

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

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

## **Enduring Understanding**

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Hispanics have impacted and influenced America.

Immigration is a controversial, multi-sided topic with many aspects to consider.

## **Essential Questions**

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What is Cinco de Mayo and how/why is it celebrated?

Why do Hispanics immigrate to the United States and what impact on our society and culture has their immigration made?

## **Common Core Standards**

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FL.3-12.7.1.NH.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.3-12.7.1.NH.A.B	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
FL.3-12.7.1.NH.A.D	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
FL.3-12.7.1.NH.A.E	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
FL.3-12.7.1.NH.B.B	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
FL.3-12.7.1.NH.B.E	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
FL.3-12.7.1.NH.C.B	Immigration changes the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
FL.3-12.7.1.NH.C.C	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
FL.3-12.7.1.NH.C.E	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
FL.3-12.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
FL.3-12.7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

## **Student Learning Objectives**

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Recognize the historical events associated with Cinco de Mayo and analyze their impact on modern celebrations.

Demonstrate comprehension orally and in writing of cultural practices associated with Cinco de Mayo based on internet research.

Discuss, analyze, and evaluate reasons for and challenges associated with immigration.

Discuss, analyze, and evaluate effects of Hispanic immigration on American society and culture.

## **Instructional Activities**

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Introduce Cinco de Mayo and its significance to Mexico and Hispanic-Americans through related websites, videos, informational texts, etc.

Students work cooperatively to complete teacher-created information worksheet using related websites, and informational texts.

Whole class discussion on immigration: Reasons for immigrating, challenges faced when arriving in a new country, impact of immigration to the new country, impact of Hispanic immigration to our American society and culture.

Student debate: Choose and defend a side for or against a controversial topic related to immigration law.

## **Interdisciplinary Connections**

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Social Studies: History of Cinco de Mayo and Mexican-American relations, Geography and location of Mexico, Immigration laws and reform

## **Texts and Resources**

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Related websites:

<http://www.history.com/topics/holidays/cinco-de-mayo/videos/cinco-de-mayo?m=528e394da93ae&s=undefined&f=1&free=false>

<http://www.history.com/topics/holidays/cinco-de-mayo>

<http://www.immigrationpolicy.org/just-facts/how-united-states-immigration-system-works-fact-sheet>

<http://immigration.procon.org/>

[http://www.washingtontimes.com/news/2014/oct/12/hispanics-want-obamacare-for-illegal-immigrant-dre/?utm\\_source=RSS\\_Feed&utm\\_medium=RSS](http://www.washingtontimes.com/news/2014/oct/12/hispanics-want-obamacare-for-illegal-immigrant-dre/?utm_source=RSS_Feed&utm_medium=RSS)

## **Assessment**

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Oral discussion student participation checklist of cultural practices, differences, and immigration.

Collected and graded Cinco de Mayo informational worksheet.

Evaluation rubric for student debate preparedness, ability to defend point of view, and new/pertinent information.