

# 4th grade, Unit #8, World Language, Cinco de Mayo

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **May**  
Length: **2 weeks**  
Status: **Published**

## **Enduring Understanding**

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Hispanics have impacted and influenced America.

Language and cultural are connected and inseparable.

## **Essential Questions**

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What is Cinco de Mayo?

How and why is it celebrated?

## **Common Core Standards**

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FL.PK-12.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
FL.PK-12.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
FL.PK-12.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
FL.PK-12.7.1.NM.B.C	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
FL.PK-12.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
FL.PK-12.7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
FL.PK-12.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

## **Student Learning Objectives**

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The students will:

Identify Mexico and the town of Puebla on a world map.

Distinguish between Cinco de Mayo and Mexican Independence Day.

Recognize the historical events associated with Cinco de Mayo.

Demonstrate comprehension orally and in writing of cultural practices associated with Cinco de Mayo based on children's literature.

Create an authentic cultural product associated with the celebration of Cinco de Mayo.

## **Instructional Activities**

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Introduce Cinco de Mayo and its significance to Mexico and Hispanic-Americans through pictures/skits/and stories.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Cinco de Mayo such as a flag of Mexico, maracas, paper flowers, etc.

Teacher introduces location of Mexico and the town of Puebla on a world map and students identify and color Mexico on individual maps.

## **Interdisciplinary Connections**

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Social Studies: History of Cinco de Mayo and Mexican-American relations, Geography and location of Mexico on a world map, Location of France on a world map, Political and cultural differences between countries

Language Arts: Universal themes in literature of good vs. evil

## **Texts and Resources**

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Children's literature: Cinco de Mayo

Digital Download of Mariachi music

Google images of traditional clothing and celebrations of Cinco de Mayo

## **Assessment**

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Comprehension of literature, vocabulary and cultural differences through oral response.

Oral discussion of cultural practices and differences.

Correctly identify the location of Mexico and the town of Puebla on a world map.

Rubric evaluation of student-created cultural product.

