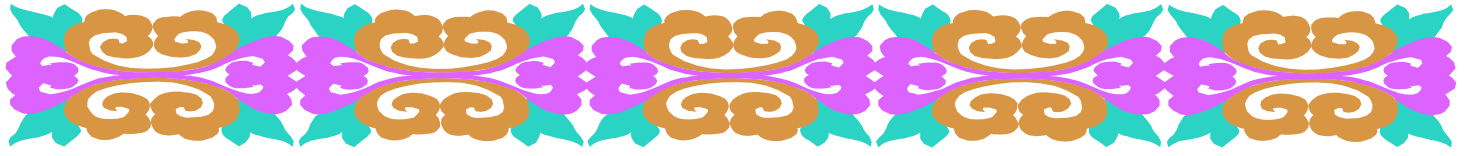


www.kidsactivitydownloads.com



Kids Activity Downloads



Baltimore County Public Schools

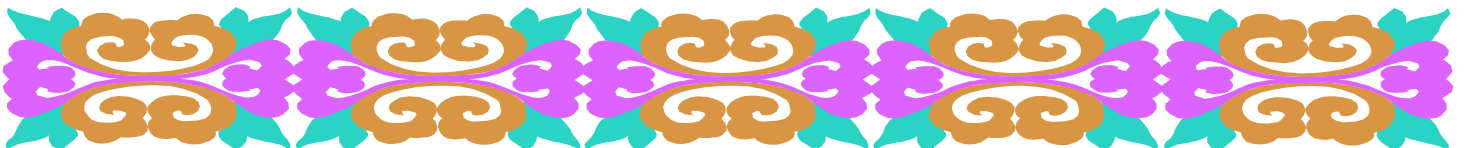
Hispanic Heritage Month

Resource Packet Part II

Bienvenido



Developed and Distributed by
Office of Equity and Assurance
2007



Hispanic Heritage Resource Packet 2007

Acknowledgments

The Baltimore County Public Schools Office of Equity and Assurance gratefully acknowledges the cooperation and contributions of several Websites referenced throughout this document in the production of this publication. The activities included herein are either reproduced with permission or in the public domain.

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Hispanic Heritage Month Resource Packet

Table of Contents

	Page
Acknowledgments	i
Introduction	2
Elementary & Middle School Activities and Lessons	3
High School Activities and Lessons	40
Schedule of Events & Activities for 2007	72
Website Resources	76

Hispanic Heritage Month

Introduction

The materials included in this document are distributed in recognition of Hispanic Heritage Month and are intended for use by schools and teachers. Hispanic Heritage Month occurs from September 15 to October 15. The learning activities address elementary through secondary grades.

On September 17, 1968, the U.S. Government passed a public law to recognize the accomplishments of Hispanic American citizens and created Public Law 90-498 "National Hispanic Heritage Week," which was celebrated during the week of September 15. This law was later expanded and amended on September 15, 1998, and proclaimed as "National Hispanic Heritage Month." Each year since then, Hispanic Heritage Month is celebrated across the United States from September 15 through October 15. This month is celebrated to honor the cultural diversity and unique contributions of the Hispanic community in the United States, which includes people from at least 20 different Spanish-speaking countries.

Celebrating this month and making all students aware of its importance is essential because it enables our society to become aware of and respect what Hispanics have accomplished and contributed to society. Also, we hope that this will instill in the present generation of Hispanic American students a renewed spirit of confidence in their heritage.

The Office of Equity and Assurance has prepared this packet to assist faculties throughout the school system. The publication consists of two parts. The first part contains activities and resources for elementary students. The second part includes information related to secondary schools. The suggested activities and lesson plans within the packet may be adapted or modified to meet the needs of students.

Elementary & Middle School

Activities and Lessons



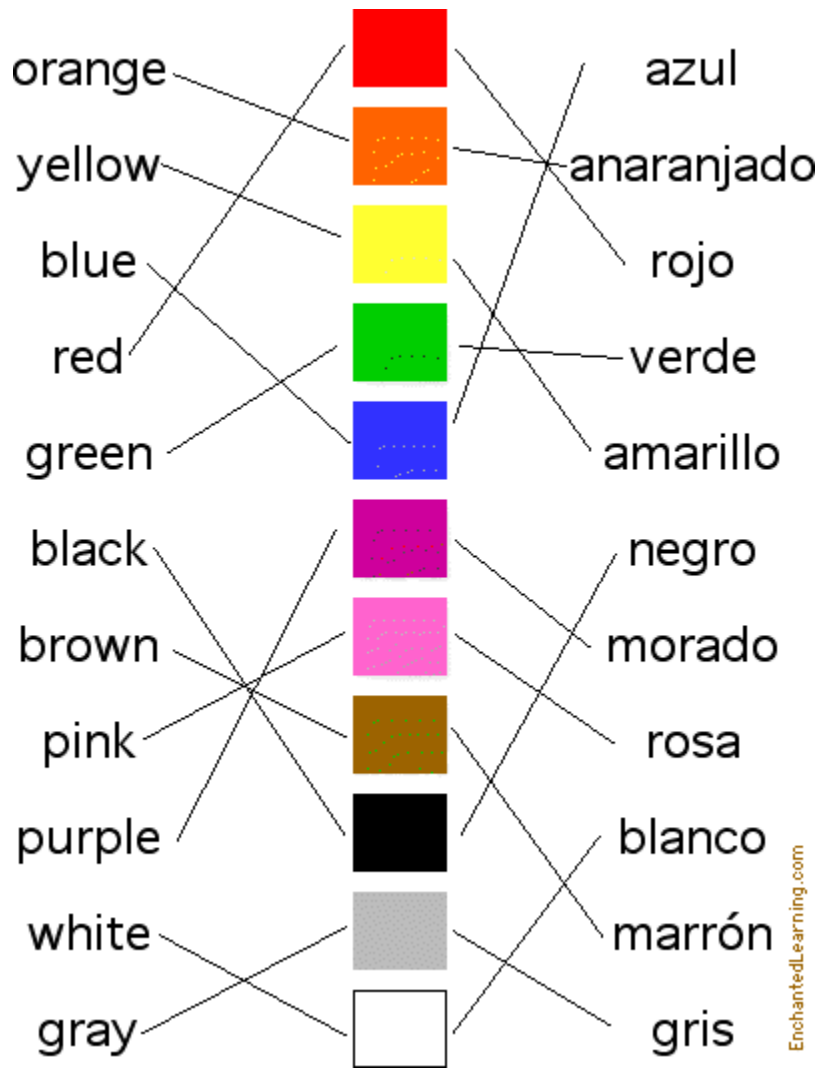
The Colors/Los Colores: Matching Quiz

Match the words to the colors.

orange		azul
yellow		anaranjado
blue		rojo
red		verde
green		amarillo
black		negro
brown		morado
pink		rosa
purple		blanco
white		marrón
gray		gris

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Answers



Colors Matching Quiz

1. ____ Orange
 2. ____ Yellow
 3. ____ Blue
 4. ____ Red
 5. ____ Green
 6. ____ Black
 7. ____ Brown
 8. ____ Pink
 9. ____ Purple
 10. ____ White
 11. ____ Grey
- a. Morado
 - b. Azul
 - c. Rojo
 - d. Negro
 - e. Anaranjado
 - f. Amarillo
 - g. Gris
 - h. Verde
 - i. Blanco
 - j. Marrón
 - k. Rosa

Color Matching Quiz Answers

1. Orange- e. Anaranjado
2. Yellow- f. Amarillo
3. Blue- b. Azul
4. Red- c. Rojo
5. Green- h. Verde
6. Black- d. Negro
7. Brown- j. Marrón
8. Pink- k. Rosa
9. Purple- a. Morado
10. White- i. Blanco
11. Grey- g. Gris

Dance Capes

Every September in Sapallanga, Peru, there is a dance festival. The dances are of Indian, Spanish, and African origin, and are performed by 12 to 24 men. The dancers are called Garibaldis, after the nineteenth century Italian expatriate who aided Peru's independence from Spain. Each Garibaldi carries an anchor and a bell and wears a dance cape. They are accompanied by drums and a brass band.



The dance capes themselves are small, not larger than 3 x 3 feet. They have collars and flare out toward the bottom hem, but each has a slightly different shape. They are heavily embroidered with images of historic events from Peru's past.

How to make a Dance Cape

Materials

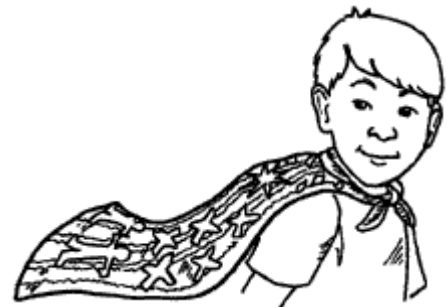
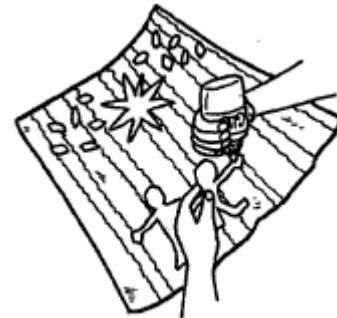
scrap paper
scissors
fabric scraps

pencils
fabric glue or
white glue

buttons and sequins
fabric piece at least 24 x 36 inches for each student

Directions

1. Sketch ideas for special events to celebrate on scrap paper. You can draw pictures of things that really happened, or show imaginary events.
2. Spread out the fabric and imagine how your drawing will cover it.
3. Draw the important shapes from your sketch onto fabric scraps and cut them out.
4. Arrange the fabric shapes on the larger fabric piece. Glue them in place. Let dry.
5. Glue buttons and sequins to the cape designs. Let dry.
6. To wear the cape, simply tie the top 2 corners around your neck.



Follow-up

Have students share their capes by wearing them in front of the class and taking turns describing the scene on the back.

Have a parade in which your students wear their dance capes.

For the Beans

Subject: Science, Social Sciences

Grade: K-2, 3-5

Brief Description

Students grow vegetables, such as corn, beans, squash, and chilies, often used in recipes in Hispanic cultures.

Objectives

Students study the growth of vegetables often used in recipes in Hispanic cultures. Students follow directions.

Keywords

vegetables, beans, corn, squash, chilies, recipes, Hispanic, culture, geography

Materials Needed

- a world map or globe
- cups or small pots
- soil
- dried beans (for example, pinto, kidney)
- corn, squash, or chili seeds
- water
- paper and pencils

Lesson Plan

- Show students the locations of Latin American countries on a world map or globe. Explain to students that corn, beans, chilies, and squash are vegetables often grown and eaten in those areas.
- Divide the class into four groups. Distribute the cups or pots and soil. Give each group one kind of seed or bean.
- Tell groups to put the soil and seeds in their cups or pots. Add water.
- Have each group record the daily growth of the plants.
Variation 1: Have students grow different varieties of each plant; for example, have groups grow different kinds of beans (for example, kidney and pinto beans).
Variation 2: If your school has space for a garden, plant the seeds and beans outdoors.
Extension: Have elementary students research the history of the vegetables they are growing.

Assessment

Evaluate students' participation and ability to follow directions.

Spanish Phrase Picture Dictionary

Subject: Arts & Humanities

Grade: K-2, 3-5

Brief Description

Students create a picture dictionary of common English phrases translated into Spanish.

Objectives

Students learn Spanish words for common English phrases. Students draw pictures illustrating common phrases.

Keywords

Spanish, phrase, picture, dictionary, English, translate, language, foreign language

Materials Needed

- teacher-selected phrases from an English-Spanish dictionary, a library source, or a web tool such as
 - [WorldLingo Online Translator](#) or
 - [WordReference.com](#)
- index cards (any size)
- construction paper
- markers or crayons

Lesson Plan

1. Prior to the lesson, write common English phrases (for example, "Good morning," "Thank you") on index cards. Write the Spanish translations under each phrase.
2. Write one or two of the phrases from the cards on the chalkboard. Have students say each phrase in English and Spanish.
3. Divide the class into pairs. Distribute one index card with a phrase to each pair of students. Read the phrase to the pair of students.
4. Tell students in each pair that they are to draw a picture to illustrate the phrase. Hand out drawing materials, and encourage students to work together to brainstorm ideas.
5. After primary students have completed the illustrations, write the English phrase and Spanish translation on each illustration. For elementary students, have students in each pair copy the English and Spanish phrases on their illustration.
6. Compile the illustrations. Have students design a cover illustration for their dictionary.

Assessment

Evaluate students' illustrations and abilities to work together in small groups.

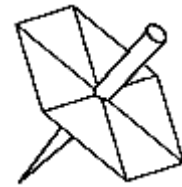
Toma Todo from Mexico

Children and grown-ups in Mexico often play Toma Todo. They use a six-sided top called a *Pirinola* or *Topa*. Probably the word *Topa* comes from the English word "top." Two or more people play the game. In this game, winning depends on luck, not on how well the people play. Will you be lucky?



Write the Spanish words you see in the diagram. They mean:

Side	Spanish	English
1	Toma Uno	Take One
2	Toma Dos	Take Two
3	Toma Todo	Take All
4	Pon Uno	Put One
5	Pon Dos	Put Two
6	Todos Ponen	All Put



To Start: Each person should have ten chips or counters. Each player puts two chips in the center, called the "pot."

To Play: Take turns spinning the Pirinola once each. When it comes to rest, read aloud the instructions on the highest part of the top. The player may be told to take one or two or all the chips from the pot. Or the player may have to put one or two chips into the pot. "Todos Ponen" means that every player places two chips into the pot. When only one or two chips remain in the pot, every player places two chips into the pot.

To Finish: Decide before you start how many rounds you will play. A player who does not have enough chips to play drops out of the game. The winner is the person with the most chips at the end of the game.

Months of the Year

Directions: Write the month of the year in Spanish.

(Months of the Year)

1. (January)

7. (July)

2. (February)

8. (August)

3. (March)

9. (September)

4. (April)

10. (October)

5. (May)

11. (November)

6. (June)

12. (December)

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Answers

(Months of the Year) Meses del Año

1. (January) enero

7. (July) julio

2. (February) febrero

8. (August) agosto

3. (March) marzo

9. (September) septiembre

4. (April) abril

10. (October) octubre

5. (May) mayo

11. (November) noviembre

6. (June) junio

12. (December) diciembre

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Create a Folktale

Subject: Language Arts

Grade: 3-5, 6-8

Brief Description

After reading and listening to folktales from various Hispanic cultures, students write a new folktale.

Objectives

Students

- define the word *folktale*,
- demonstrate creative thinking and writing skills to create a folktale,
- work together in cooperative groups.

Keywords

folktale, Hispanic, culture

Materials Needed

teacher-selected library sources of folktales from Hispanic cultures, printouts from the Web site noted in the Lesson Plan, paper, pens or pencils

Lesson Plan

- Discuss the meaning of the word *folktale*.
- Bring in examples of folktales from Hispanic cultures. One site to start with is [Magic Tales of Mexico](#). Read a few examples to students and discuss the stories.
- Divide the class into small groups. Make printouts from [Rabbit Stories](#). Distribute one story to each group.
- Invite students to read the story aloud to one another. Then challenge students to work together to create a new short folktale, using the examples they heard and read as models.
- Have students read their completed folktales to the class.
Extension: Have students act out their folktales.

Assessment

Evaluate students' folktales and presentations.

Spanish in English

Subject: Language Arts

Grade: 3-5, 6-8

Brief Description

Students create a glossary of Spanish words that are used in the English language.

Objectives

Students learn about the influence of Spanish words on the English language.

Keywords

Spanish, English, glossary, language

Materials Needed

- printouts from the Web sites listed in the Lesson Plan
- dictionaries
- paper and pens
- construction paper
- markers or crayons

Lesson Plan

- Prior to lesson, print out pages from some of the following sources:
 - [Loan-Words and Where They Come From](#)
 - [English Borrows from Spanish](#)
 - [List of English Words of Spanish Origin](#)
- Write the words from these sources on the board.
- Call on students to read the words on the board. Explain that the words they see are Spanish words that are used in the English language. Tell students that they are going to create a glossary using the words on the board and other words.
- Assign each student a word. Tell each student to write the definition of the word from a dictionary.
- Assign each student a letter of the alphabet. Tell students to use the dictionary to find another English word that has a Spanish origin beginning with the assigned letter.
- When everyone has finished, ask a student to compile the completed definitions in ABC order. Ask students to brainstorm a design for the cover the glossary. Have one or more students use construction paper and drawing materials to create the cover illustration.

Assessment

Evaluate students' definitions and words.

Famous Hispanics Hall of Fame

Subject: Arts & Humanities,
Ed. Technology

Grade: 3-5, 6-8

Brief Description

Students write biographies of famous Hispanics. This is a web-based research activity. You may use the fee-based database to research.

Objectives

Students demonstrate abilities to use various sources to research information. Students demonstrate abilities to write short biographies.

Keywords

Hispanic, fame, wall, history, biography, Internet

Materials Needed

Computers with Internet access or library sources, paper, pens, markers or crayons.

Lesson Plan

- Have students use library sources or the Internet to research information about people of Hispanic heritage who have made achievements and contributions in various areas. A site to start with is [Famous Hispanics in the World and History](#).
- Have each student draw an illustration of the person in his or her biography. Post the biographies on a classroom or hall wall.

Assessment

Evaluate students' biographies.

Hispanic Americans

A B I J A J Q X A V J K R A P G N P E Y N A E Z R
 M N C A T I P X J N E V Y I H G E D L T R M Z E D
 E L T V S A C P A Y A O F L T V J U P E I E Z U Z
 R R B O A G K R A G H T Y I F A E H L L D I C G V
 I J C X N S D H A A Y G N G Z E M I I G D S B I O
 C C O N P I A L L G W F V A C I U O M W D M E R L
 A F H C B M O E X T Y B N K S G E A R U S W X D A
 F Z F A L U D B U L V R D R A S R M S E P A P O M
 E H C A R R A J A J B U R A T T O N B T N P R R Z
 R Z S Y A L L Z P N U F N E I A M L Y O K O C X W
 R E O C N N I Y A M D I V N J A N X R G V Q D E Y
 E P S U D Y Y E R H T E S K R V F G B A J F S L A
 R O V F Y B V B S S Z H R I T T B X V O C M R A T
 A L U T G X I Q I H E M O A N T H O N Y Q U I N N
 H E Q O A F X R U E E L I A S O S Y M M A S T K E
 H G L O R Y H Q N K O E A E N G G L C O L T A S R
 G R S T C C P U Q P U O N X M A Z W Q Q S K H C A
 M O S L I T C P E C F W X F P O N S R B Z K A W L
 I E O A A B N Z N T D T R V K O R E E T S Y Y D E
 T G Y Y D Z P G U R T B Q P C Z G Y L U B T W M D
 P P Y L E T N I P D N A I T T E G A R E L Y O X R
 R R X U V I X Z E P O L R E F I N N E J S Y R Y A
 W I L M E R V A L D E R R A M A J E P M J J T X C
 X J F S V Y J I M M Y S M I T S V X I I A M H M S
 H Z A I D N O R E M A C N H S V W O G L V S B J O

ALEX RODRIGUEZ
 AMERICA FERRERA
 ANDY GARCIA
 ANTHONY QUINN
 ANTONIO BANDERAS
 CAMERON DIAZ
 CARLOS SANTANA
 CHARLIE SHEEN
 CHRISTINA AGUILERA
 EMILIO ESTEVEZ
 GEORGE LOPEZ
 JENNIFER LOPEZ
 JERRY GARCIA
 JIMMY SMITS
 MARIO LOPEZ
 MARTIN SHEEN

OSCAR DE LA HOYA
 OSCAR DE LA RENTA
 RITA HAYWORTH
 RITA MORENO
 SALMA HAYEK
 SAMMY SOSA
 SELENA
 WILMER VALDERRAMA

Famous Hispanic Americans Answer Key

A	+	+	+	A	+	+	+	A	+	+	K	R	A	+	+	+	+	+	+	A	E	Z	+
M	N	+	+	I	+	+	+	N	E	+	Y	I	+	+	+	+	+	+	R	M	+	E	+
E	+	T	+	+	C	+	+	Y	A	O	+	+	T	+	+	+	+	E	I	+	+	+	+
R	+	+	O	+	+	+	R	A	+	H	T	+	+	+	A	+	+	L	L	+	+	+	+
I	+	+	+	N	+	+	H	A	+	A	+	+	N	+	+	+	M	I	I	+	+	+	+
C	C	+	+	+	I	A	+	L	G	+	+	+	A	+	+	U	O	M	+	+	+	+	
A	+	H	+	+	M	O	E	+	+	Y	+	+	+	S	G	E	A	R	+	+	+	+	
F	+	+	A	L	+	D	B	+	+	+	R	+	+	A	S	R	+	+	E	+	+	+	
E	+	+	A	R	+	+	A	+	+	+	R	A	T	+	+	+	+	N	+	+	+	+	
R	Z	S	+	A	L	+	+	+	N	+	+	N	E	I	+	M	L	+	+	+	O	+	
R	E	+	C	N	+	I	+	+	+	D	I	V	N	J	A	+	+	R	+	+	+	+	
E	P	S	+	D	+	+	E	+	+	T	E	S	+	R	+	+	+	+	A	+	+	+	
R	O	+	+	Y	+	+	+	S	S	Z	H	R	I	+	+	+	+	+	C	+	R	A	
A	L	+	+	G	+	+	+	I	S	H	E	+	O	A	N	T	H	O	N	Y	Q	U	
+	E	+	+	A	+	+	R	+	E	E	L	+	A	S	O	S	Y	M	M	A	S	T	
+	G	+	+	R	+	H	+	N	+	O	E	+	+	+	+	+	+	+	+	+	A	+	
+	R	+	+	C	C	+	+	+	P	+	+	N	+	+	A	+	+	+	+	+	H	+	
+	O	+	+	I	+	+	+	E	+	+	+	+	+	+	N	+	+	+	+	+	A	+	
+	E	+	+	A	+	+	Z	+	+	+	+	+	+	+	+	+	E	+	+	+	Y	+	
+	G	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	L	+	+	+	W	+	
+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	E	+	
+	+	+	+	+	+	+	+	Z	E	P	O	L	R	E	F	I	N	N	E	J	S	+	
W	I	L	M	E	R	V	A	L	D	E	R	R	A	M	A	+	+	+	+	+	T	+	
+	+	+	+	+	+	+	+	J	I	M	M	Y	S	M	I	T	S	+	+	+	+	+	
+	+	+	+	+	+	+	+	Z	A	I	D	N	O	R	E	M	A	C	+	+	+	+	

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OSCAR DE LA HOYA
 OSCAR DE LA RENTA
 RITA HAYWORTH
 RITA MORENO
 SALMA HAYEK
 SAMMY SOSA
 SELENA
 WILMER VALDERRAMA

Places with Spanish Names

O D I J A S Y T Y F D R V D L T H L T S
F M G G S A N F R A N C I S C O A M E H
Q Z A V X G I S O Z A W B T A R A N O R
K U K L P E J O M I L O J E E E O M Z P
C S F E A V Z Y O X S G S V V J R C O Y
N A U O H S N Y X M I P A M Y L G G D O
E D L N R A L V K I Z N S V O R E P M N
H K K I F L O R I D A Z A X W I Z N L P
Y H H Q F J T E N C R D M F D S X X T V
E O Y D F O R Z E W T L U N T A J C G K
Q O D H D D R P M S A O A I Q N A U U L
L J A A F Y A N A S C S L N I T A W Y E
J Z W I R C F N I O L A X F V A I F L R
M M G G B O A B C A A N M K X F C P M T
A D A V E N L L P T D G A O B E A F K N
X S T X T T O O I K C E K U N S K B R N
J T H O X W M G C Q I L P V O T P M B X
A K N Y O N U N W S H E D Y Z H A Y I N
V I E O N U I Z U M A S W L D V Q N W Y
O I N D S N O T A R A C O B U F J P A A

ALAMO
ALCATRAZ ISLAND
BOCA RATON
CALIFORNIA
CAPE CANAVERAL
COLORADO
EL PASO
FLORIDA
LAS VEGAS
LOS ANGELES
MONTANA
NEVADA
SAN ANTONIO
SAN DIEGO
SAN FRANCISCO
SANTA FE

Places with Spanish Names Answer Key

O	+	+	+	+	S	+	+	+	+	D	+	+	+	+	+	L	+	+			
+	M	+	+	S	A	N	F	R	A	N	C	I	S	C	O	A	+	+	+		
+	+	A	+	+	G	+	+	+	+	A	+	+	+	+	R	+	+	+	+		
+	+	+	L	+	E	+	+	+	+	L	+	+	+	E	+	+	+	+	+		
C	+	+	+	A	V	+	+	+	+	S	+	+	V	+	+	+	+	O	+		
+	A	+	+	+	S	+	+	+	+	I	+	A	+	+	+	+	G	+	+		
+	+	L	+	+	A	+	+	+	+	Z	N	+	+	+	+	E	+	+	+		
+	+	+	I	F	L	O	R	I	D	A	+	+	+	+	I	+	+	+	+		
+	+	+	+	F	+	+	+	+	+	C	R	+	+	+	D	S	+	+	+	+	
+	O	+	+	+	O	+	+	E	+	T	L	+	N	+	A	+	+	+	+	+	
+	+	D	+	+	+	R	P	+	S	A	O	A	+	+	N	+	+	+	+	+	
+	+	+	A	+	+	A	N	A	+	C	S	+	+	+	T	+	+	+	+	E	
+	+	+	+	R	C	+	N	I	+	L	A	+	+	+	A	+	+	L	+	+	
+	+	+	+	+	O	A	+	+	A	A	N	M	+	+	F	+	P	+	+	+	
A	D	A	V	E	N	L	+	+	+	+	G	+	O	+	E	A	+	+	+	+	
+	+	+	+	T	+	+	O	+	+	+	E	+	+	N	S	+	+	+	+	+	
+	+	+	O	+	+	+	+	C	+	+	L	+	+	O	T	+	+	+	+	+	
+	+	N	+	+	+	+	+	+	+	+	E	+	+	+	+	A	+	+	+	+	
+	I	+	+	+	+	+	+	+	+	+	S	+	+	+	+	+	N	+	+	+	
O	+	+	+	+	N	O	T	A	R	A	C	O	B	+	+	+	+	+	+	A	+

ALAMO
 ALCATRAZ ISLAND
 BOCA RATON
 CALIFORNIA
 CAPE CANAVERAL
 COLORADO
 EL PASO
 FLORIDA
 LAS VEGAS
 LOS ANGELES
 MONTANA
 NEVADA
 SAN ANTONIO
 SAN DIEGO
 SAN FRANCISCO
 SANTA FE

Where in the World is Spanish Spoken?

C X U W W Y G X U O R G A I B M O L O C
S I A M A N A P C G O G U H L W Y U O C
A D L Q N L I I Q Y D X Q A H J C I O S
R D X B O J R A A N A G Q C T L J S V E
U U R J U O X U P V V E S O Y E T T F M
D R E E T P G B D S L C U B A A M C D N
N U H R J A E V X L A S Z K R N J A Z I
O G E P R U R R A X S H J I X P H E L C
H U C A R K X K N M L E C U A D O R W A
P A P E Y Q D K E A E A D Q Q T X H O R
R Y P C C T L X A F C P X J U E H T R A
A R G E N T I N A L Z I T N N L N V R Q
B P W H Z C Q L S F U P N P L I X S A U
A O H U O N T H L Q K Z I I N H A N P A
M V L L B J C G C E B H E O M C J U S W
L C A I Y X T I U O Q J S N W O R O K S
O Y I I V X R B R Z T Z T C E K D I C R
V R F K W I C O T X Y H B S P V O Y A K
P T J X C N A T H V X B B O S X B F J B
N F H Z S C F N O P D A N L P P W D M Q

ARGENTINA
BOLIVIA
CHILE
COLOMBIA
COSTA RICA
CUBA
DOMINICAN REPUBLIC
ECUADOR
EL SALVADOR
GUATEMALA
HONDURAS
MEXICO
NICARAQUA
PANAMA
PARAGUAY
PERU
PUERTO RICO
SPAIN
URUGUAY
VENEZULA

Where in the World is Spanish Spoken?

















C	+	+	+	+	+	+	+	O	R	G	A	I	B	M	O	L	O	C
S	I	A	M	A	N	A	P	C	+	O	+	U	+	+	+	+	+	C
A	+	L	+	+	+	I	I	+	Y	D	+	+	A	+	+	+	O	+
R	+	+	B	+	+	R	A	A	+	A	+	+	+	T	+	+	S	+
U	U	+	+	U	O	+	U	P	+	V	+	+	+	+	E	T	+	+
D	R	+	+	T	P	G	+	+	S	L	C	U	B	A	A	M	+	N
N	U	+	R	+	A	E	+	+	+	A	+	+	+	R	+	+	A	I
O	G	E	+	R	U	+	R	+	+	S	+	+	I	+	+	+	+	L
H	U	+	A	R	+	+	+	N	M	L	E	C	U	A	D	O	R	A
P	A	P	E	+	+	+	+	E	A	E	A	+	+	+	+	+	+	R
+	Y	P	+	+	+	+	X	A	+	C	+	+	+	+	E	+	+	A
A	R	G	E	N	T	I	N	A	L	+	I	+	+	+	L	+	+	Q
B	+	+	+	+	C	+	+	+	+	U	+	N	+	+	I	+	+	U
+	O	+	+	O	+	+	+	+	+	Z	+	I	+	H	+	+	+	A
+	+	L	+	+	+	+	+	+	+	+	+	E	+	M	C	+	+	+
+	+	+	I	+	+	+	+	+	+	+	+	+	N	+	O	+	+	+
+	+	+	+	V	+	+	+	+	+	+	+	+	+	E	+	D	+	+
+	+	+	+	+	I	+	+	+	+	+	+	+	+	+	V	+	+	+
+	+	+	+	+	+	A	+	+	+	+	+	+	+	+	+	+	+	+
+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

- ARGENTINA
- BOLIVIA
- CHILE
- COLOMBIA
- COSTA RICA
- CUBA
- DOMINICAN REPUBLIC
- ECUADOR
- EL SALVADOR
- GUATEMALA
- HONDURAS
- MEXICO
- NICARAQUA
- PANAMA
- PARAGUAY
- PERU
- PUERTO RICO
- SPAIN
- URUGUAY
- VENEZUELA

Spanish/English Memory Game

















Directions: Cut out each box and place it face down. Play a matching game until the entire Spanish and English words match. The person with the most matches wins.

Spanish/English Memory Game

<p>mano</p> 	<p>dedos</p> 	<p>dedos</p> 	<p>pie</p> 
<p>hand</p> 	<p>fingers</p> 	<p>toes</p> 	<p>foot</p> 
<p>codo</p> 	<p>rodilla</p> 	<p>dientes</p> 	<p>cuerpo</p> 
<p>elbow</p> 	<p>knee</p> 	<p>teeth</p> 	<p>body</p> 

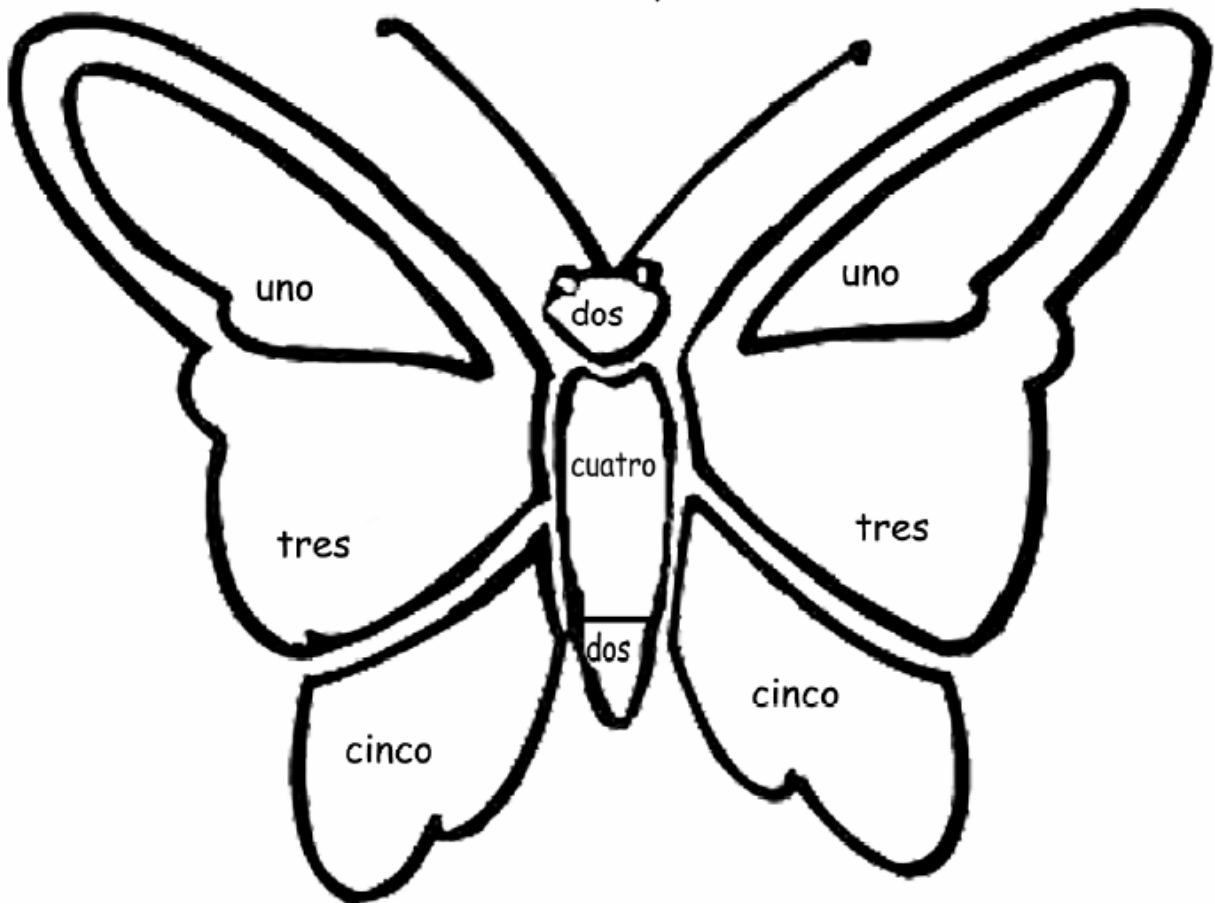
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Spanish/English Memory Game

<p>nariz</p> 	<p>oidos</p> 	<p>ojos</p> 	<p>boca</p> 
<p>nose</p> 	<p>ears</p> 	<p>eyes</p> 	<p>mouth</p> 
<p>pelo</p> 	<p>cabeza</p> 	<p>brazo</p> 	<p>pierna</p> 
<p>hair</p> 	<p>head</p> 	<p>arm</p> 	<p>leg</p> 

Name _____ Date _____

Mariposa
Butterfly



uno = rojo

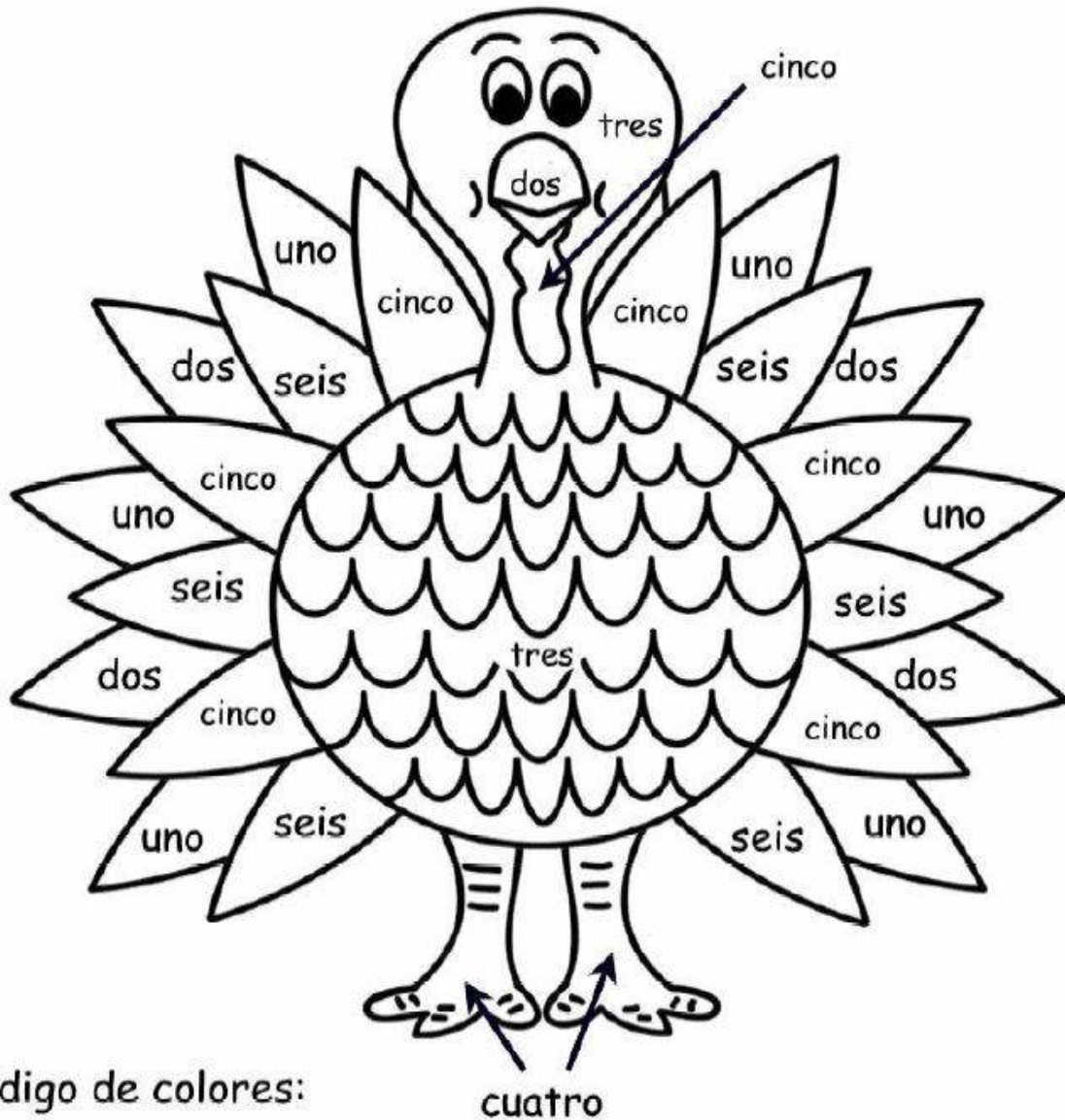
dos = amarillo

tres = azul

cuatro = anaranjado

cinco = verde

Colorea por número: Pavo



Código de colores:

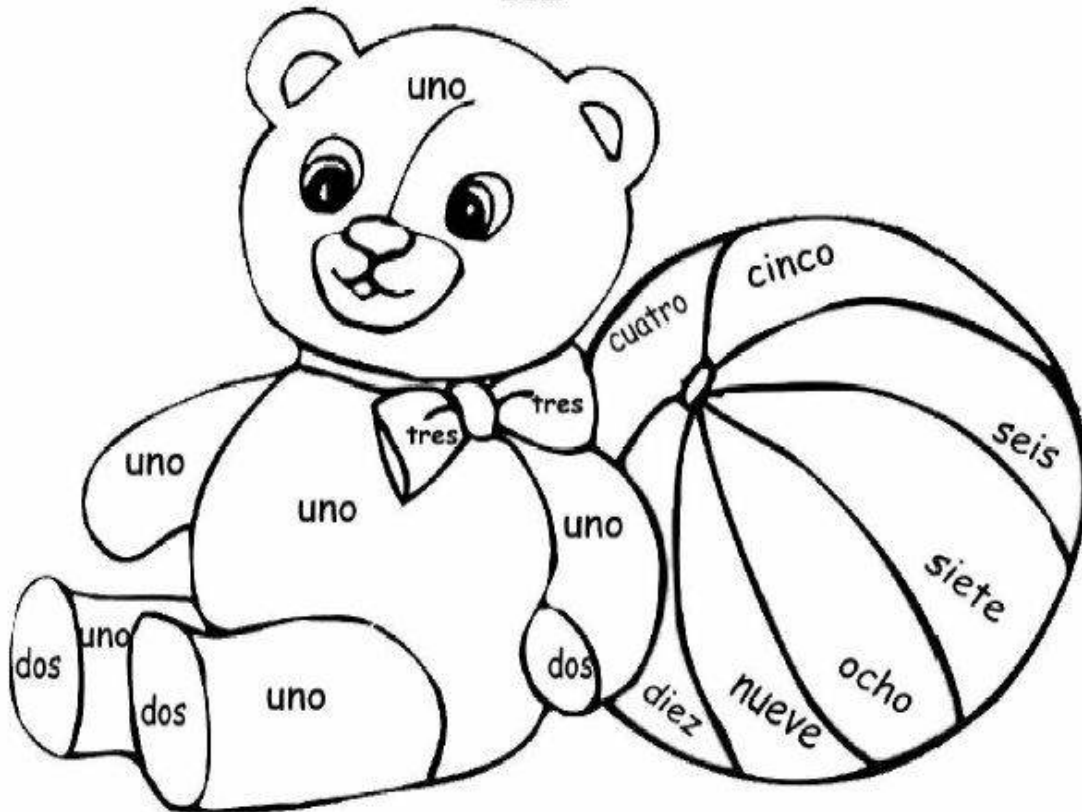
cuatro

uno	anaranjado	cuatro	negro
dos	amarillo	cinco	rojo
tres	marrón	seis	gris

Copyright 2005 abcteach.com

Name _____ Date _____

Oso
bear



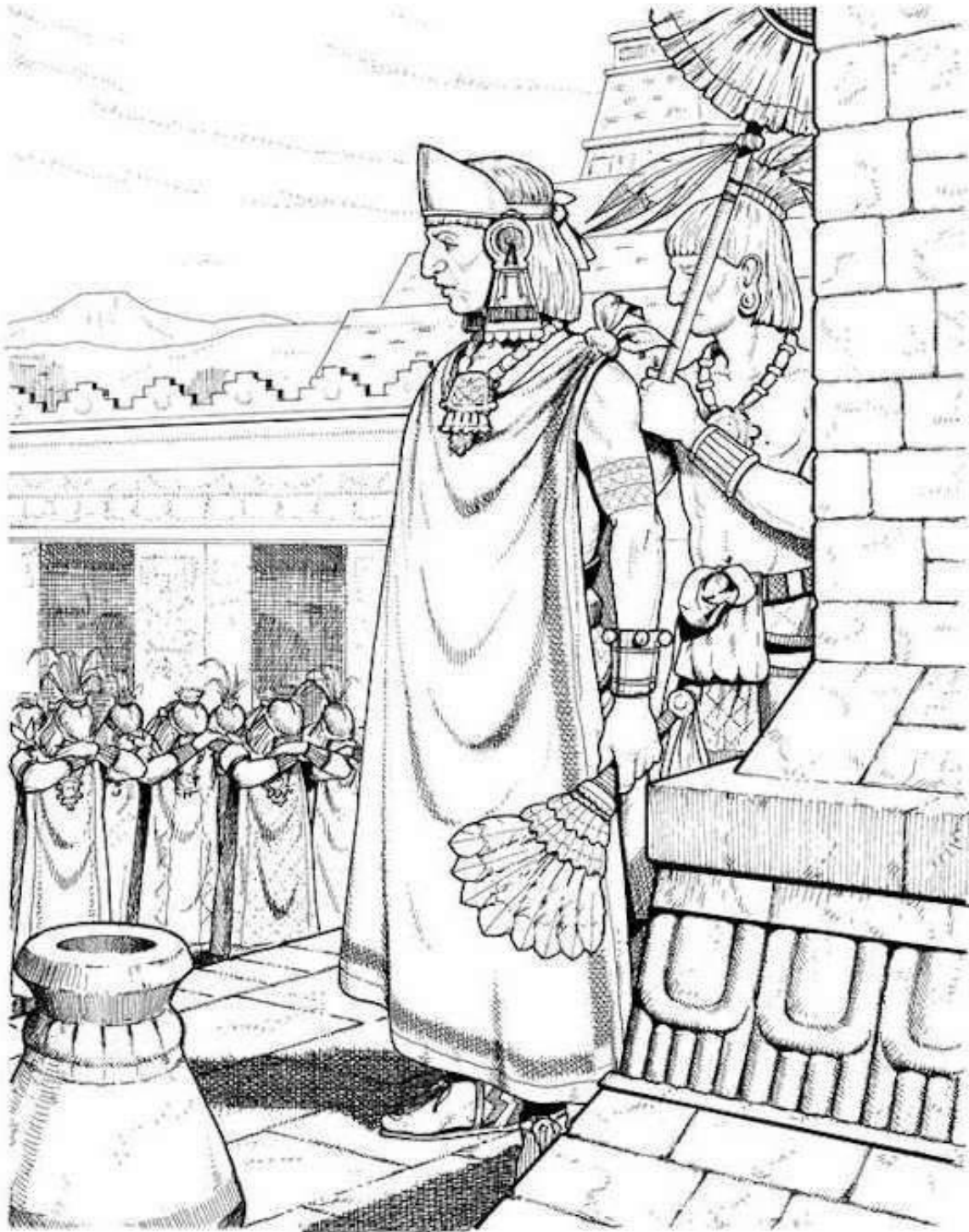
uno = café
dos = amarillo
tres = rojo
cuatro = anaranjado
cinco = verde

seis = morado
siete = rosado
ocho = negro
nueve = azul
diez = blanco

Aztec Man Making a Headdress



Aztec Emperor



Aztec Nobles



Lesson Resource

Introduction

By: Nancy Braverman— BCPS Chatsworth Elementary

Making cross-curricular and multicultural connections is essential to enhancing, reinforcing, and applying student learning and promoting cultural awareness and respect among students. The library media instructor at Chatsworth Elementary made multicultural connections by extending the Language Arts Curriculum to incorporate not only reading and writing, but research and technology to expose students to the Spanish language/vocabulary, geography, and the culture of various Spanish-speaking countries.

She adapted the Houghton Mifflin Reading-Writing Workshop on page 364 of the grade 5 language arts guide regarding writing a personal narrative. The supporting reading lesson resources can be found on pages 365m and 365n of the Houghton Mifflin grade 5 curriculum guide for working with the Challenge level text.

Included in this lesson resource are the reading comprehension questions from the Houghton Mifflin reading guide, a graphic organizer for research organization on other Spanish countries, and the final writing rubric.

Lesson

Audience-

Grade 4 GT students
Grade 5 students

Text-

Where the Flame Trees Bloom? (a book of memoirs)
Challenge Level- Theme Paperback

Curriculum Guide-

5th Grade Houghton Mifflin Reading Guide
Theme 4—Person to Person
Used in the GT Scope and Sequence for Grade 4

Activities-

Before Reading

- Teacher asks probing questions before reading to gauge what students know and understand about memoirs or personal narratives. Teacher fully explains memoirs and identifies strategies with students that are useful when reading memoirs. Students participate in a guided preview of each segment of text as they read it and use reading strategies such as predict/infer using chapter titles and illustrations in the book. Teacher models or uses think aloud to model strategy.

During Reading

- As students read the book Where the Flame Trees Bloom, they were asked to create a glossary of Spanish Words from the book.
- Students were required to use a Spanish dictionary to define unknown words that they could not use context clues to define.

After Reading

- Assign comprehension questions for each segment of reading.
- After completing the reading of the book, students were required to select another Spanish-speaking country to research.
- Students had to use a minimum of one print and one electronic resource from (Culture Grams Database) to complete the research and document specific findings in the graphic organizer.
- Students used information from research to compose a memoir as if they were from that country

Evaluation Tool-

See Houghton Mifflin Teacher's Guide for answers to comprehension questions. See attached rubric and criteria for final writing assignment.



Where the Flame Trees Bloom?

(Pages 1-39)



1. What is a memoir?

2. What is the significance of flame trees to the author?

3. In "Choices," does the grandfather make the right choices when he stays with his wife rather than rescue money from the bank? Explain your reason.

4. On page 23, what does the word **dissuade** mean? How did you figure it out?

5. In "Samone," why does Samone disappear in the afternoons after he injures his hand?

Name:

Date:



Where the Flame Trees Bloom?

(Pages 40-75)



1. In "The Legend" why do the writer's father, uncle, and Samone pretend a woman is being shot?

2. Is "Mathematics" an appropriate title for the essay about great-grandfather Mina? Why or why not?

3. In what ways are the ice cream man and Mina similar?

4. Which was your favorite essay in the book? Explain why.

5. Compare and contrast the historical fiction (*Guns for General Washington*) to a memoir (*Where the Flame Trees Bloom*).

Name: _____ Date: _____

Final Writing Assignment

You will create a fictional character from the country you researched who will be the narrator of your "memoir." Your story will be written in the format of the memoirs in Where the flame trees bloom. Your project will relate to one incident; this incident will be shared in a well-told story about a specific occurrence in narrator's life. It will use vivid sensory details to engage the reader in the event. It will also include some kind of revelation, implied or stated, about the event's significance to the narrator. The narrator's voice should be natural and honest, allowing the reader to experience and share the feelings of the narrator during the event.

To make it authentic, you will incorporate factual information about the country you researched, including the use of at least three Spanish words. Your memoir will be at least two full typed pages. Each category below is worth as much as four points for a total of 40. To calculate your grade, divide the number of points earned by 40.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

___ The beginning of the essay captures the reader's interest.

___ The essay focuses on a single incident.

___ Factual information about your country has been incorporated into the essay.

___ The author describes people, places and times in appropriate detail.

___ The essay is typed using one inch margins.

___ The narrator describes his/her thoughts about the incident.

___ A minimum of three Spanish words are used in the essay.

___ The ending is a well-integrated part of the whole story.

___ The essay is clearly organized.

___ Spelling and grammar are correct.

___ Total

Name: _____

My country is _____

<u>Topics</u>	<u>Research</u>	<u>Resource</u>
Geographical Information (i.e. capital, land forms, etc.)		
Life as a kid		
Food		
Customs/Holidays		
Other		
Other		

Name:

Date:

High School

Activities and Lessons



Letters to the Congressional Hispanic Caucus

Subject: Language Arts

Grade: 9-12

Brief Description

Students learn about and write letters to members of the Congressional Hispanic Caucus.

Objectives

Students

- study the backgrounds of the members of the Congressional Hispanic Caucus,
- demonstrate abilities to write business letters to members of the Congressional Hispanic Caucus,
- address mailing envelopes correctly,
- copy/edit each other's work.

Keywords

Congressional Hispanic Caucus, letters

Materials Needed

computers with Internet access or printouts of members' links at the Web site noted in the Lesson Plan, paper, pens, envelopes, postage stamps

Lesson Plan

- Depending on the size of your class, divide the class into pairs or assign each student one member of the [Congressional Hispanic Caucus](#). Have students use the caucus site or the printouts to learn information about the members.
- Tell each student or group to write a letter to the assigned member of the caucus. Explain that each letter must include at least one question about each of the following: the member's job, the member's background, what inspired the member to run for office, the member's future plans.
- Have students or groups exchange letters and copyedit one another's work.

Assessment

Evaluate students' letters and participation.

Lesson Plan Source

Education World

Retablo-Style Self-Portraits

Subjects

- Arts & Humanities

Grades

- 9-12

Brief Description

Students create tinfoil self-portraits in the style of Frida Kahlo, a famous Mexican painter.

Objectives

Students demonstrate abilities in using common materials to create self-portraits in the style of Frida Kahlo.

Keywords

self-portrait, Mexico, painter, Frida Kahlo, tinfoil, folk art

Materials Needed

- printouts of the first page of [Frida Kahlo: The Bold Artist](#)>
- 12-inch by 18-inch cardboard (one per student)
- tinfoil
- soap flakes or liquid hand soap
- tempera paint
- white glue
- student-chosen items (see lesson plan)

Lesson Plan

- Distribute printouts of the background information about Frida Kahlo. Read the information to students, or ask several students to read the printout aloud. Discuss the examples of Kahlo's style on the page.
- Link to the [Student Activity: Retablo-Style Self-Portraits](#) that follows the background information page.

Assessment

Observe students' participation, and evaluate their self-portraits

Travel Guides

Subject: Arts & Humanities,
Social Sciences

Grade: 9-12

Brief Description

Students design travel guides for countries where Spanish is the official language.

Objectives

Students research information about countries where Spanish is the official language. Students use researched information to create travel guides about Spanish-speaking countries.

Keywords

Spanish, travel guide, brochure, country, language

Materials Needed

Samples of travel guides or brochures, student-researched library sources or computers with Internet access, student-selected materials for creating travel guides

Lesson Plan

- Prior to the lesson, contact a local travel agency to get several samples of travel guides or brochures.
- Define the term *travel guide* for students. Show students samples of travel guides. Discuss the kinds of information included in each sample.
- Have students choose or assign each student one of the following countries where Spanish is the official language: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela.
- Tell students to use library sources or the Internet to research information about their chosen or assigned countries. Tell students their guides must include general background information about the country, places of interest, and activities for visitors.
- After students complete their research, have them design and create the guide using any materials they choose.

Assessment

Evaluate students' completed travel guides.

Using Cartograms to Learn About Latin American Demographics

Subject: Social Sciences, Math,
Language Arts, Ed. Technology

Grade: 9-12

Brief Description

Students create *cartograms*, special-purpose maps to illustrate features other than area, showing populations and gross domestic product (GDP) of countries in the Western Hemisphere.

Objectives

Students

- learn the meaning and importance of several geographic terms, including special-purpose map, *cartogram*, gross domestic product (GDP), and *per capita GDP*;
- understand the importance of the physical environment on economic development and standards of living of a country;
- understand the interrelationship of the physical, social, cultural, and economic geography of countries and regions;
- learn to apply math skills to transfer numerical data to a graphical representation on a cartogram;
- learn to analyze information and infer explanations for discrepancies on two special-purpose maps.

Keywords

Latin America, Western Hemisphere, cartogram, map, population, gross domestic product (GDP), geography

Materials Needed

- graph paper
- plain white paper (optional)
- colored pencils or markers (one set of five to six colors per pair of students)
- fine-line black marker (one per pair of students)
- lists of population and GDP statistics for Western Hemisphere countries provided in the lesson or student-researched lists (students can use the Internet, newspapers, magazines, or library sources to research and find these statistics)

Procedures

1. Explain to students the following terms:
 - Special purpose maps - Maps that are intended to illustrate a single statistical feature

- Cartograms - Maps which show political units such as countries in their appropriate shape and relative location, but size is determined by the amount of whatever statistic is being illustrated. (Show students an example of a cartogram, if possible, from their text or on a wall map)
 - Gross Domestic Product (GDP) - This is the total dollar value of goods and services produced in a country in one year.
2. (optional) Have students use their text or research materials to compile a list of Western Hemisphere countries, along with the population and GDP of each country. Another option is to have students find this information on the Internet. Possible sources for this information are listed in the bibliography.
 3. Explain to students that they will be making their own cartograms. They will work in pairs, with one student making a cartogram for population, and the other will make a cartogram for Gross Domestic Product. Describe the process they will follow:
 - Determine the number of squares on the graph paper by counting down and across, and multiplying.
 - Determine how many people each square will stand for on the population cartogram. Remember to leave room for white space on the cartogram. Some countries may be left off the cartogram if they are "too small" to occupy a full square. (Note to teacher: On standard 4X4 ruled graph paper, one square per million people will work nicely)
 - Do the same for the GDP cartogram. How many dollars will each square stand for? (On standard 4X4 ruled graph paper, one square per \$10 billion GDP will work.)
 - Working in pairs, one person will begin shading in the countries on the population cartogram, while the other will shade in the countries on the GDP cartogram. They should remember to keep the shapes and relative locations as accurate as possible.
 - Students should use the same colors for each country as their partner, since they will be comparing their results. They will have to use the same colors more than once, but make sure that no two countries that border each other are the same color.
 - (Optional :) For a cartogram with a more pleasing appearance, lay a plain white sheet of paper over the graph paper, and trace the patterns on the plain white paper.
 - Outline the countries with the fine line black marker.
 - Every map must have a title. Ask students what an appropriate title would be for each cartogram, and remind them to title their cartograms.
 4. Every map must have a legend (key). These cartograms should have either be a statement such as "one square equals 1 million people" or the square may be illustrated and followed by the statement "= 1 million people".
 5. When students have finished their cartograms, put pairs together into cooperative groups of four, and hand out the following worksheet. At this point, you may have students speculate on answers, or you may ask them to research to find the answers. Encyclopedias, U.S. State Department Fact Sheets, and your geography text book make good research materials. Other sources are listed in the bibliography.

6. As a class, go over the worksheet. The last question leads into a discussion on GDP, GNP, and per capita GDP, which is very important for students to understand.

Extending the Lesson

1. Explain to students the meaning of the term: "per capita GDP," which is found by dividing GDP by population. Have students create a cartogram illustrating "per capita GDP" on nations in the Western Hemisphere. Per capita GDP figures for this cartogram could be obtained from many of the same sources listed for finding population and GDP figures, or students could calculate per capita GDP themselves, using the formula: $\text{per capita GDP} = \text{GDP}/\text{population}$
2. Have students create a cartogram based on energy production. Next, they will compare and contrast their population cartogram with the energy consumption cartogram and draw conclusions from their findings.
3. Either as an assignment, or for extra credit, have students create cartograms based on other demographic data, such as highway miles, number of telephones, available nutrition, etc.

Mexico Quiz

1. Tenochtitlan, the site of present-day Mexico City, was built by the: **Circle Answer**

- a. Mayans
- b. Mestizos
- c. Spanish
- d. Aztec
- e. English

2. Mexico was a colony of what European country? **Circle Answer**

- a. England
- b. France
- c. Portugal
- d. Spain
- e. Germany

3. Mexico became an independent country in: **Circle Answer**

- a. 1821
- b. 1910
- c. 1200
- d. 900
- e. 1492

4. What is the religion of most Mexicans today? **Circle Answer**

- a. Islam
- b. Judaism
- c. Protestantism
- d. Roman Catholicism
- e. Aztecism

5. The climate zone in Mexico's coastal plain is the: **Circle Answer**

- a. tierra fria
- b. tierra caliente
- c. tierra templada
- d. high altitude
- e. sea level

6. The most popular sport in Mexico is: **Circle Answer**

- a. basketball
- b. football
- c. hockey
- d. soccer
- e. skating

7. Small homes, narrow streets, and a central plaza are features of: **Circle Answer**

- a. a Mexican city
- b. a Mexican ranch
- c. a Mexican village
- d. a Mexican restaurant
- e. a Mexican fiesta

8. Mexico was called "land of the shaking Earth" by the: **Circle Answer**

- a. mestizos'
- b. Aztec
- c. Mayans
- d. Spanish
- e. conquistadors

9. Much of Mexico's border with the United States is formed by the: **Circle Answer**

- a. Rio Grande
- b. Sierra Madre Oriental
- c. Sierra Madre del Sur
- d. Gulf of Mexico
- e. Yucatan Peninsula

10. Mexico's mountain ranges create three: **Circle Answer**

- a. latitudes
- b. altitude zones
- c. economic regions
- d. population groups
- e. lakes

11. Mexico's form of government is: **Circle Answer**

- a. communist
- b. constitutional monarchy
- c. military
- d. federal republic
- e. monarchy

12. Mexico City is: **Circle Answer**

- a. a city in Arizona
- b. the largest urban area in the world
- c. a large factory
- d. by the ocean
- e. the smallest capital in the world

13. Diego Rivera was a: **Circle Answer**

- a. famous cowboy
- b. famous restaurant
- c. famous mural painter
- d. famous river
- e. famous president

14. The Yucatan is: **Circle Answer**

- a. a peninsula that juts into the Gulf of Mexico
- b. a mountain range in eastern Mexico
- c. a river in the south
- d. a Nahuatl word meaning "terrible"
- e. a Mayan temple

15. Two groups who have influenced modern Mexican culture include: **Circle Answer**

- a. Mayans and Aztecs
- b. English and Germans
- c. Native Americans and Canadians
- d. Italians and Americans
- e. Spanish and Native Americans

16. How long did the Mexican Revolution last? **Circle Answer**

- a. 3 years
- b. 5 weeks
- c. 36 years
- d. 10 years
- e. 44 days

17. Which civilization lived mostly in the Yucatan Peninsula? **Circle Answer**

- a. Canadian
- b. Mayan
- c. Aztec
- d. Spanish
- e. Mexican

18.

Palacia de Bellas Artes is located: **Circle Answer**

- a. at Artes
- b. in Guadalajara
- c. in Spain
- d. at church
- e. in Mexico City

19. The greatest Aztec emperor was: **Circle Answer**

- a. Cortes
- b. Tlateldeo
- c. Zapata
- d. Montezuma
- e. Juarez

20. The Three Cultures that are represented at the monument in the center of Mexico City are:
Circle Answer

- a. Mayan, Inca, Aztec
- b. Mexico, Central America, South America
- c. Spanish, American, English
- d. Spanish, Indian, Mestizo
- e. Altiplano, Nahuatl, Mestizo

21. Baja California: **Circle Answer**

- a. is a tropical wonderland
- b. a city in southern Mexico
- c. a desert region that extends along the West coast
- d. part of the Plateau of Mexico
- e. an island in the Gulf of Mexico

22. Mexico forms part of a landbridge. A landbridge is: **Circle Answer**

- a. a man-made wonder of the world.
- b. a narrow strip of land that joins two larger landmasses
- c. a world governmental agency whose goal is peace.
- d. an ancient artifact built by the Olmecs, maintained by today's Maya Indians.
- e. a long thin peninsula, surrounded by water.

23. Tamayo: **Circle Answer**

- a. is the Spanish word for tomato
- b. is the second largest city in Mexico
- c. a leader in the Spanish conquest
- d. was a famous Mexican artist who was concerned about Mexico
- e. is the largest mountain in Mexico

24. Mexico's most important product is: **Circle Answer**

- a. oil
- b. blue jeans
- c. chips and salsa
- d. rice
- e. pottery

25. A mariachi is: **Circle Answer**

- a. a type of Mexican animal
- b. vegetables wrapped in tortillas
- c. a band that plays lively music
- d. a special type of dress worn by Maya women
- e. A fiesta celebrated in September

Mexico Quiz Answers

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- c. Spanish
- d. Aztec - **Correct**
- e. English

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- b. France
- c. Portugal
- d. Spain - **Correct**
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- b. football
- c. hockey
- d. soccer - **Correct**
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- d. population groups
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- d. federal republic - **Correct**
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- e. famous president

14. The Yucatan is:

- a. a peninsula that juts into the Gulf of Mexico - **Correct**
- b. a mountain range in eastern Mexico
- c. a river in the south
- d. a Nahuatl word meaning "terrible"
- e. Mayan temple

15. Two groups who have influenced modern Mexican culture include:

- a. Mayans and Aztecs
- b. English and Germans
- c. Native Americans and Canadians
- d. Italians and Americans
- e. Spanish and Native Americans - **Correct**

16. How long did the Mexican Revolution last?

- a. 3 years
- b. 5 weeks
- c. 36 years
- d. 10 years - **Correct**
- e. 44 days

17. Which civilization lived mostly in the Yucatan Peninsula?

- a. Canadian
- b. Mayan - **Correct**
- c. Aztec
- d. Spanish
- e. Mexican

18. Palacia de Bellas Artes is located:

- a. at Artes
- b. in Guadalajara
- c. in Spain
- d. at church
- e. in Mexico City - **Correct**

19. The greatest Aztec emperor was:

- a. Cortes
- b. Tlateldeo
- c. Zapata
- d. Montezuma - **Correct**
- e. Juarez

20. The Three Cultures that are represented at the monument in the center of Mexico City are:

- a. Mayan, Inca, Aztec
- b. Mexico, Central America, South America
- c. Spanish, American, English
- d. Spanish, Indian, Mestizo - **Correct**
- e. Altiplano, Nahuatl, Mestizo

21. Baja California:

- a. is a tropical wonderland
- b. a city in southern Mexico
- c. a desert region that extends along the West coast - **Correct**
- d. part of the Plateau of Mexico
- e. an island in the Gulf of Mexico

22. Mexico forms part of a landbridge. A landbridge is:

- a. a man-made wonder of the world.
- b. a narrow strip of land that joins two larger landmasses - **Correct**
- c. a world governmental agency whose goal is peace.
- d. an ancient artifact built by the Olmecs, maintained by today's Maya Indians.
- e. a long thin peninsula, surrounded by water.

23. Tamayo:

- a. is the Spanish word for tomato
- b. is the second largest city in Mexico
- c. a leader in the Spanish conquest
- d. was a famous Mexican artist who was concerned about Mexico - **Correct**
- e. is the largest mountain in Mexico

24. Mexico's most important product is:

- a. oil - **Correct**
- b. blue jeans
- c. chips and salsa
- d. rice
- e. pottery

25. A mariachi is:

- a. a type of Mexican animal
- b. vegetables wrapped in tortillas
- c. a band that plays lively music - **Correct**
- d. a special type of dress worn by Maya women
- e. A fiesta celebrated in September

Hispanic History Quiz

Multiple-Choice Test A multiple-choice test has several different answer choices for each question. Circle the letter next to the response that best answers each question. If you are not sure of an answer, first eliminate the ones you're sure are wrong. Then select the answer you think is best.

1. What would be another good title for the section on Hispanic History in the Americas?
 - a. America before Christopher Columbus
 - b. Early Hispanic History in America
 - c. Important Places in North and South America
 - d. Hispanic-History Time Lines

2. Which phrase is a good description of the word heritage?
 - a. traditions that Hispanic people have
 - b. things that make you proud of yourself
 - c. traditions that come from ancestors
 - d. places from where your parents came

3. What is another word that means about the same as Hispanic?
 - a. Spanish
 - b. German
 - c. Latina
 - d. Tradition

4. What is one of the most important contributions Hispanic people have made in North America?
 - a. the spread of the Spanish language
 - b. the discovery of a new world
 - c. a new form of theater
 - d. the development of rich cultures with influential traditions

5. Which traits are not parts of a Hispanic heritage?
 - a. folklorico dancing
 - b. the Spanish language
 - c. family from Cuba, Mexico, or Argentina
 - d. playing bagpipes

- 6.** How far back do Hispanic roots in America go?
- a.** 1,000 years
 - b.** 500 years
 - c.** 100 years
 - d.** 700 years
- 7.** In which careers have Hispanics made great contributions?
- a.** entertainment
 - b.** science
 - c.** sports
 - d.** all of the above
- 8.** Why might it have been hard for Hispanics to make achievements in many fields?
- a.** Some people discriminate against others who have a different heritage.
 - b.** Some people do not like the ballet folklórico.
 - c.** Hispanics are new to the United States and have not had time to make achievements.
 - d.** Until recently, jobs have been scarce.
- 9.** Why is it useful to speak Spanish in the United States?
- a.** It's one of the main languages of the Internet.
 - b.** Many Americans speak Spanish.
 - c.** People who speak Spanish are usually popular.
 - d.** Spanish is more common in the United States than any other language.
- 10.** Why might it be important to know about your heritage?
- a.** Knowing about your heritage will help you find a good job.
 - b.** It will help you know what food to eat and what clothes to wear.
 - c.** It can make you feel proud of who you are.
 - d.** There is no important reason to learn about your heritage.

Answers to Hispanic Multiple Choice Quiz

1. d

2. c

3. c

4. d

5. d

6. b

7. d

8. a

9. b

10. c

English Words Created By Spanish Culture

H E A P P Y H B I P S P A E N I C H E R I T A G E
 M O L N T H A D U B A M I O S W N U P W Q T G R E
 J B L B M N W R L V C M Y K P O G K P L K A V Y K
 Q L X N A S F O S Z W L H C R S O H Z D A J W Q H
 L H T N D T R S O A H X A D V T E M P S E P M X M
 L V A R V J E E H T Q F F O L L I D A M R A I E A
 O T A M O T P G W V E M C X H T Q O P V X Y M P W
 L E H I E X I V E T P O X J F Y D T G A X N K I T
 C A Y N Q T E R E V N U M B E R S B I N S L W C O
 A P J T U C A R O D A N R O T I I A O U A R P I L
 N H J E S R I L S W X E F Q F N K R S T A T Q D Z
 Y Z F L B A K F O D O H D R Y C D H W S T Q S M G
 O H J L H D B H H C D H Y A A K S W Q H O L E U A
 N O N I F V Q D A V O S B N L D E W I M X B E V M
 L R I G F F W V A G E H A Q W A Z I S A V K R D A
 B L Q E B A T G Q U B U C M X Z S X D K B F E A L
 M S E N T L M H C I G O T A T O P E C O L W A X B
 U Z R T A A R E D I F P E V N B M M I A J I P S N
 M N O O H W B G C B I C C X P L S P S I P H A Y K
 G C I B L R M F E J G Y V V P K Y V U H C X X C U
 V K T E A O E Y P R O T A G I L L A M J K D S W K
 U Z A B Z V C J A G U A R J T F O V W J K F X V L
 C Q P X V K K K V A D Y Q U L L A R C M P Y O U X
 Q X K I Z I E E V S Q F V O P V O W E O U Q F X W
 P A P E R J K Q E J A F G R M U V B D R O O K X F

ALLIGATOR
 ARMADILLO
 BANANA
 BARBECUE
 BOTTLE
 CAFETERIA
 CANYON
 CHOCOLATE
 COLORS
 EXPLORER
 IGUANA
 INTELLIGENT
 JAGUAR
 MAP
 MUSIC
 MUSTANG

NUMBERS
 PAPER
 PATIO
 POTATO
 ROSE
 SALAD
 TOMATO
 TORNADO
 VAMOOSE
 VEGETABLE

Spanish Conquistadors

F N A S O U M V Q L O T H I J J Y N C X X E A O J H P Q R Y
 E R P O J R M A V Y N X T E E H N E T N Z A L J N E K D L Y
 J I A C B X G W R W U I F H D A S H M H A H V E P R R L J F
 P U P N I L L A A T O N K Y M J E U F U S I A T E N E Q S D
 G I A K C B A P M G I B A R A P Q T T C E J R N D A G L M U
 L T D N S I L B E L R N E U C N R F R Q U K N O R N X F J L
 R S T Z P B S D E R A D D R A B M T Z S C A U M O C V W X F
 H I G H R O N C O D E E I E O L K D X N I Y N E D O K Q Z C
 U D W Q X I N C O F Z S D K U Z C Z N M N S E D E R G S T P
 U R J N T X V C S V T E U O B R D D H O E A Z O A T L R L F
 I T Q R V E J U E O A L N T G W S H P B D L C C L E J C R F
 Q D A N C W A B B D G S R U Z E K U A G O R A S V S H P K C
 M M Y X J L T A C V E Y Q J N Q I S A J G Z B I A G B E O Z
 W U P B O Y L S U I F L D U Z O T D N O E Q E C R L N U N A
 G J T K S D I T X K S K E T E I C W R X I O Z N A A X I A N
 C A I K E K P G U G I O R O A Z I S A A D W A A D D R A L G
 F N X O C E P L X V T Y W N N W D F A A E N D R O X N M P V
 M N L U M U E T A N O E D N A U J E F V H Q E F A A E J I W
 O I Q V B N U F L O D E C H A V E Z C P Z O V X X P O N Q V
 D V C L M Y X F Z C B M J Y C X X G Y O O R A Z T I E C W A
 A V Q C X Y W V V E H Y N B X K F W B K R B C D E S M Z G F
 N V F F D I A F L C R J G E G L R A N F U O A Q D G S P Q Z
 P B G R G F R A N C I S C O P I Z A R R O D N E E T T P X F
 K U I F D S L N O L L Y A E D Z E U Q S A V S A C U L H O T
 G T V S Y C D Q U Q Q V O Q B K I B Z L H U J U D E X E I P
 P M S C A N S E J V P N T Y U L M H C M A Q F R Z O U A R G
 O J B Z E T Z R A H N R H B U W F A W R T C X D P B S U Q F
 T G A O T O S E D O D N A N R E H R E W U M A W Q O N S P O
 U R E T X X V V K F P X H I G B T Z P S E I O D H D V M B Q
 D I J L T U J L R E N R U T H T E B A Z I L E D N A L L I W

ÁLVAR NÚÑEZ CABEZA DE VACA
 CRISTÓBAL DE OLID
 DIEGO DE ALMAGRO
 DIEGO DE NICUESA
 FRANCISCO DE MONTEJO
 FRANCISCO PIZARRO
 FRANCISCO VÁSQUEZ DE CORONADO
 HERNANDO DESOTO
 HERNÁN CORTÉS
 INÉS DE SUÁREZ
 JUAN DE OÑATE
 JUAN PONCE DE LEÓN
 LUCAS VÁSQUEZ DE AYLLÓN
 MARTÍN DE GOITI
 MARTÍN DE URSUA

NIKOLAUS FEDERMANN
 ÑUFLO DE CHAVEZ
 PEDRO DE ALVARADO
 SEBASTIÁN DE BELALCÁZAR
 VASCO NÚÑEZ DE BALBOA

Products of Latin America

E N A C R A G U S B M S E C A S B H L D
 C M R O C S T N R B R L M H U T A Y E Y
 O I P A T O U A O A B E O O T A N C K S
 R R C A B G Z N G R T E R C O H A O C I
 N A E A P I Y I F U I T H O M A N T I L
 O H C S L U C U C L N S C L O M A T N V
 W C O N B A L S A W O O D A B A S O N E
 O M U N E D B Y L O M W I T I N T N D R
 W T C C S R U B B E R S E E L A B E E F
 S O I H H A L I P W Y X D R E P D L O G
 T R O S E F G E Y N W C P N S N F N I Y
 A N R L H M T L S E L P P A O E M C T N
 E L E C T R I C A L E Q U I P M E N T A
 M G O M O S I C O R C O F F E E A D F G
 P U Y L E A P M A P U S E P A R G I S O
 U T U J O C L M P L P T I U R F S F D H
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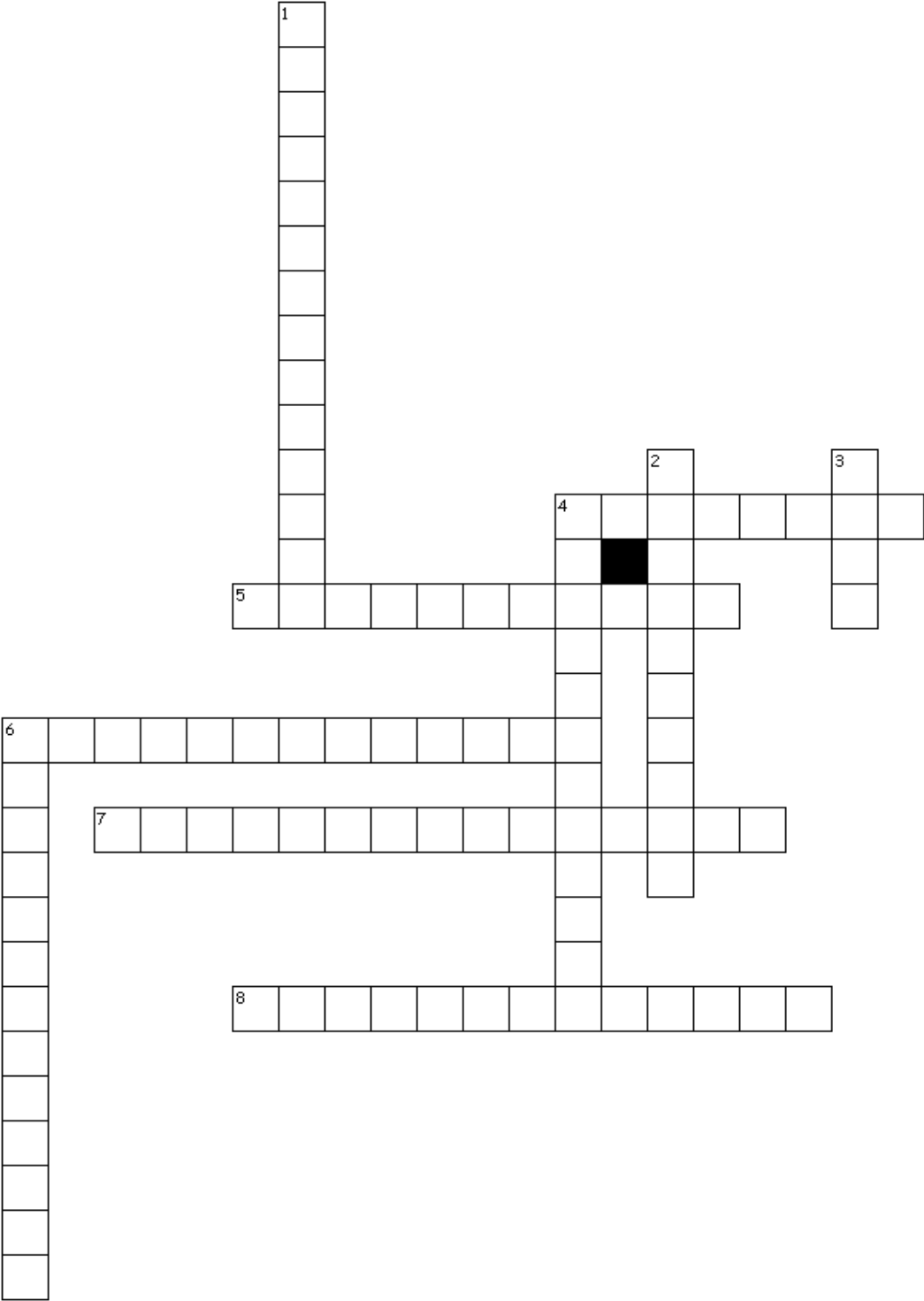
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AUTOMOBILES	NATURAL GAS
BALSA WOOD	NICKEL
BANANAS	PANAMA HATS
BEEF	PAPER
BRAZIL NUTS	PETROLUEM
CACAO	RICE
CEMENT	RUBBER
CHEMICALS	SARDINES
CHOCOLATE	SHRIMP
CHROME	SILVER
CIGARS	STEEL
COAL	SUGAR CANE
COFFEE	SUNFLOWER SEEDS
COPPER	TIN
CORN	TOBACCO
COTTON	WHEAT
DIAMONDS	WOOL
ELECTRICAL EQUIPMENT	
FISH	
FRUIT	
GOLD	
GRAPES	
IRON	
MAHOGANY	
MEAT	

Products of Latin America

E	N	A	C	R	A	G	U	S	B	+	S	E	C	A	S	B	+	L	+
C	+	+	+	C	S	T	N	R	+	R	L	M	H	U	T	A	+	E	+
O	+	+	A	T	O	U	A	O	A	+	E	O	O	T	A	N	C	K	S
R	+	C	A	B	+	Z	N	G	R	T	E	R	C	O	H	A	O	C	I
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W	C	+	N	B	A	L	S	A	W	O	O	D	A	B	A	S	O	+	E
O	M	U	N	E	D	B	Y	L	O	M	W	+	T	I	N	+	N	+	R
W	T	C	C	S	R	U	B	B	E	R	S	E	E	L	A	B	E	E	F
S	O	I	H	+	A	+	+	P	+	+	+	D	R	E	P	D	L	O	G
T	R	O	S	E	+	G	E	+	+	+	+	P	N	S	+	+	+	+	Y
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M	+	+	M	O	+	I	C	O	R	C	O	F	F	E	E	A	D	F	G
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M	S	A	R	D	I	N	E	S	+	+	+	R	N	P	A	P	E	R	M

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| APPLES | MAHOGANY |
| AUTOMOBILES | MEAT |
| BALSA WOOD | MOLYBDENUM |
| BANANAS | NATURAL GAS |
| BEEF | NICKEL |
| BRAZIL NUTS | PANAMA HATS |
| CACAO | PAPER |
| CEMENT | PETROLUEM |
| CHEMICALS | RICE |
| CHOCOLATE | RUBBER |
| CHROME | SARDINES |
| CIGARS | SHRIMP |
| COAL | SILVER |
| COFFEE | STEEL |
| COPPER | SUGAR CANE |
| CORN | SUNFLOWER SEEDS |
| COTTON | TIN |
| DIAMONDS | TOBACCO |
| ELECTRICAL | WHEAT |
| EQUIPMENT | WOOL |
| FISH | |
| FRUIT | |
| GOLD | |
| GRAPES | |
| IRON | |

Famous Hispanic Americans of Today



Down

1. First Hispanic and first female U.S. Surgeon General
2. One of the World's best female golfers
3. Soccer player
4. Opera singer
6. Singer from Miami

Across

4. Folk Singer
5. Baseball player with the Oakland A's
6. Talk show host
7. Hispanic treasurer of the United States
8. Mexican-American mayor of San Antonio, Texas

Answers for Hispanic Americans of Today

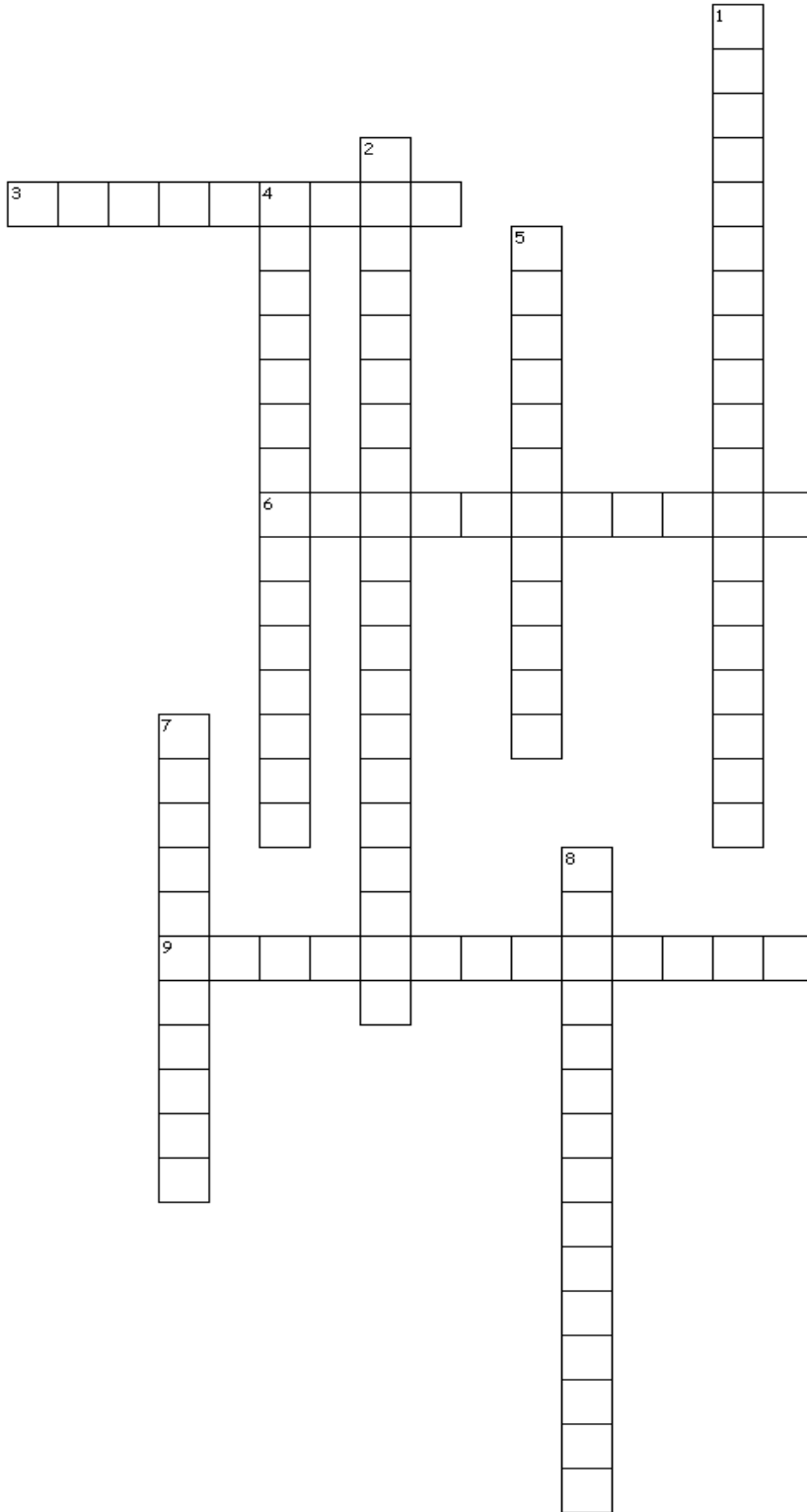
Down

1. Antonia Coello Novello
2. Nancy Lopez
3. Pelé
4. José Carreras
6. Gloria Estefan

Across

4. Joan Baez
5. José Canseco
6. Geraldo Rivera
7. Catherine Davalos Ortega
8. Henry Cisneros

Famous Hispanic Americans of the Past



Across

3. Band leader and actor, was on TV in I Love Lucy
6. Led fight for a better life for migrant farm workers
9. Spanish soldiers, invaded and took lands from Indians

Down

1. Founder of the California missions
2. Civil War Naval hero, led battle to take New Orleans
4. Baseball player with Pittsburgh Pirates 1955-1972
5. In 1935 he became the first Hispanic U.S. senator
7. World-famous musician, he played the cello
8. On Columbus's 2nd trip was governor of Puerto Rico

Answers for Hispanic Americans of the Past

Across

3. Desi Arnaz
6. César Chávez
9. Conquistadors

Down

1. Father Junipero Serra
2. David Glasgow Farragut
4. Roberto Clemente
5. Dennis Chávez
7. Pablo Casals
8. Juan Ponce de León

Schedule of Activities for Summer and National Hispanic Heritage Month 2007



**SCHEDULE OF ACTIVITIES FOR THE SUMMER AND FOR
NATIONAL HISPANIC HERITAGE MONTH 2007:**

“MAKING A POSITIVE IMPACT ON AMERICAN SOCIETY”

EVENT	DATE	LOCATION & COUNTY	FEE	SPONSORS
LatinoFest	Saturday, August 25	Towson Court House - Baltimore County	Free to the Public	EBLO www.eblo.org
2nd Annual Maryland Hispanic Workforce Conference	Friday September 7 9am to 2pm	Tremont Hotel Conference Center	Call 866- 787-3727	Maryland Hispanic Workforce Council
2nd Annual Maryland Hispanic Job Fair	Friday September 7 2pm to 7pm	Tremont Hotel Conference Center	Call 866- 787-3727	Maryland Hispanic Workforce Council
10th Annual Maryland Hispanic Workforce Gala and Scholarship Dinner	Saturday September 8 8pm to midnight	Martin’s East	Call 866- 787-3727	LatinLink CBO and GlobalTech Bilingual Institute
Apostolado Hispanic Benefit	Thursday, September 13	Orioles v. Los Angeles Angels- Camden Yards, Baltimore City	410-522- 2668	**tickets are limited—call for availability**
Hagerstown First Annual Hispanic Festival	Saturday, September 15, 12-6	Hagerstown Community College- Washington County	Free	Hagerstown Community College with Mid-Atlantic Hispanic Chamber of Commerce, La Voz Latina and HBP

Port Discovery-The Children's Museum Celebrates Hispanic Heritage Month-We Are All Connected	Kick-off September 15 th – month long celebration	Port Discovery Baltimore City	\$10.75	Baltimore Office of Promotion and the Arts, Bank of America, Latin Opinion, Expresión Magazine, and V-me.
Hispanic Festival	September 16 12-6	Lane Manor Park, Adelphi Prince George's County	TBA	TBA
The Many Faces of Hispanic Heritage: On the History of Hispanic Jews in the Americas	Tuesday, September 18, 6 pm-8 p.m.	Jewish Museum of Maryland- Baltimore City	Free	Governor's Commission on Hispanic Affairs, The Baltimore Jewish Council, The American Jewish Committee and The Jewish Museum of Maryland
14th Anniversary GALA- Maryland Hispanic Bar Association	Thursday, September 20	Martin's Crosswinds, Greenbelt – Prince George's County	TBA	Maryland Hispanic Bar Association bquevara@milesstockbridge.com
Latin American Film Festival	September 20- October 8	AFI Theatre, Silver Spring, Montgomery County	TBA	American Film Institute
Hispanic Heritage Month 3rd Health Festival & Soccer Tournament	September 22 12-5 (to be confirmed)	Wheaton Regional Park, Wheaton, MD	Free, with Free health screenings (free transportati	Montgomery County Offices of the County Executive, Montgomery County Departments, Maryland National Capital Park and

			on provided)	Planning Commission, local hospitals and non-profit health provider agencies
3rd Annual Festival Latino de Frederick	Saturday, September 22, 11 am – 7 pm	Frederick Community College-Frederick County	Free	Buena Gente Magazine, Frederick Community College and The Hispanic Business Foundation of Maryland
4th Hispanic Heritage Golf Classic	Thursday, October 4	The Woodlands Golf Course	Please call for details 443-622-6181	Baltimore Hispanic Chamber of Commerce
Port Discovery-The Children’s Museum continues its Hispanic Heritage Month celebration with a Free Fall Event	Saturday, October 6	Port Discovery, Baltimore City	Free	Baltimore Office of Promotion and the Arts, Bank of America, Latin Opinion, Expresión Magazine, and V-me.
National Hispanic Heritage Month at La Plaza Hispana 41st Annual Fells Point Fun Festival	October 6 & 7	Fells Point - Baltimore City	Free	EBLO with Fells Point Preservation Society
6th MD Hispanic Business Conference 2007 Veronica Cool-Chair	Wednesday, October 24	BWI Marriott-Anne Arundel	TBA	Various – TBA Wachovia Bank Nationwide Mycity4her.com Expresión Magazine

**Courtesy of: The Governor’s Commission on Hispanic Affairs
Maryland**

Website Resources



Website Resources

For Background History

Celebrate Hispanic Heritage- Latinos in History

<http://teacher.scholastic.com/activities/hispanic/history.htm>

Hispanic-American History

http://americanhistory.about.com/od/hispanicamerican/HispanicAmerican_History.htm

Hispanic America USA

<http://www.neta.com/~1stbooks/>

Hispanic/Latino History

<http://www.lasculturas.com/lib/libHistory.htm>

Latino History and Culture

http://www.si.edu/Encyclopedia_SI/history_and_culture/USLatino_History.htm

Hispanic History

<http://www.hanford.gov/doehrm/nhnm/hispanichistory.cfm>

For Lessons and Activities

Teaching Activities

<http://www.abcteach.com/directory/languages/spanish/>

Celebrate Hispanic Heritage

<http://content.scholastic.com/browse/unitplan.jsp?id=198>

Lessons for Hispanic Heritage Month

http://www.education-world.com/a_lesson/lesson/lesson203.shtml

Resources for Teaching about the Americas

<http://retanet.unm.edu/index.pl?section=1996LPs>

Translation Sites

<http://www.wordrefernce.com>

Folktales

<http://www.g-word>

<http://www.kstrom.net/isk/maya/rabbit.html>

Frida Kahlo

<http://www.juniperlearning.com/lessonkahlo.html>

Spanish in English

<http://www.factmonster.com/spot/spanishwords1.html>

<http://www.wordorgins.org/Topics/loanwords.html>

<http://encyclopedia.thefreedictionary.com/List%20of%20English%20words%20of%20Spanish%20origin>

Famous Hispanics throughout History

<http://coloquio.com/famosos/alpha.htm>

Congressional Hispanic Caucus

<http://www.napolitano.house.gov/chc/>