



¿QUIENES SOMOS? / WHO ARE WE?

Grade: middle school, but adaptable to other grades
Course: bilingual, Spanish, social studies, sociology, history. language arts

Topic

Our topic is the community on the West Side of Albuquerque where John Adams Middle School is located, but the unit can be used by any teacher in any community.

Rationale/Objectives

The main objectives of the unit are for the student to explore his or her own identity, to develop a sense of pride and ownership of the community in which they live, and to improve writing skills. Since it is a year-long project, there are many other, more specific objectives throughout the year, ranging from development of writing skills to producing works of art and creating an end-of-year exhibition on the community. But the theme for the whole project is the same: Who Are We?

John Adams lies on the West Mesa - the edge of Albuquerque's urban sprawl. Although the school itself is over 40 years old, many of the neighborhoods that feed into it have been built within the last decade or so. The population is primarily Hispanic, with some Anglo, African American, and Native American students. Since we are located on the western edge of the city, we teach a large number of children from the Navajo reservation of Cañoncito and the pueblo of Laguna. Some of our students are

by
Erika Harding
harding@apsicc.aps.edu
and
Abbie Test
test@apsicc.aps.edu
John Adams Middle School
5401 Glenrio NW
Albuquerque, NM 87105
505-831-0400

very recent immigrants from Mexico. Most students at the school receive free or reduced lunch. The poverty rate is high, as is illiteracy.

The problems faced by the community on the West Side are familiar across the US and perhaps in other countries. Since many of our kids' neighborhoods are so new, we felt it would be particularly useful for them to attempt to define themselves as a community, but in this rapidly changing world, it can be a useful exercise for everyone.

Unit Overview

The following is a list of the sub-units of the project. It is designed so that teachers can extract single lessons or units and use them in different contexts. It is not necessary to carry out the entire year-long project. It can be adapted to meet the needs of elementary or high school students, and although the unit is designed to be bilingual in Spanish and English, it can be taught in any language! Teachers can also team up so that the concepts are taught in an inter-disciplinary manner. The Internet can be used as a tool and a resource, but the unit can also be taught in schools with no access to the Internet.

1. *Quien soy yo?*

For the beginning of the year. Students will get to know each other and will explore their own personal histories and traditions through a variety of activities:

- a. El cuerpo humano/Body parts in Spanish. Students will learn the parts of the body in Spanish, and will write a physical description of themselves.
- b. Arbol genealogico/El escudo de mi familia/Historia oral. Students will choose one of these to do and present to the class.
- c. Poema - Mi canto. Students will write a poem in Spanish describing the way in which they would like to be remembered.
- d. America, sin fronteras! Students will learn this song in Spanish and English and present it at the Hispanic Week assemblies in September.
- e. Poema El nacimiento del mestizo. Students will study and discuss this poem, which will help set the stage for the year's activities.
- f. Tin art frame. Students will make a tin frame using traditional New Mexican designs and techniques. They will be used to frame a mirror or a picture of themselves and their loved ones.

2. *Nuestra escuela / Our School*

Students will explore the history and the traditions of John Adams Middle School.

- a. Vocabulario de la escuela.
- b. Cuanto sabemos de nuestra escuela? - a survey.
- c. Haciendo un mapa del distrito. The class will produce a map of the mini-district that is served by our school. What neighborhoods do our kids come from? What are those neighborhoods like? Good geographic and demographic resources are available on the Internet.

- d. La demografia de la poblacion escolar. The class will report on the demographics of the school. What is the break-down by race, age, gender, ethnicity, birthplace, etc.
- e. Las tradiciones de nuestra escuela. Students will explore school traditions, through interviews with old JAMS teachers and students in the community, and through research in old yearbooks and newspaper clippings. How has it changed? How has the West Side changed over the years?

3. Mi comunidad/ My Community

What is the West Side like?

- a. Querido habitante de Marte... Students will write a description of the West Side (in Spanish) as though they were describing it to a Martian. They can share their descriptions with Internet pen pals across the border (see the FRONTERA section).
- b. Como crec'a mi comunidad. West Side growth - students will research the brief history of the booming west side. What has caused its growth?
- c. Issues - el puente. the Montano Bridge - Representatives from both sides of the conflict over whether to build a new bridge across the R'o Grande will be guest speakers. Students will explore the rights of a small community in the context of a large and very needy metro area.
- d. Issues - el agua - Que puedo hacer yo? An exploration of the problem of water scarcity in Albuquerque.
- e. Issues - el agua - Quien es culpable? On water contamination.
- f. Issues - la transportacion. An exploration of the transportation problems facing Albuquerque.
- g. Lesson to be extracted from the Crossroads unit called Water in New Mexico: A Public Policy Issue. Available from Project Crossroads, 110 Vuelta Montuosa, Santa Fe, NM 87501, 505-938- 5428)

4. Albuquerque y Nuevo Mexico

- a. Una cronologia de Albuquerque. - an extension of the study of West Side growth.
- b. How Transportation Caused New Mexico to Grow. A look at how New Mexico itself grew. Specific emphasis will be given to the arrival of the railroad and the advent of automobile transportation.
- c. Native American history: lesson to be extracted from the Crossroads unit called The Navajo-Hopi Land Dispute. Available from Project Crossroads, 110 Vuelta Montuosa, Santa Fe, NM 87501, 505-938-5428.
- d. The future of New Mexico: lesson to be extracted from the Crossroads unit called New Mexico Heads Toward the 21st Century. Available from Project Crossroads, 110 Vuelta Montuosa, Santa Fe, NM 87501, 505-938-5428.

5. La frontera / The Border

In a nation of immigrants, what is the future of our borders? Why is it important in the future of Albuquerque?

- a. Mini lesson - WHAT IS A BORDER?
- b. Geography lesson - Using the Internet or other sources, students will map the border region of the US and Mexico.
- c. El peso comparado con el dolar
- d. Distribution of resources simulation. - Students will experience the inequity in the distribution of wealth

as a means of exploring the motives of immigrants and the desperation of refugees from poor regions of the world.

- e. La familia Ibanez. Case study of an imaginary family who must decide whether or not to move to the US from Mexico. Students will write a paragraph in Spanish pro or con. They will research their argument using the Internet or other sources.
- f. Hispanic Cultures and Immigration Reform, lessons extracted from the Crossroads unit of the same title. Available from Project Crossroads, 110 Vuelta Montuosa, Santa Fe, NM 87501, 505-938-5428
- g. ONGOING - Como es el otro lado? study of Juarez and pen-pal correspondence with children in Juarez or another border city via the Internet.

6. *Los Asuntos Juveniles Para Los '90s: Buscando La Paz En El Lado Oeste / Juvenile Issues of the 90's - finding peace on the West Side*

- a. Students will explore the problem of violence in our neighborhoods. Why don't we feel safe? What is being done to solve the social problems that give rise to violence? Why aren't our solutions working? What NEW solutions can we offer?

7. *Esposicion / Exhibition*

END OF YEAR. Tying it all together

- a. Students will create an exhibition called "Quien somos? - a snapshot of our community" using elements of all the mini units presented throughout the school year.

Unit 1: *¿Quien Soy Yo? / Who am I?*

Rationale

The ¿Quien Soy Yo? unit is the first unit in the ¿Quienes Somos? project, and sets the groundwork for the other units and activities. This unit begins with a focus on the individual, working upwards in complexity from basic vocabulary on the human body to self-identity. The unit then moves to involve the family, and introduces concepts central to the second unit on the school community (Nuestra Escuela).

Time Needed

Approximately 2 weeks

Unit Objectives

Students will learn the concepts and Spanish vocabulary associated with self-identity. Students will be able to describe themselves in Spanish, and will learn something of their own family history regardless of their ethnicity. This unit is also intended to foster individual and familial pride and a positive self-concept.

Notes

Although each element of this unit can be individually graded, the components can form part of the student's portfolio, and will be exhibited at various points throughout the year, beginning with Parent Night early in the first semester and culminating with an exhibition at the community center at the end of the year. A vocabulary quiz would be appropriate at the end of this unit.

Vocabulario

yo	I, me
yo soy	I am (in a permanent or long-term sense)
yo estoy	I am (in a temporary sense or for location)
me llamo	my name is (literally = I call myself)
niño	boy
niña	girl
(los) niños	(the) children/kids
hijo	son
hija	daughter
hermano	brother
hermana	sister
padre	father
madre	mother
padres	parents
abuelo	grandfather
abuela	grandmother
tío	uncle
tía	aunt
nieto	grandson
nieta	granddaughter
esposo	husband
esposa	wife
primo(a)	cousin
mayor	older
menor	younger
mi	my
(el) cuerpo humano	the human body
(la) cabeza	(the) head
(la) cara	(the) face
(los) ojos	(the) eyes
(el) nariz	(the) nose
(la) boca	(the) mouth
(las) orejas	(the) ears
(los) dientes	(the) teeth
(los) anteojos	glasses

(el) pelo	(the) hair
(los) brazos	(the) arms
(la) mano	(the) hand
(los) dedos	(the) fingers
(las) piernas	(the) legs
(los) piés	(the) feet
grande	big
pequeño(a)	small
blanco(a)	white
moreno(a)	dark
negro(a)	black
liso(a)	straight
crespo(a)	curly
largo(a)	long
corto(a)	short
alto(a)	tall
bajo(a)	short
mediano(a)	medium
joven	young
viejo(a)	old

Lesson 1 Parts of the Body - Describing Myself / Los partes del cuerpo/describiendome

Objectives

Students will learn the Spanish vocabulary for basic parts of the body. Students will be able to describe themselves physically, both orally and in writing. Students will learn to use the Spanish-English dictionary to locate specific words.

Time Needed

approximately 3 class periods.

Materials

- * unit vocabulary list
- * Spanish-English dictionaries
- * stick figure or simple drawing of the human body, with blank labels for each part

Procedures

Day 1

Distribute vocabulary lists, dictionaries and drawing with blank labels to students. Review the vocabulary list, locating the words relevant to the human body and pronouncing each new Spanish word or phrase. Explain that any terms not found on the vocabulary list will be found in the dictionary. Then allow students to fill in the blanks on the drawing. If there is time at the end of the period, have the class correct the drawings.

Day 2

Distribute Spanish-English dictionaries, and make sure each student has a vocabulary list. On the board, write a physical description of yourself in English. Then translate the description into Spanish, using the vocabulary list and the dictionary. Then have students do their own physical description, using terms like "I have" (yo tengo) and "my _____ is _____" (mi _____ es _____). They should write at least 5 Spanish sentences each. If there is extra time when everyone finishes, review body parts learned from the vocabulary list and dictionary by playing "Simon Dice" (Simon says) with the class. First, explain some basic commands such as "levante su _____" (raise your _____), "baje su _____" (lower your _____), etc. This activity might extend into a third day.

Student Handout

Nombre _____

La fecha _____

Clase/periodo _____



EL CUERPO HUMANO

Instrucciones: Ponga las palabras apropiadas para las partes del cuerpo humano en los espacios. Si no encuentran la palabra en el listo de vocabulario, deben buscarla en el diccionario. No olviden que deben buscar en la sección Inglés-Español. [Put the appropriate words for the body parts in the spaces on the drawing. If you can't find the word you need on the vocabulary list, look in your Spanish-English dictionary. Remember, you must look up the English word in the English-Spanish section of the dictionary.]

Lesson 2: El Arbol Genealogico / Family Tree

(It is recommended that students be allowed to choose to do either the family tree, the oral history or the coat of arms. Students who were adopted or who have other special circumstances can choose to do the imaginary Coat of Arms, in which they create their own identity.)

Objective

The student will make a family tree, with including all known ancesors.

Time needed

1 week

Materials

Blank pedigree charts and family group sheets, and list of guidelines for making a family tree. Large sheet of poster board or butcher paper.

Procedures

Most of this project will be done at home. On the day that the project is introduced, the teacher will go over the guidelines and instructions with the class, making sure that everyone who has chosen to do this project understands how it is done.

Students can gather information at home for one week, and can then be given class time to put all their information down onto the poster board or butcher paper. On the due date students will present their project to the class.

Students must also turn in a short paragraph in Spanish, describing their project.

Student Bibliography

parents and relatives, birth certificates, baptismal records, newspaper clippings, deeds, wills, tax records, diaries, letters, Bible records, etc.

Student Handout: El Arbol genealogico

Instrucciones:

1. Begin by filling out the pedigree chart. Put your name in slot #1 and then put your parents name and information in slots 2 and 3. If you can trace your family back more generations than are included on the chart, tape on some extra paper and draw more lines with a ruler.
2. In order to fill out the pedigree chart and the family group sheets, you will have to ask your family a lot of questions. Set a time to sit down with your mom, dad or a grandparent or aunt or uncle. Don't try to interview them while they're busy washing dishes or changing the oil in their car. Sit down and get their full attention.

3. You may have to refer to documents to find information. Ask family members if they know of anyone in the family who has already written a family tree. Use family records such as birth certificates, baptismal records, newspaper clippings, deeds, wills, tax records, diaries, letters, Bible records, etc. ALWAYS remember that information in these documents and information given by your relatives is not always accurate. Try to double check your facts with another source.
4. Write or call relatives to get more information.
5. Fill out a family group sheet for each family. For example, if your grandparents had 4 children, fill out a group sheet for each child who went on to have a family of their own. If people remarried and had children with another spouse, make a new sheet for them.
6. Bring all your information to class on the day we work on the final project. Decide ahead of time how you want your family tree to look. It can include pictures or descriptions of special family customs and traditions. Be creative!
7. Students must also turn in a short paragraph in Spanish, describing their project

Lesson 3: La Historia Oral / Oral History

(It is recommended that students be allowed to choose to do either the family tree, the oral history or the coat of arms. Students who were adopted or who have other special circumstances can choose to do the imaginary Coat of Arms, in which they create their own identity.)

Objective

The student will produce a tape-recorded interview with a member of his or her family, with a focus on the family's history and or traditions and customs.

Time Needed

One week

Materials

a cassette tape recorder, a good quality tape and an external microphone.

Procedures

Students who choose this project need to have access to a good tape recorder, a good microphone and a good quality cassette tape.

Go over the instructions for the project. Emphasize the guidelines, and talk about the reasons for them.

Students will choose an interviewee and write a list of questions they plan to ask the person. the interview will be conducted at home in the afternoon or evening. Students can spend the class work day(s) to write a paragraph in Spanish describing the interview that took place and talking about something new they learned about the family member they interviewed.

Bibliography

"Planning an Oral History Project" by Lorlene Roy, Journal of Youth Services in Libraries, summer 1993.

Student Handout: La Historia Oral

Instrucciones:

1. Begin by choosing who you want to interview. It must be a family member. Go to them ahead of time and ask if they are willing to participate. If not, ask someone else. Try to choose someone who can tell you about the history of the family.
2. Set a day and a time for the interview. Don't interview them while they are doing the dishes. Choose a quiet, comfortable place, where you will be free from interruptions.
3. Thoroughly check out your equipment before the interview. Test it by recording your own voice and playing it back a few times. make sure that you have a good machine with a strong power source and a good microphone. Use a high quality tape.
4. Write a list of at least 15 questions you want to ask the person. Remember that you don't have to always stick to these questions in the interview. You can go off onto other subjects.
5. Before you begin the interview, check to make sure that the machine is recording.
6. Take notes as you interview.
7. After the interview write the person a thank you note.
8. Write a paragraph in Spanish describing the interview and telling what you learned from it.

Lesson 4: El escudo de mi familia / Study of My Family

(It is recommended that students be allowed to choose to do either the family tree, the oral history or the coat of arms. Students who were adopted or who have other special circumstances can choose to do the imaginary Coat of Arms, in which they create their own identity.)

Objective

The student will choose to either research the existence of a Coat of Arms for their family, or create an escudo themselves, based upon the traditions and beliefs of their own family.

Time Needed

1 week of homework, culminating in a class period to draw the escudo.

Materials

White construction paper (or worn-looking off-white), paints and/or colored pencils and markers.

Procedures

Introduce the project by asking who knows what a Coat of Arms is. How many students have old ancestral Coats of Arms for their own families at home? What is included in a coat of arms? Explain that a Coat of Arms often reflects the customs, beliefs, values and traditions of a family.

Students who choose to do the Coat of Arms project can either recreate their own, real Coat of Arms from pictures, or they can create their own, using the guidelines page.

Students must also turn in a short paragraph in Spanish, describing their project.

Allow students to work on ideas for their Coat of Arms as homework for one week. They should draw a rough draft of it and write the paragraph. On the class' work day, distribute art materials so that they can draw or paint the final product.

Student Handout: El escudo de mi familia

Instrucciones:

A. The Real Coat Of Arms Of Your Family:

1. In order to choose this project you must either already have a copy of your family's Coat of Arms, or you must be able to find it in one of the source books.
2. Draw a rough draft of the Coat of Arms and have it ready on class work day to draw in its final form.
3. Write a paragraph, in Spanish, describing your Escudo.

B. Creating A Coat Of Arms All Your Own:

1. Your Coat of Arms must identify who you are. You may draw or write anything in your escudo, as long as it symbolizes something about your life.

2. Your Coat of Arms must include information about the following:

- * The country or state that you consider to be your home.

- * Something about your family that is unique.

- * Your dreams and aspirations for the future.

- * A skill that you have, which you are proud of.

You may want to divide the Coat of Arms into 4 quadrants, with each of the above items depicted in a different quadrant. Study the pictures of some of the other Coats of Arms to get ideas for your own design.

3. Write a paragraph, in Spanish, describing your Escudo.

Lesson 5: Mi Canto / My Song

The idea for this lesson was inspired by the poem “Los Antiguos Mexicanos” by M. León-Portilla, in Rediscovering America: Readings and Teaching Guide (Washington, D.C.: The Network of Educators on the Americas), 1992.

Objectives

Students will think about personal qualities and accomplishments for which they want to be remembered, and will learn the Spanish vocabulary to write those characteristics and life goals into a poem.

Time Needed

2-3 class periods

Materials

Overhead projector, butcher paper, crayons, markers, colored pencils, scissors, Spanish-English dictionaries

Procedures

Have students come up with a list of “characteristics” of the American people (write these on the board in Spanish and English). Then have the students brainstorm on accomplishments of the American people, for which we will be remembered. Then, using the poem structure below or any other poem structure, write these national characteristics and accomplishments into a Spanish poem. You might draw an arbitrary profile around the poem, and illustrate it with images associated with the USA, such as an American flag.

Then have the students list, in English, at least 5 personal characteristics (physical or relating to their personalities) for which they would like to be remembered. It can be anything they want, ranging from big feet to a friendly smile to generosity or stubbornness. Then have them list 5 things which they would like to do within their lifetimes. These do NOT have to be accomplishments they have already done, but rather life goals. Then have students translate this list into Spanish.

While students are translating, call each one up individually to a part of the darkened room where you can trace their profile onto butcher paper, using an overhead projector. Once they have translated their characteristics and accomplishments, and written a draft of their poem, they should put the poem onto their profile and decorate it with their favorite colors or images of their favorite things.

Poem format:

Mi Canto

Recuerdame. Me llamo xxxxxxxx.

Yo soy (or yo tengo, depending on the context)

xxxxxxxxxx, xxxxxxxx y xxxxxxxxx.

En mi vida realize/hice xxxxxxxx, xxxxxxxx y xxxxxxxxx.

Lesson 6: America, sin fronteras! / America without Borders!

Objective

The student will explore the meaning of the word America, through the learning of the song, America! by the group Los Tigres del Norte.

Time Needed

2-3 days, depending on Spanish-speaking ability.

Materials

A copy of the tape or CD *America. Sin Fronteras* by Los Tigres del Norte available at Cristy's Records in Albuquerque, and put out by the Fonovisa record company. You will also need a copy of the lyrics page for students. The address of Fonovisa, Inc. is 12901 Coral Tree Pl., Los Angeles, CA 90066, Tel. (213) 827-7222

Procedures

Write the word AMERICA on the board. Have students take out a sheet of paper and write this word at the top of their papers. Ask the students what this word means to them - what comes to mind when they see the word (i.e. freedom, Amerigo Vespucci, melting pot, Uncle Sam, etc etc.) Write all their ideas on the board and tell them to jot down the ideas on their own papers. If you are teaching a Spanish or Bilingual class, put the ideas up in Spanish.

Ask kids to think about what the word America probably means to people who live in other parts of the world. Explain that people who live in other parts of the Americas consider themselves to be American.

Tell the kids that they are going to hear a song about the word America, and that they need to keep in mind all the ideas that they came up with regarding this word. Pass out copies of the lyrics and then play the song.

Discuss the meanings of the words. You might want to split the class into groups and have each group translate to English a different section of the song. Have the groups share their English versions and let students fill in the meanings of words they didn't previously know. Just have students jot down the English words between the lines. Students will need help in the translation because there are a lot of historical and cultural references in the song which even fluent Spanish speakers may not understand. It would be a good idea to put those difficult terms on the board for them.

Play the song again and encourage students to sing along. Ask them what they think the word America means in the song. Discuss.

Have students write a paragraph (or a poem), in Spanish, telling what the word America means to them. Play the song in the background.

In the following class periods you can have willing students share their paragraphs with classmates. Also, you can have the students practise the song for a performance. I plan to have my kids perform it at our Hispanic Week festivities in September! We are planning an exhibition which will show off all the work completed in the Quien soy yo? unit.

America

(by Los Tigres del Norte, from the album *America Sin Fronteras*, Fonovisa, Inc.)

Haber nacido en America
Es como una bendici—n.
Tierra de bellas imagenes
Que alegre el coraz—n.

Mosaico de mil colores...
Bellas mujeres y flores...
Para los pueblos de Am•rica
Les canto mi canci—n.

coro: De America, yo soy!
De America, yo soy!

Del color de la tierra yo he nacido
Cual herencia mi idioma es ...castellano
Los del norte dicen que soy latino
No me quieren decir americano.

Soy el gaucho al galope por las pampas
Soy charroea, soy jibaro, utumano.
Soy chapin, esquimal, principe maya.
Soy guajiro, soy charro mejicano.

Si el que nace en Europa es europeo,
Y el que nace en el Africa africano,
He nacido en America y no veo
Porque yo no voy a ser americano.

Porque America es todo el continente
Y el que nace aqui es americano.
El color podra ser diferente... mas como hijos de dios
Somos hermanos.

Desde Argentina, Colombia, Ecuador y Paraguay
Brazil, Chile, Costa Rica, Salvador y el Uruguay,
Venezuela y Guatemala, Mexico, Cuba y Bahamas.
Todos son americanos
Sin importar el color.

coro: De America, yo soy!
De America, yo soy!

Lesson 7: Tin Art Frame

This lesson was adapted from materials available at the Maxwell Museum of Art at the University of New Mexico. Supplies and demonstrations are available through the museum, or the teacher can provide them.

Objective

The student will learn about traditional New Mexican tinwork design and technique by making a tin frame. They will use it to frame a mirror or a special photograph.

Time Needed

1-2 class periods

Materials

Sharpened pencils or pens, good scissors, rulers, popsicle sticks, heavy foil squares or large pie tins, tin design patterns (copies for each student), 2x3 inch photograph or mirror. Ask kids 1-2 weeks in advance to bring in a pie plate and the picture or the mirror.

Procedures

If it is available, have students read pp. 293-296 in the Roberts' text entitled *A History of New Mexico*. Pay particular attention to the section on tincrafting. Ask the students what else comes to mind when they think about art in New Mexico. Ask them what New Mexican arts and crafts decorate their homes.

Explain that they are each going to create a tin frame. The Maxwell Museum materials suggest that students should choose from one of the templates provided, but in my experience, kids can create beautiful designs on their own. Just make sure they understand that this is a study of traditional New Mexican designs, and it is not the time to forge the image of their favorite football player onto their mother's discarded Sara Lee pan. Remind them that this art usually incorporates images like birds, fans, stars, flowers, leaves, etc...

Distribute supplies. Count everything before you pass them out so you can be sure not to lose anything. Remember to watch the clock and set a certain period of time at the end of class for cleaning up.

It's a good idea to have the general instructions written on the board:

1. Choose a template or draw your own.
2. Cut out a piece of metal the size of your frame. Then center the pattern on your piece of foil.
3. Fold over the edges of the pattern and tape to the back of the foil square.
4. With a pen or other similar tool, follow the pattern according to the design. Bear down so that the design becomes relief on the metal. Other tools, such as popsicle sticks can be used to "puff out" the flowers or dots in the design.
5. Remove pattern and trim edges with scissors.
6. Glue or tape photo or mirror in place.

Source

One readily available source of information may be the 7th grade New Mexican history text cited above. If your school adopted the Roberts' text entitled *A History of New Mexico*, refer to pp 293-296.

Lesson 8: El Nacimiento del Mestizo / Birth of the Mestizo

Objectives

Students will learn basic translating skills, with particular focus on moving beyond "literal" or word-for-word translations and using language poetically. Students will discuss the racial origins of various ethnicities, using higher-order thinking skills to debate whether any racial group is "pure."

Time Needed

2-3 class periods

Materials

A copy of the poem "El Nacimiento del Mestizo" (see Bibliography) in both English and Spanish and a copy of the poem "On the Question of Race" (see Bibliography), Spanish-English dictionaries.

Procedure

Put a copy of the Spanish version of "El Nacimiento del Mestizo" on the board or on an overhead. Have students read *El Nacimiento del Mestizo* first silently, and then aloud, and then ask them to each write down a sentence or two stating what they think the poem is about. Remind them what cognates are and look through the poem for a few, as a class. If they still protest that they don't understand ANYTHING, encourage them to read it again and GUESS.

When all students have written something, ask a few students to share their "guess," and focus on the textual clues and cognates which led them in the right (or wrong) direction. Then divide the class and the poem into 3-5 sections. Within each group, 2 or 3 students should take the role of using the dictionaries, 1 or 2 should work with the resulting dictionary definitions to try to make the most sense in the translation (while also striving for language that "sounds good" - poetic language), and 1 should serve as the group's recorder, writing down the group's final translation of their assigned passage and reading it to the class.

Have each group read aloud their translations, in order, and then compare their final product with the published translation, focusing on content (did the students end up with the same meaning and if not, why not?) and poetic language. The teacher might then illustrate 2 ways of saying the same thing, one poetic and one as colorless as possible. Explain that not all poetry is "flowery," and that a translator's job is not only to convey the meaning of a work in another language, but also to match the tone as closely as possible.

As the poem focuses on the Hispanic or Mestizo ethnicity as a racial and cultural blend, the teacher might pose the question, "Is any race or ethnicity pure or are we all of mixed blood?" This should lead to an interesting class discussion. When all students have had an opportunity to contribute, ask for two student volunteers. Randomly assign the two roles from the poem "On the Question of Race" (with one student reading the left hand voice and another the right).

Bibliography

Both poems are from *Rediscovering America: Readings and Teaching Guide* (Washington D.C.: The Network of Educators on the Americas), 1992.

Unit 2: Nuestra Escuela / Our School

Rationale

This unit moves beyond the individual and family (which were the focus of the previous unit, *¿Quien Soy Yo?*) to the next largest social grouping for our students, the school. In "Nuestra Escuela," students explore how they as individuals fit into the school community, and the ways in which the school has changed or remained the same within the context of the broader community.

Time Needed

2 1/2-3 weeks

Unit Objectives

The students will learn about their school: its population, the borders of its feeder district, demographics and traditions through both research and interviews. Students will also learn relevant Spanish vocabulary, and basic surveying and interviewing techniques. Students will teach other members of the school population their newly-acquired knowledge about the school.

Notes: Like the *¿Quien Soy Yo?* unit, each component of this unit can be individually graded and will eventually form part of the students' year-end portfolio. In addition, we recommend this unit be coordinated with the school newspaper and yearbook classes or activities, so that the students can disseminate their knowledge about the school via newspaper articles and/or pages in the yearbook. Students are highly motivated to see their work published.

Vocabulario

la escuela	the school
la clase	the class
el escritorio	the desk
el/la maestro(a)	the teacher
el/la estudiante	the student
el examen	the test/exam
sacar buenas/malas notas	to get good/bad grades
pasar/fracasas el semestre	to pass/fail the semester
el anuario	the yearbook
el comedor	the cafeteria
el/la principal	the principal
levantar la mano	raise your hand
saque una hoja de papel	get out a piece of paper
silencio, por favor	silence, please
sientate	sit down

levantarse	get up
¿Puedo ir al baño?	May I go to the bathroom?
el lápiz	the pencil
la pluma	the pen
el borrador	the eraser
la pizarra/el pizarrón	the chalkboard
la tiza	the chalk
la sacapuntas	the pencil sharpener
pasar notas	passing notes
la mascota	the mascot

Bibliography

Since this unit is specific to your school and its feeder district, consult your school's administration and district office for demographic and district information. For information on school traditions, consult faculty and staff members who have been at the school a long time, as well as old school yearbooks.

Lesson 1: Vocabulario de la Escuela / School Vocabulary

Objective

Students will learn some basic school-related Spanish vocabulary.

Time Needed

1 class period (or can be used as a homework assignment).

Materials

School vocabulary crossword puzzle and/or word search

Procedure

Create a crossword puzzle or word search handout and give to students to do.

Lesson 2: ¿Cuánto sabemos de nuestra escuela? / How much do we know about our school?

Objectives

Students will learn school-related Spanish vocabulary and basic surveying techniques. Students will research how much the school population knows about its school.

Time Needed

2-3 class periods

Materials

None required, unit vocabulary list helpful, sample survey included.

Procedure

Do a web on the board, with students brainstorming to come up with all the words, issues, etc. that they associate with school, and their school in particular. If the class is Spanish or Bilingual, use Spanish vocabulary. Encourage a broad range of ideas (including positive references) by asking leading questions. Add relevant Spanish vocabulary to vocabulary list.

Ask students how much they think they know about the school. Then ask specific questions regarding the school population, drop-out rate, mobility rate, mascot, rules, dress-code, etc.

Have students divide into pairs. Each pair must come up with at least 5 questions about the school which they think will measure the knowledge of the general school population about the institution. Then put all the questions together, developing a survey. Shorten the list by eliminating redundancies, obscure questions and other questions difficult to understand.

With the survey, conduct a pilot poll of the students in the class. Make sure that the survey takes no more than a few minutes to administer. Have students copy all questions (or distribute copies of the survey) and have students survey at least 2 students who are not in the class each. Some students might be assigned to surveying staff and faculty members.

When students report back to class with survey data, compile statistics on each question. The results of this survey can be reported in an article to the school newspaper or in a poster exhibited in the school. Results might even be announced during school announcements (along with the correct answers to the survey questions.)

This initial survey might be used as pre-test data, which students can compare with post-testing survey data collected at the end of the Nuestra Escuela unit or at the end of the year, following dissemination of student's school-related knowledge.

Sample Survey on School Knowledge

1. What would you guess is the population of students at our school?

2. What percentage of students here are:
Black _____
White/Caucasian _____
Hispanic _____
Asian _____
Other _____
3. What percentage of our students graduate with 4 years (if it is a 4-year school)?
4. What is the school mascot?
5. Can you sing the school song?
6. Can you name 5 extra curricular student activities or organizations?
7. Does our school have a dress code? ____ If so, can you name 3 banned clothing items?
8. Can you name the school principal and vice principal(s)?
9. Do we have a school newspaper? ____ If so, what is it called?\
10. What are our school colors?

Lesson 3: Haciendo un mapa del distrito / Making a Map of the School Feeder District

Objectives

Students will practice following oral and written directions (in English or Spanish). Students will learn mapping skills, while also learning about their school population and city's geography.

Time Needed

Approximately 2 class periods

Materials

xeroxed street maps of your city or the region of your city in which your school is located, markers or highlighters, master map of the school's feeder district for the teacher, instruction handouts for students, map of the city.

Procedure

The teacher needs to prepare a set of instructions (in either Spanish or English, depending on the class) which students will follow to mark the school district on their maps. For example:

1. The northern district border for Central High School is main street, between I-40 and Bower Ave.
2. The southern border for Central High is 1st street, between Knox Ave. and Cherry street.

Working in small groups, the students should first translate the instruction sheets (if necessary). Then they should orient their copies of the street map using a large map of the city (which should be posted on the blackboard or somewhere accessible). They should then put a compass rose on their copy of the street map, showing north, south, east and west.

Next, using markers or highlighters, students should follow the instructions, carefully marking the borders of the school's feeder district.

Finally, students should locate, draw (if necessary) and label their school on their maps, along with all the schools (elementary and mid-schools) which feed into their school.

After checking the accuracy of their maps against the teacher's master, students should work within their groups to find the various neighborhoods in their feeder district. To guide their work, pose such questions as: Which neighborhoods are the oldest/newest? What kinds of people (families/individuals, owners/renters, wealthy/poor) would you think live in these neighborhoods? What clues on the street map led you to those conclusions? Are there developments or other items missing from these maps? If so, why?

After discussing these questions within their groups, have the class compare their knowledge and impressions about the neighborhoods feeding into their school and the implications that has for the school's student population.

Bibliography

I will use district border maps from Albuquerque Public School's Community Relations office. Your district should be able to provide such maps.

Lesson 4: *La Demografía de la población escolar* / The demography of the School Population

Objectives

Students will learn the meaning of demographics, and will look at U.S. census data for the country. Students will develop a demographic profile of the school population.

Time Needed

Approximately 1 week

Materials

Recent U.S. Census data (available either at the school or city library or via the Internet), poster board, art materials, glue

Procedure

Ask each student to silently write down three factual statements describing the population of the school. Then compare these statements, placing them on the board and categorizing them by type: statements about race/culture/ethnicity/origin together, statements about income level together, etc. Then explain that statistics about these categories for any group of people are known collectively as demographics. These statistics provide a profile of an entire group, while generally ignoring individual differences.

Next, compile some demographic data about the class, using indicators such as average age, average height, racial or ethnic identity, etc. Have students contribute some fun categories, such as the percentage of students who have dogs, the percentage wearing jeans, etc. Ask if they think that they are representative of the general school population, and then explain that that is what the class is going to find out.

Divide the class into groups, or if the class is small, have classes compete against each other in the gathering of demographic data. Each competing team or class should appoint a research coordinator and a data recorder. These two people are responsible for deciding what information is needed, and keeping track of the information already gathered. All other group members are investigators, whose job it is to ferret out information on the school population.

Help students get started within their groups by first having them make a list of the kinds of statistics they want to get, and then brainstorming on possible Bibliography of information (such as the school secretary or principal, the public library, the administration or public information office of the entire school district, the local college or university library, etc.)

After complete these tasks, students will need 2-3 days to gather their information and compile their statistics. They should be given a short period each day within that period to meet and strategize, followed by 1 class period to put their data (along with the district maps from the Haciendo una mapa del distrito lesson) onto poster boards for their final presentations.

Bibliography

Demographic data on John Adams Middle School and comparing JAMS to the entire APS district were provided by the APS Office of Research, Development and Accountability. Your district or school should have similar data.

New Mexico County Profiles (excerpted from 1994 Counties CD-Rom).

URL: <http://www.census.gov/>

Lesson 5: *Las Tradiciones de Nuestra Escuela / Our School's Traditions*

Objectives

Students will learn about the traditions of their school through research and interviews. Students will also explore the role of their school in their community.

Time Needed

Approximately 1 week

Materials

old school yearbooks, newspaper clippings on microfiche (if possible), scavenger hunt questions (included), Spanish-English dictionaries.

Procedure

If previous lessons in this *Nuestra Escuela* unit have been done, students will already know the region in which their school is located and a demographic profile of their student population. Ask: Does this tell us the whole story about our school? What's missing?

Either bring old school yearbooks into the classroom (or take students to the school library) and have them fill out the information on the scavenger hunt sheet, working either individually or in pairs. If you are using the Spanish version of the Scavenger Hunt, make sure students have access to Spanish-English dictionaries to understand the questions. You may want to divide your class so that each group translates and answers 3-5 questions.

Students may not be able to answer all questions with information from the yearbooks alone. You might bring in a faculty or staff person who has been at your school a long time to talk to the class, and former students (especially students' parents) also make good classroom speakers. Whether or not you bring in speakers, students should be instructed that they have to do at least one interview with a former student or teacher, or with a teacher or staff person who has been at the school for at least 10 years.

Student Handout

Nombre _____ La fecha _____ Clase/periodo _____

SCAVENGER HUNT

1. What is the name of your school?
¿Qué es el nombre de su escuela?
2. Has the name of your school always been the same? If not, what was it before?
¿Siempre ha tenido el mismo nombre su escuela? Si no, ¿qué fue antes?
3. In what year was the school built?
¿En qué año fue construido la escuela?
4. Who was the first principal of the school?
¿Quién fue el primer principal de la escuela?
5. What is the school mascot?
¿Qué es la mascota de la escuela?
6. Has the school always had the same mascot? If not, what was it before?
¿Siempre ha tendido la misma mascota su escuela? Si no, ¿qué fue antes?
7. What are three traditions of your school?
¿Cuales son tres de las tradiciones de su escuela?
8. Describe what the school looked like when it was first built
Describan cómo pareció la escuela cuando fue construido.
9. What was the neighborhood like when the school was built?
¿Cómo fue el barrio de la escuela cuando fue construido?
10. Summarize a story about your school which happened at least 10 years ago.
Hagan un sumario de un cuento de la escuela que ocurrió a menos hace 10 años.

Unit 3: Mi Comunidad / My Community

Rationale

The community about which this unit was written is the booming West Mesa, on the edges of Albuquerque's "urban sprawl". It is the community that is served by John Adams Middle School and West Mesa High School. Some of the buildings are 40-50 years old, but the vast majority of development has occurred within the last 10 to 20 years.

Many residents of Albuquerque regard the growth of the West Side as reckless, and indeed the City Planning Dept. is struggling to cope with the new problems brought about by this growth. The problems are familiar in other parts of the country and the world: inefficient public transportation, air pollution, water scarcity and pollution, crime and the need to build on to the existing infrastructure. Many of the problems are increasingly being associated with young people, i.e. violence, gangs, drug dealing, drunk driving, teen pregnancy, school dropouts, etc.

In our desire to give students the opportunity to explore their own identity, it is extremely important for them to study the community in which they live. Students need to be given the opportunity not only to know about their community, but to feel like they are active participants in its evolution. The world is immense and complex, and it is easy to feel lost or insignificant, but on the community level, kids can begin to see that what they do makes a difference.

The lessons in this unit focus on the specific issues of the West Side, but teachers can apply the activities to issues in their own communities.

Time Needed

2-3 weeks

Unit Objectives

The student will learn about the history of their community, and will study 2-3 specific problems faced by residents in their community. After studying the issues, they will be required to formulate their own solutions to the problems.

Lesson 1: Querido habitante de Marte / Dear Martian

Objective

The student will write a letter to a Martian, describing the community in which they live.

Time Needed

1-3 days

Materials

paper and pencils!!

Procedures

This writing exercise can be done in English or Spanish (or Martian?). The students will be asked to write a letter to a Martian, describing the community in which they live. Since it is a letter to an extra-terrestrial, kids must be reminded that the recipient is someone who has never travelled to Earth. He, she or it doesn't necessarily know what our houses are like, or what we eat or how we survive! Everything must be explained. Discuss this with the class.

As students search for ideas and begin to write, walk around the room and monitor their progress. Help them steer away from making assumptions. We cannot assume, for example that the Martians' mental picture of a mesa or a river valley is the same. Geological features on Mars are different. It would be a good idea to read the class a description of the Martian planet surface, so the kids know how different that world is.

Tell the kids that they need to tell the Martian how their community is different from other communities in the US and the world. Example : Humans need water to survive, but water is not as plentiful where I live as it is in other parts of the world. Then the Martian, reading the letter might wonder, then why do you live in a place with less water? What will you do if you run out? This gives kids the opportunity to talk about why they might want to stay here, or what they like about their community. For example, we like to eat hot, spicy green vegetables called chiles, which are not so readily available in other parts of the world. The Martian might then wonder why we would sacrifice plentiful water in order to be able to eat vegetables that make our noses run!

The possibilities are endless and the assignment is bound to be fun for the kids.

Lesson 2: *Como crecia mi comunidad/How My Community Grew*

Objective

The student will research the brief history of the booming west side. How old is it? When were its neighborhoods built?

Time Needed

2-3 days

Materials

Paper, pencils, chalkboard, butcher paper, maps of the community, preferably new and old. (Ask students to ask their parents if they have old maps laying around the house that we could hang in the classroom.)
ReBibliography from the City Planning office such as Sector Development Plans, Zoning Laws, etc. - whatever relates to the issues in your community.

Procedures

Ask students to take out a sheet of paper and write the title *Mi comunidad* on the board. Write the same on the chalkboard. Tell them the parameters of the area you're calling the community. (In the case of the West Mesa we'll say it's the area bounded by Central Avenue to the south, Alameda Blvd to the north, the R'o Grande to the east and the volcanoes to the west.)

Ask them to name as many things as they can that lie in and around those boundaries. Examples: St Joseph's hospital, Intel Corp., the petroglyphs, Paradise Hills, Taylor Ranch, La Luz, West Mesa HS, etc., etc. Kids need to write on their papers what you write on the board.

As soon as you have a good list of landmarks, split the class into groups of 4 or 5. Then have each group guess as to the chronological order of the buildings and landmarks. Which came first??

As soon as the kids have ranked the places, give them this homework assignment: They will each be assigned to one place on the list, and they must find out how old it is. This can be done by making a phone call to the business that resides in the building, or, in the case of a neighborhood, by asking original residents how old their houses are. We can find out the age of a public park by calling the city parks dept. or the Planning Office.

On the following day (or the day the assignment is due) students will compile their information by sharing it orally. All students will write down the dates of the construction of buildings, neighborhoods and parks on their original list.

Finally, on construction paper or butcher paper, students will create a timeline of the growth of their community, called "*Como crecia mi comunidad*" or "*How My Community Grew.*"

Bibliography

Obviously, each community will have its own Bibliography of information. For the West Side, there is an article written by Hy Rosner called "*The Northwest Mesa,*" which is available on the Internet in the City of Albuquerque's site: URL: <http://cabq.gov/aes/index.html>

Lesson 3: Issues in My Community: El Puente / The Bridge

Objective

The student will learn two (or more) sides to a controversy or problem in the community, and will explore the rights of the small community within the context of a larger municipality or metropolitan area.

Note: This is a lesson which needs to be developed by individual teachers who are familiar with their school's community. The case study outlined below involves the very controversial plan by the City of Albuquerque to construct a new bridge over the Rio Grande which would connect the West Side with Montano Blvd. and Rio Grande Blvd. on the east side of the river. The Mayor contends that the bridge will alleviate traffic and air pollution problems, but the small community of Los Ranchos de Albuquerque, on the east side of the river, fears that increased traffic will harm the ecology of the valley and will destroy the charming rural character of Albuquerque's North Valley.

This lesson should be useful to any teacher as a model. Choose a controversy that is unique to your community.

Time Needed

1 week

Materials

space for guest speakers, such as a library or auditorium

Procedures

Day One

Introduce the lesson by asking kids who's heard about the Montano Bridge. What have you heard about it? Who wants to build it? Why do you think people want to build it? Who doesn't want it to be built? Why are people opposed to it? (This discussion will give you a good idea of how much your students know about the controversy.)

Split the class into groups of four or so. Have them brainstorm to find as many pros and cons as they can think of for building the bridge. It's OK if they don't know anything about the real life debate. It is also OK to write down things that were already mentioned in the class discussion. They should come up with a list of pros and a list of cons.

At the end of the brainstorming session, you might want to have kids each write a paragraph telling what their opinion is regarding the construction of the bridge, based on what they know (or what they think know) so far.

2nd option: Since my kids will be formulating opinions in a day or two in Spanish, I would have them come up with a list of 25 vocabulary words they would have to know, in Spanish, in order to write an opinion on the matter.

3rd option: Since we will be having guest speakers come to talk about the issue, you might want to have your kids make a list of 10 questions that they would need to have answered before they could make an informed decision as to whether they think the bridge should be built.

Day Two

Have guest speakers from each side of the controversy come to speak at the school. Invite local TV News stations and videotape the speakers for yourself.

Day Three

Have students discuss the two sides of the debate for 10 minutes (either in groups or as a whole). They can add to their original lists of pros and cons, based on what they learned from the speakers. Then, individuals will decide what their opinions are and will write paragraphs (or letters to the mayor!) outlining their views.

Alternative assignment: Have kids interview people in their neighborhood or survey the community to learn how people feel about the issue.

Bibliography

Depends on the individual community. The local paper is obviously an important source. Collect articles in the weeks and months leading up to the project. Contact the appropriate city agencies for information on the history of the debate, and for copies of studies and reports that are relevant.

Lesson 4: Issues in my Community: El Agua—Que Puedo Hacer Yo? / The Water—What Can I do?

Objective

The student will make a list of things that citizens and governments can do to conserve and protect the water supply, and will illustrate one idea.

Time Needed

2 days

Materials

Chalkboard, list of water savers in Spanish, scrap paper and large white construction paper, colored pencils or magic markers

Procedures

~~Day One~~

1. Begin by saying that the one big problem facing West Siders and New Mexicans in general is a scarcity of water. We in Albuquerque are using water from our underground aquifer faster than we are replacing it. We as a class are going to come up with some solutions to the problem of water waste and contamination—solutions that we can implement in our daily lives.
2. Ask students to take out a sheet of paper and write the title at the top: *¿Qué Puedo Hacer Yo?* Talk about the meaning.
3. In groups of 4-5, have student make a list of 25 things that citizens and governments can do to conserve and protect the water supply.
4. After about 15 minutes have groups translate to Spanish their 4 or 5 best ideas.
5. After each group has at least one or two ideas written in Spanish, have a representative from each group go to the board to write their best 2 ideas on the board. Discuss. Talk about all the ways we use water every day. How could we change our lives to protect our future water supply?

Day Two

1. Distribute the list of water savers and supplies for making a poster.
2. Tell each student to choose a water saver from the list (or from their group's list from yesterday). Students must illustrate the Water Saver and write it in Spanish on the poster.

Water Savers Handout

Water Savers!

- * Plant drought-resistant trees and plants. Use plantas que son sequia resistente.
- * Water your lawn in the evening. Riega el zacate en la tarde.
- * Clean your sidewalk with a broom. Limpie la banqueta con la escoba.
- * Turn off the water while washing the car. Apague el agua cuando usted lava el carro.
- * Don't use the hose to play. No use la manguera para jugar.
- * Check for leaks in the hoses. Asegurese de que el agua no este escapando de la tripa.

- * Don't water the pavement! No lo limpie el pavimento con agua.
- * Install water saving shower heads. Instale espitas que ahorren agua.
- * Take shorter showers. Tome un baño corto.
- * Put a plastic bottle filled with water in your toilet tank. Ponga una botella plástica llena de agua en el tanque del excusado.
- * Fix leaky faucets. Ponga que no tiene escapes la espita.
- * Turn off the water while shaving. Cierre la llave cuando se afeita.
- * Turn off the water while brushing teeth. Cierre la llave cuando se cepilla los dientes.
- * Don't use the toilet as a wastebasket. No use el excusado para basura.
- * Fill your dishwasher all the way before turning it on. Llene el lavaplatos completamente antes que la aprende.
- * Do only full loads of laundry. Haga bultos grandes para lavar.
- * Keep a container of drinking water in the fridge. Ponga un galón de agua en el refrigerador.
- * Don't let the water run while you rinse vegetables. No deja correr el agua mientras que lava los vegetales.
- * Install a low-flow shower head. Instale una regadera corta.

Waste is a crime in Albuquerque. To report water waste call 857-8234.

Bibliography

Water Matters, teacher's handbook put out by the National Geographic Society.

Tierras Áridas, Aguas Sagradas, NM Museum of Natural History and Science, also available in English.

"Pollution: Problems and Solutions," Ranger Rick's Nature Scope, National Wildlife Federation, 1400 16th St., Washington, DC 20036-2266.

Student Factbook on Water Bibliography of the Middle Rio Grande Area, Middle Rio Grande Council of Governments of NM.

Agua Subterránea: Tesoro Escondido de NM, NM Health and Environment Department, Environmental Improvement Department, NM.

The River: A Seventh Grade Inter-disciplinary Curriculum for the Rio Grande, Project Crossroads, Santa Fe, NM.

Lesson 5: Issues in my Community: El Agua—Quién Es Culpable? / The Water—Who is At Fault?

Adapted from a lesson called Guilty or Innocent? from "Pollution: Problems and Solutions" in Ranger Rick's Nature Scope, published by the National Wildlife Federation, 1400 16th Street, NW, Washington, DC 20036-2266. The following adaptation is basically a translation to Spanish, and the imaginary scenario was changed to pertain to the Rio Grande, instead of a fictitious river.

Objective

Students will decide who is guilty of pollution and why, and will explain some ways people can help prevent water pollution. Purpose: to learn several ways people pollute water.

Note: This is a lesson which needs to be developed by the individual teachers who are familiar with their school's community. The case study outlined beloww involves water scarcity and contamination, but can be adapted to address other issues.

Time Needed

2 days

Materials

Handout, Culpable o Inocente and copie of clues

Procedures

1. Begin by asking the kids to name some ways water gets polluted. Write them on the chalk board.
2. Next pass out copies of the CLUE page (in English)
3. Tell kids that each of the facts on the page has something to do with water pollution. Have kids read the page.
4. Distribute Culpable o Inocente.
5. Go through introduction withn them. Have them translate orally.
6. Split the class into 5 groups and assign a character to each group. Tell them to translate the description together and then decide as a group whether they think the person is guilty or innocent. Have each individual write a paragraph telling why. Tell them to include the numbers of the clues they uested to make their decision.
7. Have groups present their decisions. Give answers from teacher's answer guide. Ask what each character could do to reduce water pollution.

Bibliography

Kimball, Rene. "Pollution Seeping into Clean Water," Albuquerque Journal 3/5/92.

Kimball, Rene, "City Drinks Deep from Precious Aquifer," Albuquerque Journal 3/5/92.

Lesson 6: Issues-La transportacion / The Transportation

Objective

The student will formulate a solution to Albuquerque's transportation problem!

Time Needed

2 days

Materials

Supplies for poster making, i.e. paper and colored pencils or markers. Copies of the La transportacion page.

Procedures

Begin by introducing the problem of transportation in Albuquerque. It is difficult to use the public transportation system, so people generally drive cars, causing congestion and pollution. How can we alleviate this problem?

Tell students that each of them must come up with an idea for solving the problem. It can be realistic or totally outrageous - sometimes thinking of far-out solutions makes real possibilities come to light.

Students must draw a rough draft on notebook paper, labelled and explained in Spanish. They can use the La transportacion sheet as a vocabulary source.

As each individual student shows you a completed rough draft, give them the paper and supplies they need to illustrate their idea in poster-form.

At the end of day two students should be done with their posters and may present them to the class.

Student Handout: La transportacion

INSTRUCCIONES:

Your job is to solve Albuquerque's transportation problem!!! Think of a way that we could solve traffic and pollution problems. Design a far out new system. You must write a paragraph describing your solution, and draw and color a picture of what it will look like. Below are some words you might use.

Los problemas
barriles anaranjados
crimen
precio de gasolina
mucho trafico
alcohol
precio de un carro
accidentes
drogas
precio de aseguramiento
contaminacion
demasiado carros
la duracion del viaje
Es dif'cil usar el autobus
l'mite de velocidad

GOOD TRASPORTATION WORDS TO USE

paracaidas - parachute
calle - street
camión - truck
groea - tow truck
camionera - pickup
trailer - tractor trailer truck
volante - steering wheel
speed - velocidad
cintur—n de seguridad
llantas - tires
quemacoco - sunroof
luces delanteras - headlights
rueda - wheel
casco - helmet
bicicleta - bicycle
motocicleta - motorcycle
moto pequeña - moped
motor - engine
carretera - highway
carril de salida - exit ramp
puente - bridge
carro - car
carro casa - camper
carro deportivo - sports car
autoboes - bus
asiento - seat

letrero de carretera - road sign
chofer - bus driver
boleto - ticket
camión de mudanza - van
pasajero - rider
vía or carril - track
metro- subway
tren - train
ingeniero - engineer
viajero abonado - commuter
taxi - taxi
station - estación
taquilla - ticket window
horario - schedule
taxistan - cab driver
monoriel - monorail
tranvía - streetcar
tranvía aereo - tramway
carreta tirada por caballos - horse
aeropuerto - airport
avión - airplane
pilota - pilot
copilota - copilot
guardia de seguridad - security globo - guard
hot air balloon
helicoptero - helicopter
planeador - glider
deslizador - hang glider
turbina - jet engine
pista - runway
barco or bote - boat
la terminal - terminal building
canoa - canoe
solar - solar
torre de control - control tower

Unit 4: Albuquerque y Nuevo Mexico / Albuquerque and New Mexico

Rationale

This unit is a further expansion of the exploration of the critical issues and history of the West Side of Albuquerque to the city and the state level. The West Side is not unique within Albuquerque, nor is the city unique within the state in terms of the challenges facing the population in the future, which were shaped by a common history.

Time Needed

Approximately 1 week

Unit Objectives

Students will learn about the history of both the city of Albuquerque and the state of New Mexico, with particular focus on the role of transportation. Students will also expand their analysis of the problems facing their community (and possible courses of citizen action) with reference to the city and state.

Vocabulario

el ciudadano	the citizen
el gobierno	the government
la ciudad	the city
el estado	the county
el capital	the capital
el condado	the county
el río	the river
el lago	the lake
el agua	the water
la acequia	the irrigation ditch
la tierra/Tierra	the land/Earth
el mundo	the world
sequía	drought
recursos naturales	natural resources
el ambiente	the environment
la transportación	transportation
el ferrocarril	the trail/railway
el camino	the road
la carretera	the highway
el coche	the car

Bibliography

City of Albuquerque, "Albuquerque's Environmental Story."

URL: <http://www.cabq.gov/aes/index.html>

New Mexico County Profiles (excerpted from 1994 Counties CD-Rom).

URL: <http://www.census.gov/>

Lesson 1: Una cronología de Albuquerque / Albuquerque's Chronology

Objectives

Students will practice Spanish translation skills. Students will learn logic strategies to chronologically sort events related to the history of Albuquerque with no prior knowledge.

Time Needed

1-2 class periods

Materials

Handout "Cronología de Albuquerque," Spanish-English dictionaries, construction or butcher paper, markers or crayons.

Procedure

Put a random list of events from throughout the day or year on the board (for example: first period, lunch, recess, school gets out, the first tardy bell rings, 3rd period, the buses drop students off at school, morning announcements, 2nd period, the buses drop students off at home, etc.) Ask the students to put the events into chronological order, and say it is a race to get done. Ask the winner how they managed to organize the events without any research (logic, prior experience, etc.). Explain that they will use the same techniques to organize a list of events about Albuquerque history in chronological order, without doing any research.

In even groups of 4 or 5, have students translate 4-5 statements about Albuquerque history. Each student must write down the group's translation of each of their assigned statements, because each will then be responsible for teaching that translation to the members of their next group, who will not have had the same statements. Once all the groups have completed their translations, redivide the class, incorporating one member from each of the first groups into the second groups (thus if there are 4 groups of 5 to begin with, there will be five new groups with 4 members, one from each of the first set of groups). The students then share their translations, and once they understand the list completely they should work to use logic and their background knowledge of their school, their community and their city to figure out the order and approximate dates of the events.

Each group should then use the handout to create an accurate timeline of Albuquerque history, with the year of the birth of Christ as 0 in the middle and spaces representing 10, 25 or 50 year blocks marked on either side.

Student Handout

Una cronologia de Albuquerque / Albuquerque's Chronology

Nombre _____

Fecha _____

Periodo _____

- _____ La poblacion de la ciudad de 69,391 hasta 145,673 personas.
- _____ Mexico declara su independencia de Espana. Muchas personas vienen a Nuevo Mexico por el Camino de Santa Fe (Santa Fe Trail).
- _____ Albuquerque recibe dinero del gobierno federal para construir el Parque Roosevelt, el campo para la feria, el aeropuerto, la biblioteca Zimmerman y muchos otros edificios.
- _____ La ciudad compra los volcanes en la Mesa del Oeste.
- _____ Paradise Hills y Rio Rancho son establecidos en la Mesa del Oeste.
- _____ Hay 20 fincas y ranchos establecidos en el valle.
- _____ Los Anasazi establecen los primeros pueblos en el valle del Rio Grande.
- _____ La villa de Albuquerque se nace. El centro de Albuquerque es la plaza que hoy se llama "Old Town."
- _____ Grupos de familias constuyen fincas y ranchos en el valle cerca de Albuquerque. Las familias se llaman Los Duranes, Los Griegos, Los Candelarias, etc., etc.
- _____ El mercado de Nob Hill se abre.
- _____ El ferrocarril de Atchison, Topeka y Santa Fe llega a Albuquerque.
- _____ Alvarado llega al valle. Un año después, Coronado llega.
- _____ La rebelion de los indios Pueblos Las fincas y ranchos están destruidos. Los españoles se huyen.
- _____ Nuevo Mexico es parte de los Estados Unidos. Es un territorio.
- _____ Las carreteras de I-40 y I-25 pasan por el centro de Albuquerque. Winrock se construye.
- _____ Nuevo Mexico es un estado. Muchas víctimas de tuberculosis vienen a Albuquerque para mejorarse.

- a. c.900
- b. 1540
- c. 1660-1680
- d. 1680
- e. 1706
- f. 1712-1780
- g. 1821
- h. 1846
- i. 1880
- j. 1912
- k. 1930s
- l. 1940s
- m. 1947
- n. 1960
- q. 1961
- p. 1973

Lesson 2: How Transportation Caused New Mexico To Grow

Objective

The student will learn how the arrival of the railroad and the introduction of the automobile caused huge growth in population, and how transportation has helped shape culture here.

Time needed

3 days

Materials

Copies of handouts, construction paper and colored pencils.

Procedures

Activity One

Students will read the page called *La llegada del ferrocarril en Nuevo Mexico*. They can read as a class, in groups or individually. Ask them questions about the passage to check for comprehension.

Show students population charts for the 1800s. Have them figure out the estimated increase in population between each year cited. (Still looking for a good population chart to use with this lesson.)

Activity Two (*second day*)

Students will read the sheet called *Automoviles y carreteras* and will complete the comprehension exercises on that page. Class will go over the page orally.

Activity Three (*third day*)

My dream car!! One result of New Mexico's vehicular history is a love affair with cars. Though this is an American phenomenon, car-worship in New Mexico is unique. Have students create and illustrate their "dream car" and label it in Spanish using the lists of car part vocabulary. When everyone has finished the project, put them all on the board and have kids talk about them. What values or aspects of the person's culture do the drawings reflect?

Have kids think about the future of automobiles in a city with a booming population. Unfortunately our love of cars and our population growth have caused pollution problems. What changes will we make in transportation in New Mexico in the 21st century, and how will transportation change us?

La llegada del ferrocarril en Nuevo Mexico (The Arrival of the Railroad in New Mexico)

Cuando el ferrocarril llega a Nuevo Mexico, ocurren muchos cambios:

- 1) Nuevo Mexico es menos aislado;
- 2) Hay mas empleo para la gente aqui;
- 3) Nuevos pueblos y ciudades son establecidos;
- 4) Los rancheros y mineros venden sus productos en otros estados;
- 5) Muchas personas vienen a vivir en Nuevo Mexico.

La primera línea que vino a Nuevo Mexico fue la línea Atchison, Topeka & Santa Fe (A.T.&S.F.). Esta línea sigue la ruta montañosa del Santa Fe Trail y entra Nuevo Mexico por el Paso Raton. Nuevos pueblos nacieron en todas partes de Nuevo Mexico.

Cuando el A.T.&S.F. llegó a Albuquerque, la ciudad fue dividida en dos partes. La parte de Albuquerque donde estaba el tren se llamo New Town, y la parte antigua se llamo Old Town. El primer tren vino a Albuquerque el 22 de abril en año 1880.

cuando = when
llega = arrives
cambios = changes
menos = less
aislado = isolated
gente = people
son = are
venden = sell
vienen = come
vivir = to live
vino = came
esta = this
sigue = follows
nacieron = were born
todas = all
fue = was
antigua = old
primer = first
se llama = was called

Automoviles y Carreteras

Durante el siglo 20, muchas personas vinieron a vivir en Nuevo Mexico. La población se aumenta porque el número de carros se aumento. Cuando los nuevomexicanos compraron carros, tenían que construir mas calles y carreteras. Entre 1920 y 1927, construyeron más que 1,700 millas de calles. Era mas facil viajar a

pueblos muy lejos de Albuquerque. Muchas turistas vinieron a visitar Nuevo Mexico. Muchas turistas decidieron vivir aqui.

I. Instrucciones: Match the Spanish sentences with the English.

1. La poblacion de Nuevo Mexico se aumenta.
2. Muchas personas se mudan al estado de Nuevo Mexico.
3. Hay mas carros en los caminos de nuestro estado.
4. En el ano 1932, Nuevo Mexico tiene 5.700 millas de caminos nuevos o mejorados.
5. Mientras que los caminos aparecian, el estado era mas atractivo para las turistas.
6. La Ruta #66 fue el camino más importante en el viaje del este al oeste.
7. El pueblo de Gallup, Nuevo Mexico era una parada en el camino a Arizona.

- A. The country's main east-west highway was Rte. 66.
- B. New people moved to the state.
- C. Gallup was the last stop on the way to Arizona.
- D. As the new roads appeared, New Mexico became more attractive to tourists.
- E. The population of New Mexico grows.
- F. There were more cars on the roads of our state.
- G. By 1932, New Mexico had 5,700 miles of improved roads.

II. What are the translations of the following words?

- A. parada
- B. ruta
- C. mientras
- D. mejoradas
- E. millas
- F. se aumenta
- G. se mudan

Automoviles

A. Automatic Transmission - Transmision automatica

1. seguro - door lock
2. espejo lateral - side mirror
3. descansa brazo - armrest
4. manija - door handle
5. visera - visor
6. limpiador/limpia parabrisas - windshield wiper
7. espejo retrovisor - rear view mirror
8. volante/guia - steering wheel
9. medidor de gasolina - gas gauge

10. velocimetro - speedometer
11. palanca de direcciones - blinker
12. claxon/bocina - horn plate
13. eje - column
14. encendido - ignition
15. freno de emergencia - emergency brake
16. asiento deportivo - bucket seat
17. cambio de velocidades - gearshift
18. radio - radio
19. tablero - dashboard
20. guantera - glove compartment
21. ventilador - vent
22. alfombra - mat
23. cinturon de seguridad - seat belt

B. Manual Transmission - Transmision manual

24. palanca de velocidades - gear shift
25. embrague/clutch - clutch
26. freno - brake
27. acelerador - accelerator

C. Station wagon - Camioneta

28. placa/tablilla/chapa de matricula - license
29. luz de freno - brake light
30. luz de reversa - reverse light
31. Luz trasera - taillight
32. asiento trasero - back seat
33. asiento para ni-o - child seat
34. tanque de gasolina - gas tank
35. respaldo - headrest
36. tapon - hubcap
37. llanta/goma - tire

D. (Two door) Sedan - Sedan (dos puertas)

38. gato - jack
39. llanta de repuesto/refaccion - spare tire
40. cajuela/maletera/baol - trunk
41. senal luminosa preventiva - flare
42. defensa trasera - rear bumper

E. Four-door hatchback - Camioneta cuatro puertas

- 43. compuerta trasera - hatchback
- 44. sunroof - quemacoco
- 45. el parabrisas - the windshield
- 46. antena - antenna
- 47. toldo/capota - hood
- 48. luces delanteras - headlights
- 49. luces para estacionarse - parking lights
- 50. luces direccionales - turn signal light
- 51. defensa delantera - front bumper

F. Engine - Motor

- 52. filtro - air filter
- 53. banda - fan belt
- 54. bater'a - battery
- 55. terminal - terminal
- 56. radiator - radiador
- 57. manguera - hose
- 58. varilla de aceite - dipstick

Unit 5: La Frontera / The Border

Rationale

We call ourselves a Nation of Immigrants. Here in Albuquerque immigrants are arriving primarily from Mexico and Central America, but also, increasingly, from other parts of the world. If we are to define ourselves as a community and search for an identity for our neighborhoods, we must pay special attention to those who are just getting here. Where are they from? Why did they choose to travel here? How have immigrants changed and shaped our city over the years?

This unit is designed to teach students about immigration from Mexico, but to teach it in such a way as to foster understanding among different groups of people. Many New Mexicans whose ancestors arrived here centuries ago, take pains to disassociate themselves from Mexicans. While census forms lump all "Hispanics" in one category, people strive to make distinctions. This may come out of a pride in one's own heritage, but it can also result in conflict.

The unit does not debate the pros and cons of allowing immigrants to enter the US, but rather it attempts to foster an awareness of the motivations of people seeking a new home here.

Time needed

2-3 weeks

Unit Objectives

The student will learn the geography of the border between the US and Mexico and will explore reasons why people choose to come to the US.

Lesson 1: *La geografía de la frontera* / *Geography of the Border*

Objective

The student will learn the geography of the border by drawing a map using the guidelines provided and by answering the questions that follow the map activity.

Time Needed

2 days

Materials

Student handout, blank map of the border region and good maps of the border, available on the Internet or from books. At the end of each year, the Automobile Association of America sometimes gives its maps from the previous year to teachers for use in the classroom. It may be possible to get a class set at no charge to the school.

Procedures

Distribute blank maps, complete maps and student instruction pages.

Read the introduction as a group. Check for understanding. Elementary Spanish students can fill in the English translation of the paragraph by writing the meanings underneath the Spanish words.

Instruct students in how to label their blank maps, by using the real map they have been given. Then, show students the questions on the back of the instruction page. These must be answered, using the student-made maps.

La Frontera

La frontera entre los Estados Unidos y Mexico es una linea invisible que divide los dos paises. En muchos casos, donde hay una ciudad estadounidense por la frontera, hay otra ciudad a travas de la frontera, en Mexico.

I. Label the following things on your map of the frontera:

Rio Grande

Baja California

Albuquerque

Sonora

Arizona

Chihuahua

California

Coahuila

Nuevo Mexico

Nuevo Leon

Texas

Tamaulipas

Oklahoma

Utah

Colorado

II. Now, match the following "sister cities." Then label them on the map.

Los Estados Unidos de America

San Diego, California

Nogales, Arizona

Douglas, Arizona

El Paso, Texas

Laredo, Texas

McAllen, Texas

Brownsville, Texas

Los Estados Unidos de Mexico

A. Ciudad Juarez, Chihuahua

B. Nuevo Laredo, Tamaulipas

C. Tijuana, Baja California

D. Reynosa, Tamaulipas

E. Nogales, Sonora

F. Matamoros, Tamaulipas

G. Agua Prieta, Sonora

Answer the following preguntas, using your mapa de la frontera:

1. Cuales estados en los EE.UU. estan en la frontera con Mexico?
2. Que estado mexicano esta al lado del Golfo de Mexico?
3. Que estados mexicanos estan al lado del Golfo de California?
4. Nombra una ciudad en el estado de Chihuahua que esta en la frontera.
5. Nombra una ciudad en el estado de Tamaulipas que esta en la frontera.
6. Cuales estados mexicanos estan en la frontera con los Estados Unidos?
7. Nombra una ciudad en el estado de Nuevo Mexico que esta en la frontera.
8. Que es la capital del estado de Chihuahua?
9. Nombra una ciudad en el estado de Texas que esta en la frontera.
10. Que es la capital del estado de Sonora?
11. Nombra una ciudad en el estado de Sonora que esta en la frontera.
12. Que es la capital del estado de Texas?
13. Que es la capital del estado de Baja California del Norte?
14. En que estado esta Monclova?
15. En que estado esta el Parque Nacional Sierra de San Pedro Marin?

Lesson 2: El peso comparado con el dolar / The Peso in Comparision with the Dollar

Adapted from a lesson called "Calculating Exchange Rates" in Latin America: Curriculum Materials for the Middle Grades, edited by Virginia G. Gibbs, Center for Latin America, University of Wisconsin - Milwaukee, copyright 1985. The following adaptation is basically a translation to Spanish. Also, I have changed the exchange rates to coincide with current 1995 rates.

Objective

(from original) "The student will be able to mathematically calculate the dollar value of items priced in pesos, and also convert dollar prices into pesos. S/he will also learn the concept of foreign exchange and become aware of the implications of this term for people on both sides of the border."

Time Needed

1-2 days

Materials

Student handout

Procedures

Read the paragraph as a class. Check for comprehension. Explain how John would calculate the dollar value of what he buys in Mexico. Go over the example. Have the students calculate the rest and then do the same with the reverse scenario on the other side of the page.

El peso comparado con el dolar

John Smith es un negociante de Chicago, Illinois. El gana \$25,000 cada año (más que \$2,000 al mes, antes de impuestos). No es rico, pero tiene una pequena casa, buena ropa y un carro nuevo.

John ha decidido ir de vacaciones en la Ciudad de Mexico. Mientras este allá el tiene que gastar dinero para varias cosas. El sabe que \$1.00 vale 6 pesos. Esta es la cotización de cambio (exchange rate).

John esta sorprendido cuandio descubre que su primera noche en el hotel le cuesta 90 pesos! Parece demasiado! Pero John esta pensando que un peso vale un dolar.

6 pesos = 1 dolar. 90 pesos = 15 dolares.

INSTRUCCIONES: Calcula el precio de las otras cosas que John compra. Entonces calcula cuanto gasta en un dia:

Hotel 90 pesos \$15.00
Almuerzo 15 pesos
Cena 24 pesos
Desayuno 9 pesos
Taxi al museo 9 pesos
Un libro 12 pesos
Visita a los piramides 36 pesos
Una cobija, hecho a mano 66 pesos
Una estatua grande, hecho a mano 210 pesos

TOTAL

El dolar americano y el peso

Cuando los mexicanos viajan a los Estados Unidos, es al revez. El cambio es desfavorable. Maria Alvarez, una abogada de Mexico, esta visitando Chicago. Su salario es 36,000 pesos al año (3,000 pesos cada mes). Ella esta sorprendido porque pronto sus pesos desaparecen. Ella paga \$50 por noche en su hotel.

6 pesos = 1 dolar. 90 pesos = 15 dolares.

INSTRUCCIONES: Cuanto dinero gasta Maria en un dia?:

Hotel \$50.00 300 pesos

Almuerzo \$8.00

Cena \$12.50

Desayuno \$5.00

Taxi al museo \$6.50

Un libro \$15.00

Una camiseta \$9.50

Un sueter de Dillard's \$50.00

Un periódico \$.50

TOTAL

Lesson 3: La familia Ibanez / The Ibanez Family

Adapted from a lesson called "Simulation Decision Making: To Emigrate Or To Stay" in Latin America: Curriculum Materials for the Middle Grades, edited by Virginia G. Gibbs, Center for Latin America, University of Wisconsin - Milwaukee, 1985.

Objective

(from original) "The student will learn why Mexicans immigrate to the US and will be able to describe the factors involved in this decision."

Time Needed

2 days

Materials

Story about the Ibañez family and copy of Key Considerations.

Procedures

Distribute the story about the Ibañez family and copy of Key Considerations. Have class read and translate the story. Check for understanding.

Tell students that they must decide if they think the family should stay in Mexico, go to the US or split up, with some staying and some going. To help them with their decision, they may refer to the list of key considerations.

Each student should write a paragraph, in Spanish, stating their opinion and giving at least three good reasons for their decision.

Bibliography

"The Reasons for Going," a chapter from Mexican Voices, American Dreams, and Oral History of Mexican Immigration to the US, written by Marilyn P. Davis. This book contains good short stories that you can read to your classes.

Student Handout: Border Stories

This is a story about a family in Mexico. They are thinking about crossing the border and moving to the United States. You will find out why. You will decide if you think they should move or not!

La familia Ibañez

Los Ibañez viven en un pueblo en Mexico. Para Alberto, Juana y sus tres niños (2, 6 y 12 años de edad), la vida es muy difícil. Viven en una comunidad agrícola, pero los Ibañez no tienen mucha tierra. Alberto trabaja en las fincas muy grandes, pero este trabajo no es permanente. Juana cultiva frijoles y chiles y lava la ropa para un hotel en el centro.

Juana y Alberto no ganan mucho dinero. Solamente pueden comprar lo básico para su familia. Los niños no pueden asistir a la escuela porque tendrán que trabajar tan pronto como sea posible.

Quieren mejorar sus vidas. No quieren mudarse a una ciudad en Mexico porque no hay empleo allí. Piensan ir a los Estados Unidos para ganar más dinero. Tienen que decidir si deben quedar en Mexico o ir a los Estados Unidos. ¿Qué piensas tú?

What should the Ibañez family do? You decide!

Your job is to decide if the family should go north or stay. Or should Alberto or Juana go alone and leave the rest of the family in Mexico. Consider the following...

1. In the United States, Alberto could probably find a job in a factory.
2. In the U.S. Juana could probably find a job in a factory or in domestic service (cleaning lady, etc.).
3. Either one or both would earn dollars, which are worth more than pesos because of the exchange rate.
4. Their salaries would be higher in the US than in Mexico.
5. Their children could go to schools in the US for free. In Mexico they can't go to school.
6. Going to the US to work is illegal without a work permit. It is almost impossible to get a work permit.
7. To get into the US they would have to enter illegally. This sometimes costs a lot of money and sometimes is dangerous.

8. Since they would be working illegally, they could be caught and deported in a matter of a few hours and lose their jobs and their belongings.
9. If they work in the US they will not receive any of the rights and benefits of US workers.
10. They speak only Spanish.
11. Their families have lived in the same town for generations. If they go away they will miss their parents, grandparents and friends and all the town traditions. This is especially true if only one person goes.
12. They are used to Mexican food, customs and lifestyle. They don't know how people in the US live and they are frightened by the unknown.
13. Their families are very close and traditional so the parents and grandparents are begging them not to go. The children like US music and television programs so they are very excited about the possibility of going.
14. The Mexican economy seems to be getting worse. There are fewer and fewer jobs. The US economy has some unemployment but is relatively strong.
15. The family has a very difficult life but is not starving and they have a small house and a plot of land. If they stay, they will remain the same or suffer more difficulties. If they emigrate, they can always return after several years as many Mexicans do.

Lesson 4: ¿Cómo es al otro lado?/What is it like on the other side?

Objectives

Students will learn about a Mexican border, such as Juarez, through research and from the perspective of a Mexican student pen-pal. Students will practice their Spanish skills in one-on-one communication with Mexican students, with whom they will exchange information.

Time Needed

on-going

Materials

If the Internet is the medium of communication, the students or teacher need access to a computer equipped with a modem and communications software, along with an account providing Internet access. The Internet is also a bountiful research resource on most foreign countries (Mexico in particular). If the Internet is not available, students need access to mailing addresses of Mexican student counterparts, and research materials on border towns.

Procedures

If the students are going to be directly communicating with Mexican students electronically or conducting electronic information searches, the teacher or computer research person at your school needs to be familiar with these. For two examples of how the Internet is being used in the classroom, see the attached source lessons.

Once students have established a link with a Mexican student, this communication should be ongoing throughout the semester or year.

Research materials on Mexico on the Internet are almost endless. To help your students narrow their searching, have them plan an imaginary trip to a border city and make a list of what kind of information they need for their trip. They will want to know about sightseeing and events, sports activities, youth activities, modes of transportation, hotels, maps of the city, things to watch out for, health precautions, how expensive things are, etc.

Once they have made a general list of the information they need, have them make a list of specific questions they want to answer. For example, under the category of hotels and places to stay, they might write "What is the nicest hotel that I can afford, which is in the center of the city?" Encourage them to be as specific as possible.

If no Internet access is available, they can get such specific information by 1) writing to their penpals, 2) writing to the tourism bureau of the city they want to visit and send a list of their questions, or 3) heading to the public library (which should also have Mexican phone numbers if they really get anxious to get the information).

On the Internet, there are a variety of information Bibliography that provide specific information. Two are:

City of Juarez URL: <http://cs.utep.edu/juarez/main.html>

CityNet - Mexico URL: <http://www.city.net/countries/mexico>

On the CityNet, students can plan their routes on various city's subway systems!

To conclude the activity, have students write the answers to all of their questions, along with a one-paragraph summary of what they have learned about life on the other side of the border through their research and pen-pal communication.

Bibliography

Center for Civic Education, Violence in the Schools: Developing Prevention Plans, Exercise in Participation Series. Can be ordered from the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 (818-591-9321) or by contacting your local bar association.

This curriculum is oriented towards secondary (mainly Middle School) education. It takes students through a process of learning about issues of violence and the making of rules. It culminates with students creating their own violence-prevention program.

Couture, Jane and Sharon South, "Telecommunications to Aid Foreign Language Acquisition"

URL: <gopher://gopher.cic.net:3005/00/classroom/foreign-lang>

Hasche, Shriley, and Jolene Langan and Barbara Renkenberger, "Using Telecommunications Can Help Teach At-risk Students"

URL: <gopher://gopher.cic.net:3005/00/classroom/at-risk>

City of Juarez

URL: <http://cs.utep.edu/juarez/main.html>

CityNet - Mexico

URL: <http://www.city.net/countries/mexico>

Unit 6: Los asuntos juveniles para los '90s: Buscando la paz en el lado oeste / Juvenile Issues for the '90s: Searching for Peace on the West Side

Rationale

This unit may seem like an anomaly coming at the end of a rather logical progression of units expanding from the individual to the international context. However, it derives from an attempt to address our students and their interests directly. Through this study, we are saying "Now we have looked at who you are, your school, your community, your city and state, and we have even looked across the border. Within each of these contexts, we have looked at difficulties and opportunities. The question is now: what is up with youth and what are YOUR issues, YOUR problems and YOUR solutions?"

Lesson Overview

This unit will begin with lessons and activities which allow the students raise their own issues. One focus they will certainly raise is that of violence. Some overviews on youth violence in the US are provided by the following video programs:

- * CBS Reports: In the Killing Fields of America
- * Frontline: Does TV Kill?

These videos will be incorporated into the student's research into the problem of violence, and how it affects their lives. There are numerous Bibliography on violence and other sociographic data on the Internet, as well as in traditional research Bibliography.

The second section of the unit will be an overview of what is being done within the community and across the country to address the issue of youth violence. One source available on the Internet is the document "Past and Future Directions of the DARE Program: An Evaluation Review." In addition, there are many

speakers available who can talk to kids about community and law-enforcement efforts at reducing violence. Another resource is the Bill Moyers program "What Can We Do About Violence?" This unit will also include lessons and activities on the juvenile justice system and student rights and responsibilities from the New Mexico Law Related Education Association (see Bibliography).

The third section of this unit will be an attempt to have the students propose their own solutions, within a local context for the John Adams region and the West Side in general. Hopefully, this section will involve the local community center and community and political leaders from the West Side and the city of Albuquerque.

The unit will culminate with a comparison of the issues important to Albuquerque's youth and the problems and issues facing youth in Mexico, Central America and Brazil

Bibliography

videos

CBS Reports: In the Killing Fields of America
Frontline: Does TV Kill?
Bill Moyers: What Can We Do About Violence?

articles

New York Times (12/30/94) "Programs Seek to Stop Trouble Before It Starts" A25, "The Experts of Different Fronts of the Battlefield Discuss Strategies" A25, "What Can Be Done About the Scourge of Violence Among Juveniles?" A24, "To Save a Child, They Do Whatever It Takes" A1.

Bill Moyers, "There is So Much We Can Do" Parade Magazine, January 8, 1995, pg. 4-8.

teachers' guide

Kethleen Epeldi. Civics and Law: A Teachers' Resource Manual. (Albuquerque, NM: New Mexico Bar Foundation Law Related Education), 1992.

Unit 7: Exposicion / Exhibition

Rationale

This project is the tying together of all the work done over the course of the year. It will give students a chance to review what they have learned, to reflect on the year's activities, and to show that they have a well-defined mental image and understanding of their community.

Time Needed

2-3 weeks

Unit Objectives

The student will perform, demonstrate and display the best of their work in the Quienes somos? project. Parents and members of the community will be invited to view this culmination of the students' work.

Ideas for exhibition

1. Have students decide which assignments had the biggest impact on them and on their concept of the West Side as a community. What did we learn?
2. Have students decide on a main theme for the exhibition, based on their answers to #1 above.
3. Students can brainstorm about how best to show their work so that community members get a true sense of what was accomplished.
4. Consult the project called "Cultural Reporter" for good ideas on how to create the final product. It has tips on choosing a topic and a message, defining the audience, considering location of the exhibition, choosing materials, supplies and equipment, and designing the exhibit itself.

Bibliography

Cultural Reporter, by Lisa Falk, Smithsonian Institution/Tom Snyder Productions, Watertown,. MA, 1995.