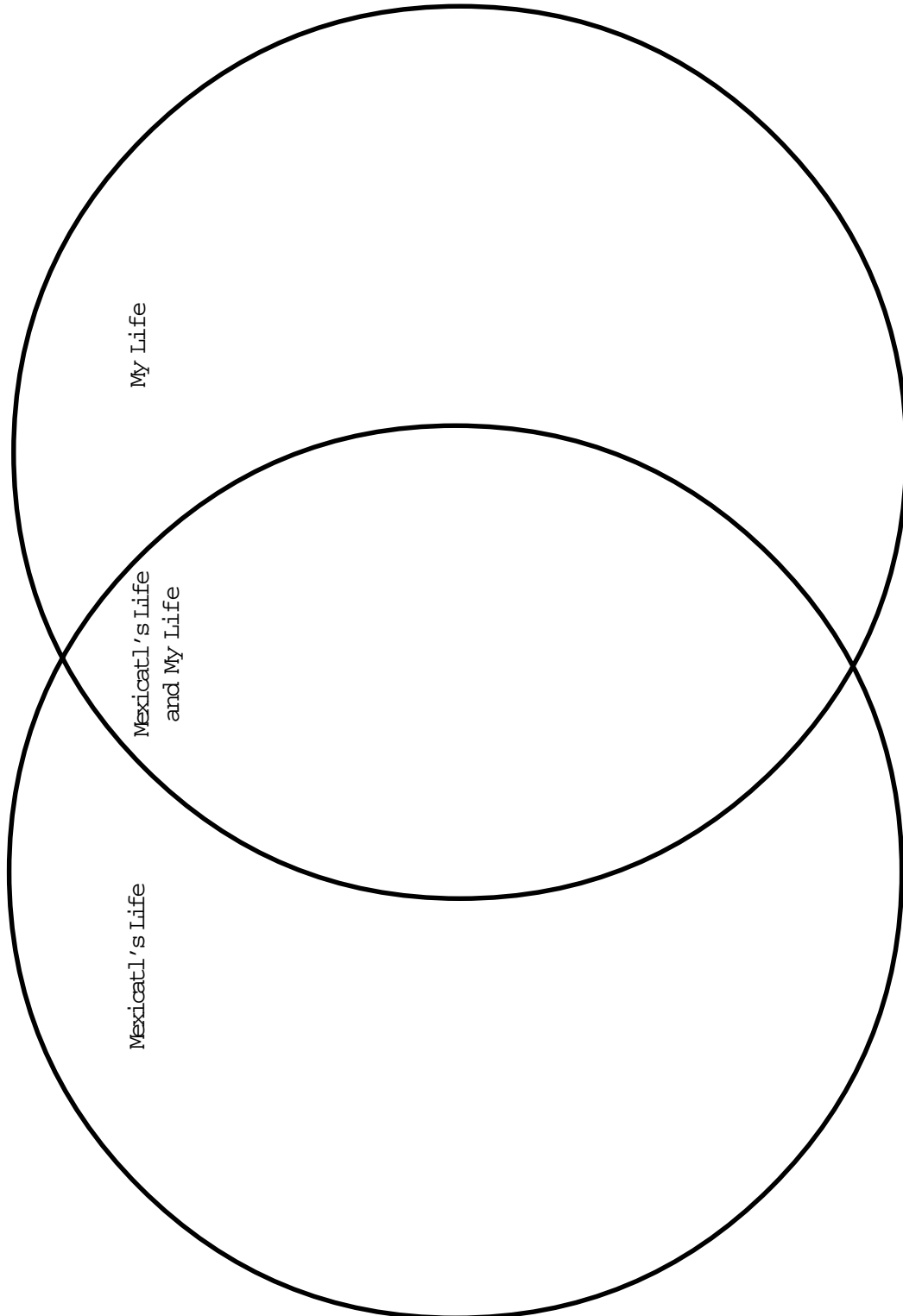
ASSESSMENT

Each student will demonstrate an understanding of the instructional strategy of comparing and contrasting by creating a Venn diagram that compares and contrasts his or her personal lives with Mexicatl's.

<u>Rubric Points</u>	<u>Description</u>
4	The student completes a Venn diagram that shows an understanding of compare and contrast. In addition the student compares and contrasts his/her life to that of Mexicatl's in words and/or pictures.
3	The student compares his/her life to Mexicatl's, but does not indicate an understanding of compare and contrast.
2	The student shows an understanding of compare and contrast but is unable to compare or contrast his/her life to that of Mexicatl's.
1	The student does not demonstrate an understanding of compare and contrast and cannot relate his/her life to Mexicatl's.

Name _____

Venn Diagram



Name _____

Mexicatl's Life

Positive

1 _____

2 _____

3 _____

4 _____

5 _____

Negative

1 _____

2 _____

3 _____

4 _____

5 _____

Lesson 2: What Are Your Dreams?

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students will use comprehension strategies such as using prior knowledge; predicting; inferring; comparing and contrasting; and summarizing.

Students will recognize, understand, and use formal grammar in speaking and writing; apply formal usage in speaking and writing; use correct sentence structure in writing, and demonstrate correct punctuation, capitalization, and spelling.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

OBJECTIVES

Students will read *Abuela's Weave* and review *The Legend of Mexicatl*.

Students will be introduced to the concept of goals, dreams, and hopes as prerequisites for obtaining success.

Students will identify the dreams and hopes of the protagonists in *The Legend of Mexicatl* and *Abuela's Weave*.

Students will share a dream that they may recall and one aspect they hope to accomplish in their lives, identify hopes and dreams of their own, and write about them.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Guided Reading

Read Aloud

Determining Importance in Text

Venn Diagram

Acrostic Poem

ACTIVITIES

Do a shared reading of *Abuela's Weave*. Reread *The Legend of Mexicatl*. Ask the students to think about the dreams of Mexicatl and Esperanza from *Abuela's Weave*. Lead a discussion about the meaning of the word "dream." Write the definitions they give you on chart paper or the chalkboard. Ask students to explain the term "hopes and dreams." Check for understanding by asking questions. This enables you to informally assess if students who do not contribute to the discussion are following the lesson.

Using a Venn diagram on chart paper, list the similarities differences of the hopes and dreams of Mexicatl and Esperanza.

During guided-reading groups, continue the discussion on dreams. Have each student share some of their hopes and dreams with the group. These may include answers such as visiting Disneyland, becoming the president of the United States, being rich, being a firefighter, being an inventor, a movie star, or a fashion designer. Try to illicit answers from each child so they will be better prepared for the writing exercise.

Introduce the term “acrostic poem.” Write the word DREAM vertically on the chalkboard. Create an acrostic poem with help from the class. Make several examples. Use dictionaries to help students to find words. Additional prompts could include: My Hopes, Someday, Sometime, In My Future, When I Grow Up, or any ideas that you and your class generate.

These poems are impressive when typed in a large font on the computer. Students love to use this type of poetry for holidays, Mother’s Day, Father’s Day, or birthdays. Many students enjoy doing bilingual acrostics in their native language and English in the same poem. It is a great way to show off their fluency!

VOCABULARY

acrostic poem..... a poem created by writing letters vertically and each line of the poem begins with one of the letters of the word (See MOTHER poem below)

Abuela (ah-BWAY-lah) the Spanish word for grandmother

Avenida (*ah-vay-nee-duh*) avenue

Esperanza (*es-pear-on-zuh*)... the Spanish word for hope

Fiesta (fee-ES-tuh)..... a party or festival

Guate (wah-tay) abbreviation for Guatemala (way-tay mal-uh) referring to Guatemala City, the capitol of Guatemala

Ocho (OH-cho) the number eight

Septima (SEP-teem-uh) seventh

MOTHER Acrostic Poem

My special friend

On my side

The best cook

Helpful to me

Eternally patient

Ready to go

RESOURCES/MATERIALS

Abuela's Weave by Amar S. Castañeda

Pencils

ASSESSMENT

Each student will demonstrate an understanding of the concepts of goals, dreams, and hopes by connecting their own to those presented in the reading selections.

<u>Rubric Points</u>	<u>Description</u>
4	The student demonstrates a total understanding of the story <i>Abuela's Weave</i> and can label the goals, dreams, hopes of the protagonists and extend the concepts to his own life and speaks/writes with fluency and completeness of thought.
3	The student demonstrates a total understanding of <i>Abuela's Weave</i> and can label the goals, dreams, and hopes of the protagonists and extend the concepts to his own life, but has difficulty expressing his/her thoughts or communicating responses.
2	The student demonstrates a total understanding of <i>Abuela's Weave</i> and can label one or more goals, hopes or dreams depicted in the story, but cannot personalize the concepts.
1	The student can make one or more statements about <i>Abuela's Weave</i> but is unable to conceptualize what are the goals, dreams, or hopes of the protagonist in the story or to his/her own experiences.

Lesson 3: Day and Night Delight

What will students be learning?

STANDARDS

Earth and Space Science: Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space. (S4)

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students know and apply visual arts materials, tools, techniques, and processes. (VA3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students will know the structure of the solar system, composition and interactions of objects in the universe, and how space is explored.

Students will select and use images, themes, and ideas in their own works of art and to create and communicate meaning.

Students use art materials, tools, techniques, and processes in a safe and responsible manner.

Students will make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

Students will recognize, express, and defend points of view orally and in writing.

OBJECTIVES

Students will learn that the Earth's rotation around the sun causes day and night and that the moon's rotation around the Earth creates the phases of the moon.

Students will create a model that shows the phases of the moon.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Making a Model

Total Physical Response (TPR)

Independent Practice

KWL Chart

PRELIMINARY LESSON PREPARATION

Photocopy the "Phases of the Moon" worksheet for each student. If possible, print it on tag board to achieve a sturdier moon. Another option is to glue the worksheet onto a piece of heavy paper. Gather the materials necessary ahead of the presentation.

ACTIVITIES

Do a shared reading of *The Lizard and the Sun, La Lagartija y el Sol*. Afterward, create a KWL chart to ascertain what the children already know about the solar system, day and night, and the phases of the moon. Tell the students that you will review, for clarification, how the solar system works. Introduce vocabulary words and show a model of the solar system to clarify how they are used. Ask for volunteers to help you demonstrate.

TPR: To demonstrate day and night, have one student hold the flashlight to represent the shining sun. Another student, using a globe, can be the Earth rotating around the sun. A third student can be the moon rotating around the Earth and sun. Add other planets and their moons as the class's knowledge and understanding become clearer. Have the children change and act out the different parts of the solar system. This kinesthetic style of learning helps students understand these abstract concepts much more quickly.

Review the book and ask for more information to put on the KWL chart. Pass out the phases of the moon kits Complete the KWL chart with information the students share.

RESOURCES/MATERIALS

- Moon kits containing one tag board moon wheel (2 pieces) and a brass brad fastener
- Eight paperback copies and one hardcover copy of *The Lizard and the Sun, La Lagartija y el Sol*
- A globe of the Earth
- A flashlight to represent sunlight
- "Phases of the Moon" worksheet—one for each child
- Chart paper
- Marker
- Scissors—one pair for each child
- Crayons and/or markers—enough for each child
- Audiotape you have made of the book
- Cassette tape recorder
- Junction box
- Headphones

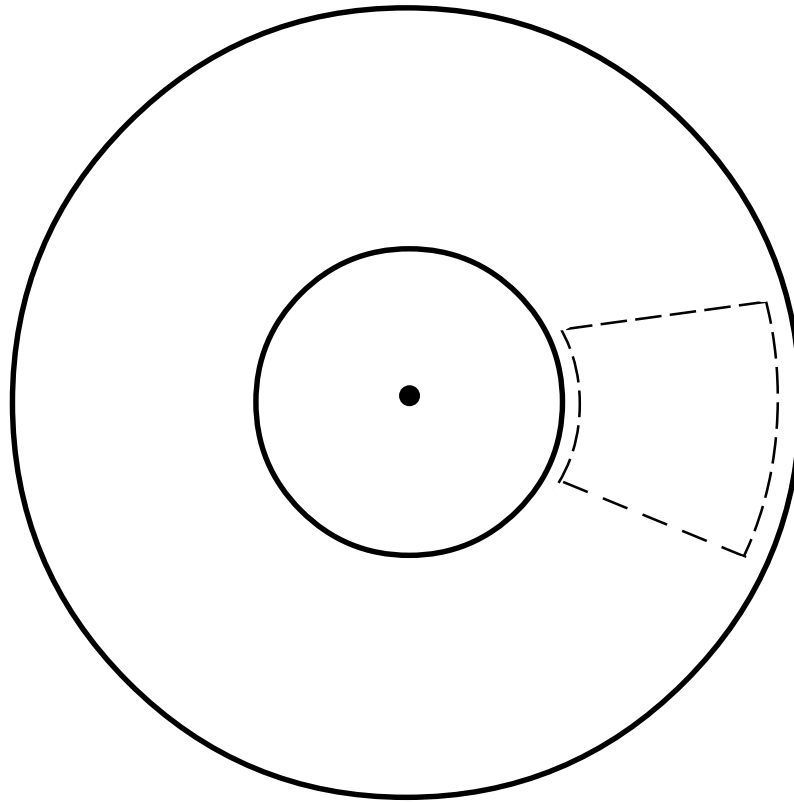
VOCABULARY

- Reflection to throw back an image
- Rotate to turn on an axis
- Gravity the tendency of material objects to fall to earth

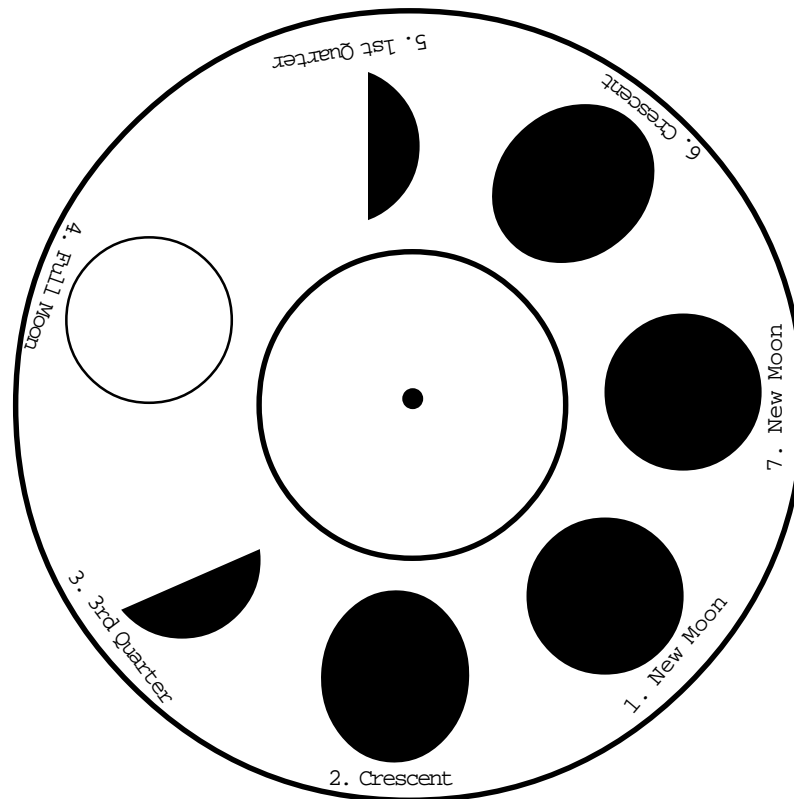
ASSESSMENT

Students will be assessed on their ability to provide an oral or written explanation of the rotation of the Earth around the sun and the moon around the Earth as well the phases of the moon. Students will demonstrate the phases of the moon by using a model to demonstrate the positions of the sun and moon rotating around the earth.

Phases of the Moon Worksheet



1. Cut out window on dotted lines.
2. Make a hole in the center and attach a brad fastener.



Lesson 4: I'm Great, I'm Almost Perfect

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

BENCHMARKS

Students will expand vocabulary development using a variety of methods such as synonyms, antonyms, metaphors, and similes.

Students will write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.

Students will plan, draft, revise, proofread, edit, and publish written communications.

Students will apply formal usage in speaking and writing.

OBJECTIVES

Students will write a simple response poem using a framed sentence as a guide.

Students will share their poem(s) by reading aloud to the class or their reading group.

Students will recognize that each individual has something to offer the class, school, and society.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Inferencing

Questioning

Graphic Organizers

ACTIVITIES

Reread *Abuela's Weave* and discuss what is perfect or almost perfect in the book. This activity is an excellent self-esteem builder. Conduct a discussion that helps the students realize many of the skills they already have, such as an ability to speak another language, sing, play an instrument, do dishes, cook, mow the lawn, rake, garden, read, etc. Have each child make his or her own list.

Give each child an "I'm Great, I'm Almost Perfect" worksheet. Share some of your own ideas from your worksheet. Explain that there are many skills that we all have in common and each person improves on those skills throughout his/her life. Conduct a discussion that focuses on how different individuals have different goals, preferences, and skills. Help the group realize that each person has something important to contribute to the class, school, and society as a whole. Share poems in small group or with the whole class.

RESOURCES/MATERIALS

Eight paperback copies and one hardcover copy of *Abuela's Weave*

“I’m Great, I’m Almost Perfect” worksheet—one for each child

Pencils

ASSESSMENT

Students will be assessed on labeling the skills that they are great at (worksheet) and on the completion of their poems.

Name _____

I'm Great, I'm Almost Perfect

I'm great, I can _____ and I can
_____. I'm almost perfect!

I'm great, I can _____ and I can
_____. I'm almost perfect!

I'm great, I can _____ and I can
_____. I'm almost perfect!

I'm great, I can _____ and I can
_____. I'm almost perfect!

I'm great, I can _____ and I can
_____. I'm almost perfect!

I'm great, I can _____ and I can
_____. I'm almost perfect!

Lesson 5: The King's Life—The Hummingbird King

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students will use comprehension strategies such as using previewing, inferring, predicting, and summarizing.

Students will write and speak for a variety of purposes such as telling stories and presenting analytical responses to literature.

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will make predictions, analyze, and draw conclusions in reading, writing, speaking, listening, and viewing.

OBJECTIVES

Students will critique the book *The Hummingbird King* and will write, edit, and orally share a book review.

Students will edit their own and a partner's writing for grammar, sentence structure, capitalization, and punctuation.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Guided Reading

Questioning

Cooperative Writing, Reading, and Speaking with Partner-Pairs

Analyzing

Summarizing

Drawing Conclusions

Videotaping (optional)

PRELIMINARY LESSON PREPARATION

Make a copy of the "Book Review" form for each student. Rotate reading groups. While doing guided reading with group one; groups two, three and four can be at centers, seatwork, or working with the paraprofessional. In this way six or seven copies of each of the four books in this unit can be used.

PRETEACHING

Review the differences between stating facts and giving opinions. If a student has difficulty differentiating the two, reteach the student on a one-to-one basis, in small groups, and/or through practice. Explain that books get reviewed by “Book Reviewers.” These reviews help a buyer decide which books she or he might prefer. These “critics” state facts and give opinions about what the book has to offer a reader. It is then easier for the reader to make a decision about whether or not to read that book. Talk about how best to provide constructive feedback about a peer’s contribution and/or work. Set criteria as to what positive support sounds like. Teach groups skills (cooperative learning) and review how best to work in groups until students understand that they all have a job to do and how best to get the task accomplished.

ACTIVITIES

Do a shared reading of *The Hummingbird King*. Discuss the setting, characters, problem, and solution. Explain that each class member will be reviewing the book and will have the opportunity to share his or her review with the class. In addition to writing a book review, everyone will work with partners to practice editing their report and presenting it orally.

With each guided-reading group, discuss the purpose of a book review. Pass out the book review forms and discuss the information needed in each section. Review capitalization, sentence structure, and punctuation as needed. When students have a clear understanding of the work, put them into pairs. Explain that they will work cooperatively to look for problems in their partner’s writing. Partners can practice presenting their book reviews to each other.

Optional: Videotape each child’s book review. A cardboard box, cutout and decorated to appear as a television, is a great prop.

RESOURCES/MATERIALS

The Hummingbird King by Argentina Palacios

Book review worksheets

Tape recorder, cassette recordings

Optional: Video camera, videotape, and cardboard mockup of television screen

ASSESSMENT

Students are assessed on the completion of one book review and the key writing elements of a finished book review. Students will also be assessed on demonstration of cooperative learning skills. The teacher can develop criteria and a checklist to assess each student’s ability to work with others. This checklist can be shared with parents. The checklist should reflect:

- Did each child contribute to the task at hand?
- How well did students value each other’s contributions?
- Was the critique constructive and reflect the group skills taught at the beginning of the lesson?
- Was the book review completed?

Name _____

Book Review Worksheet

Book Title:

Book Author:

Illustrator:

Characters

Setting

Problem

Solution

Describe the parts of the book you like:

What part of the book made you sad or unhappy? Explain.

Lesson 6: Your Magic

What will students be learning?

STANDARDS

Students will read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

BENCHMARKS

Students will use comprehension strategies such as using prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and summarizing; and identifying the author's purpose.

Students will use information from their reading to increase vocabulary and language usage.

Students will write and speak for a variety of purposes.

Students will plan, draft, revise, proofread, edit, and publish written communications.

Students will apply formal usage in speaking and writing.

Students will use correct sentence structure in writing.

OBJECTIVES

Students will use a story web to organize their writing.

Students will write a story about themselves using magic powers.

Students will use correct sentence structure, spelling, grammar, and punctuation.

Students will self-edit and use a buddy to edit and correct the stories.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Guided Reading

Guided Writing

Student-Directed Editing

Independent Practice

Graphic Organizer

PRETEACHING

Review *The Legend of Mexicatl* and discuss how magical powers (in this case the magical star) help the characters achieve their goals. Compare it to *Abuela's Weave* where no magical powers were used. Ask the class for titles of books and movies they know that use magic. List these on chart paper and discuss each one so that each student has a clear idea. Most children are familiar with numerous folktales, myths, and legends from preschool, from home, or from television and movies.

PRELIMINARY LESSON PREPARATION

Make an audiotape of each book used in this lesson and use them at the listening center.

ACTIVITIES

Discuss magical powers and how they are used to make a fictional story more interesting. Draw a story web on the chalkboard. Lead a discussion on how to use a story web to help organize ideas for writing. Include characters, setting, problem, and solution. Briefly review the rules of capitalization and punctuation. Discuss the role of an editor and how writers use them. Pass out the story web worksheets. During guided-reading groups, review and edit each child's story web sheet. Students who have completed their webs and have a good understanding can begin writing their first draft.

Each day during guided reading, discuss sentence structure, grammar, punctuation, and capitalization. Remind them that editors are paid to help writers improve their writing and that there are numerous drafts made before the final copy is finished. This is the gradual process of learning to write. It will likely take a week to write, edit, complete, and illustrate this story. Use a computer lab (if available) for the final copy.

RESOURCES/MATERIALS

Multiple copies of *The Legend of Mexicatl* and *Abuela's Weave*

Two cassette tapes, tape recorder and headphones for the listening center

Chart paper

Marker

Story web worksheets—one for each child

ASSESSMENT

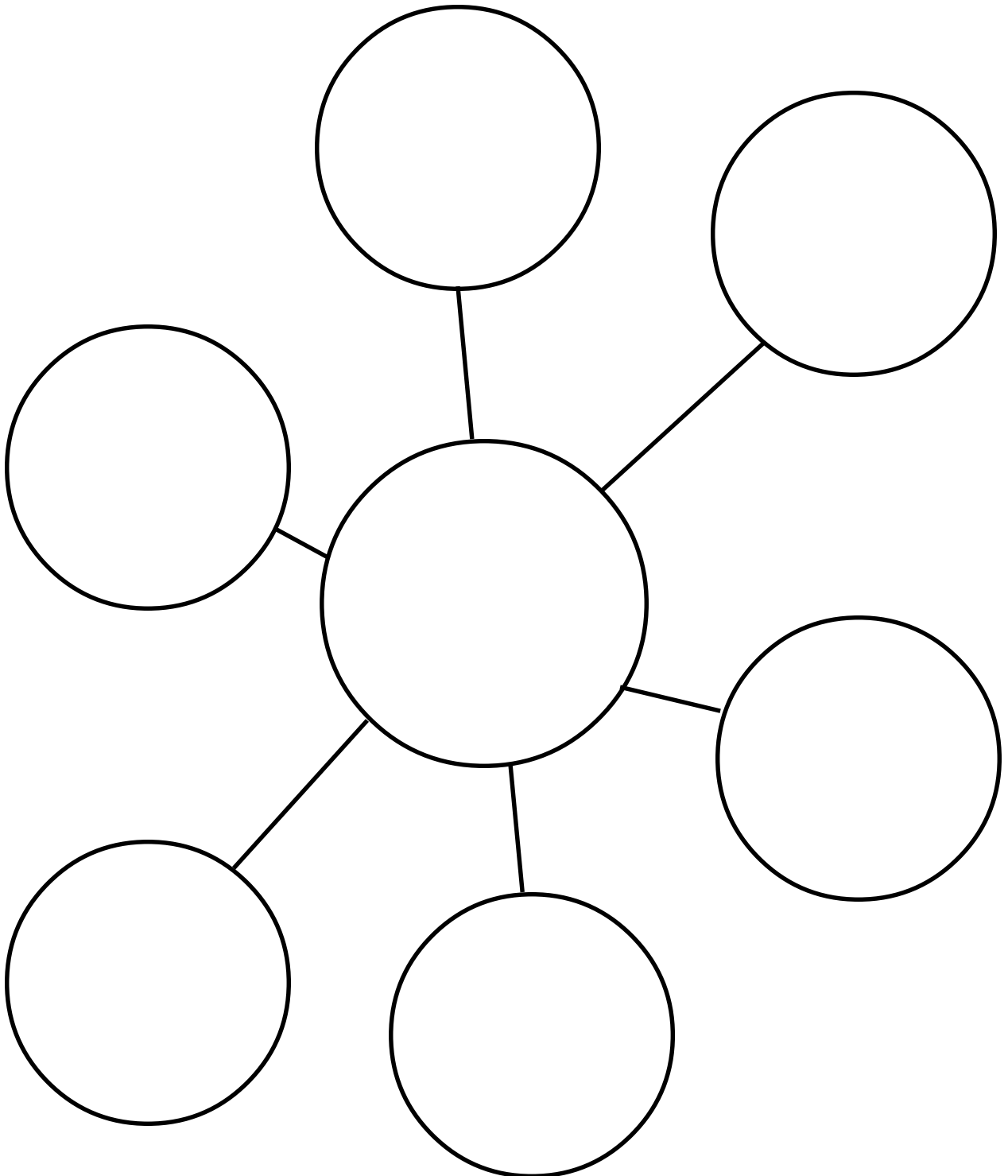
Students will be assessed on their ability to: 1) use a story web to organize their writing; and 2) write, edit, and illustrate a story.

<u>Rubric Points</u>	<u>Description</u>
4	Student uses a story web effectively to organize his/her story and writes, edits, and illustrates a story using correct sentence structure, capitalization, punctuation, and a buddy editor.
3	Student writes a story but does not use a story web and cannot use a buddy editor.
2	Student writes a story web but cannot produce a story.
1	Student cannot write a story web or create a story.

Name _____

Story Web Worksheet

Title _____



Lesson 7: Lazy Sun

What will students be learning?

STANDARDS

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students will relate the visual arts to various historical and cultural traditions. (VA4)

Students know and apply visual arts materials, tools, techniques, and processes. (VA3)

Students write and speak for a variety of purposes and audiences. (RW3)

BENCHMARKS

Students will select and use visual images, themes, and ideas in their own works of art to create and communicate meaning.

Students will use different materials, tools, techniques, and processes in creating their own works of art.

Students will identify works of art as belonging to various cultures, times, and places.

Students will apply formal usage in speaking and writing.

OBJECTIVES

Students will create their own model of the sun that shows it sleeping inside a rock.

Students will retell the story of *The Lizard and The Sun, La Lagartija y el Sol* using Standard English.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Guided Reading

Teacher-Guided Art Instruction

Story Sequence

Retelling

PRELIMINARY LESSON PREPARATION

Make a model of the sleeping sun art project. Have all materials organized and ready to hand out (see materials list below). Prepare the listening center with the recorded version of the book.

ACTIVITIES

Review what causes the planet Earth to experience day and night. Do a shared reading of *The Lizard and the Sun, La Lagartija y el Sol*. Explain that they must be able to retell the story in their own words. Do a brief review of the story sequence and put it on chart paper.

During guided reading, have each student retell the story to his or her reading group. Show them the model of the sleeping you have made.

Instructions for making the model: With paper plates face-to-face, punch holes for the yarn. Cut out a triangular-shaped piece of the front plate. Draw the sleeping sun on the bottom paper plate. Sew the plates together with yarn. Pass out art materials. Allow several days for the students to finish this art. Remind them that good art takes a long time to complete. During guided reading, have students retell the story to their reading group.

MATERIALS/RESOURCES

Eight paperback copies and one hardcover copy of *The Lizard and the Sun, La Lagartija y el Sol*

Cassette tape recorder

Headphones

Audiotape you have made of the book

Paper plates (the thin, inexpensive kind is fine)—two per student

Yarn—one yard per student (red, yellow, or orange)

Hole punchers

Chart paper

Marker

Pencils, crayons, scissors for each student

ASSESSMENT

Students will be assessed on completing a model of the sleeping sun. Students will retell the story orally, giving at least six separate events using Standard English and proper sequencing of story.

Lesson 8: Have It Your Way

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, and listening. (RW4)

Students recognize and use the visual arts as a form of creativity. (VA1)

BENCHMARKS

Students will write and speak to peers, teachers, and the community.

Students will use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills.

Students will select and use visual images, themes, and ideas in their own works of art to create and communicate meaning.

OBJECTIVES

Students will draw to create a new ending to the story.

Students will write to explain the new ending.

Students will explain their new ending verbally.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared Reading

Sequence

Discussions

Graphic Organizer (tag-board cube)

PRELIMINARY LESSON PREPARATION

Copy the foldable “cube” onto tag board for each student (or have the students trace the pattern onto tag board). Draw the sequence of events on a cube as an example. Do not cut it out. This enables the students to see how the cube will be a sequence of events.

ACTIVITIES

Do a shared reading of the *Hummingbird King*. Discuss the sequence of events, allowing students to give reasons for the importance of any event he/she wants to include. Show the cube and explain that each student will draw the sequence of events on his or her cube before cutting it out. In addition, they will write two sentences to accompany each of the six sides of the cube that tell the story. The sentences must match each picture drawn. Pair the students and have them discuss the sequence of events before beginning their cube or writing. Have the students leave one side of the six-sided cube blank. This blank side is for the new ending that each writer will create.

RESOURCES/MATERIALS

Eight paperback copies and one hardcover copy of *The Hummingbird King* by Argentina Palacios

Cassette tape recorder

Headphones

Audiotape of the story made by the teacher

Cube template

Tag board—enough for each student to make a cube

Pencils

Crayons

Scissors

ASSESSMENT

Students will draw a new ending to the story. Students will be assessed on their ability to orally retell the story with their new ending, as well as write two sentences that accompany each of the six sides of the cube.

Rubric Points

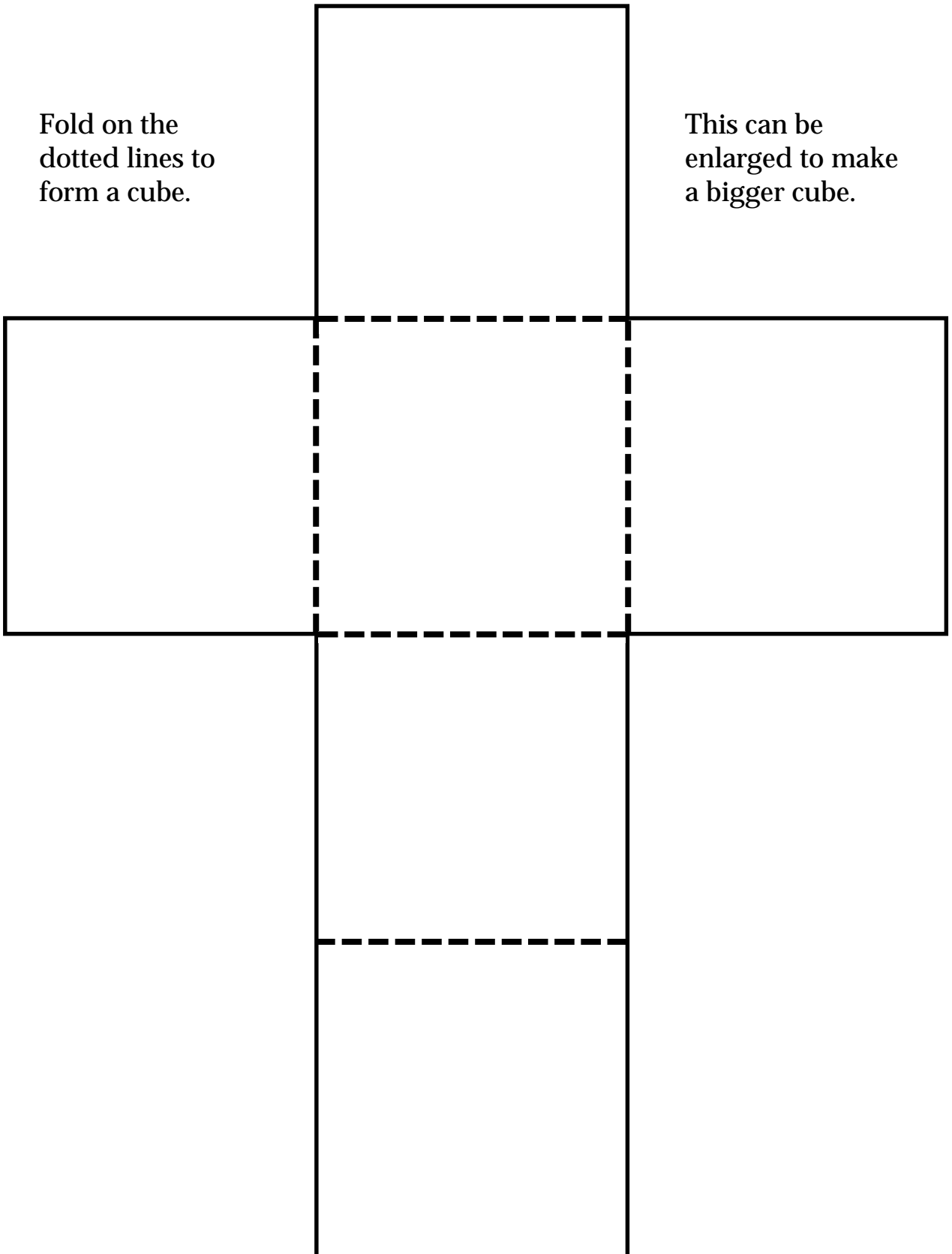
Description

- | | |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | The student can retell the story with the new ending, draw a picture to accompany their new ending, and write two sentences for each side of the cube. |
| 3 | The student can retell the story with their new ending, but does not complete the sentences. The student also draws the pictures for each side of the cube. |
| 2 | The student draws pictures for their new ending but cannot retell the story or write the sentences. |
| 1 | The student does not complete the art or writing and is unable to retell the story. |

Cube Template

Fold on the
dotted lines to
form a cube.

This can be
enlarged to make
a bigger cube.



Unit Assessment

Students will demonstrate or explain how to use a story web as an organizer for writing.

Students will compare parts of their own lives with Mexicatl's or characters in *The Hummingbird King*.

Students will retell one of the stories studied using Standard English.

Students will explain the rotation of the sun, earth, and moon by physically demonstrating their rotation.

<u>Rubric Points</u>	<u>Description</u>
4	The student can explain how to use a story web, can compare his or her life to Mexicatl's or a character from <i>The Hummingbird King</i> , can retell one of the unit's stories using Standard English; and can explain the rotation of the sun, earth, and moon.
3	The student can compare his or her life to Mexicatl's or a character from <i>The Hummingbird King</i> , can retell one of the stories from the unit using Standard English, and can explain the rotation of the sun, earth, and moon.
2	The student can retell one of the stories from the unit and explain the rotation of the sun, earth, and moon.
1	The student can retell one of the stories from the unit or explain the rotation of the sun, earth, and moon.

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A legend about a Mexican boy who runs away into the jungle. His pet monkey helps him find the precious trees that provide the beans that were used to make chocolate.

About the Author

Nina Daugherty was born and raised on a horse ranch in rural Oklahoma. Her interest in Hispanic people and their culture began when she made her first trip to Mexico in 1958. For the next 15 years her family traveled to Mexico annually. At an early age she learned the value of being bilingual, studying other cultures, and having friends in another country.

Nina has worked as a teacher for Denver Public Schools since 1990. For the last five years she has been a bilingual English Language Acquisition (ELA) instructor.

Nina earned her Bachelor of Science degree from the University of Northern Colorado. At the University of Colorado at Denver, she completed coursework for an elementary teaching certificate. Lesley College of Cambridge, Massachusetts, awarded her a Master of Education degree with an emphasis in Technology in Education.

Teaching English to children is her passion. She reports that studying Spanish gives her a daily dose of humility for second language learners and their families. One of her lifelong goals is to increase her fluency to take college classes in a Spanish-speaking country. To that end, she spends free time studying Spanish in Denver and Latin American countries.