

OVERVIEW: Your Spanish teacher was speaking with the US History teacher who has many ESL students from Mexico in class. Since they are currently studying about the Revolutionary War in the United States, your Spanish teacher thought it might be helpful if you created a multimedia presentation in Spanish that compares Independence Day celebrations in Mexico with 4th of July celebrations in the United States. First you watch a short video clip and read a summary about Independence Day in Mexico. Next, you ask and answer questions about how your classmate and his/her family celebrate Independence Day in the United States. Next, you prepare the multimedia presentation for the ESL students.

Finally, you and your classmate have researched different cultural practices during this unit of study and you decide to share one with your classmate. You explain the steps involved in the practice to your classmate and answer any questions that he/she may have related to your directions.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-High students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Demonstrate comprehension of short conversations and brief written messages about the celebration of milestone events.

SLO #2: Identify the main idea and other significant ideas in reading from age and level-appropriate culturally authentic materials that address the celebration of milestone events in the target culture(s).

- A. Read the following to your students: Watch the video found at <http://www.youtube.com/watch?v=zcxEJZsYxJc>. You will hear Mexicans in Mexico talk about Independence Day in Mexico. Fill in the chart below based on what you hear and see. (Retrieved on 7/24/13 from <http://www.youtube.com/watch?v=zcxEJZsYxJc>.) Note to teachers of other languages: In this video, Mexicans talk about how they celebrate Independence Day.

Question	Response
1. What are some Mexican foods served on Independence Day? Include at least two.	
2. With whom do those interviewed celebrate Independence Day?	
3. How do those interviewed celebrate Independence Day?	

4. What are some activities that take place at an Independence Day celebration?	
5. How do some people dress for an Independence Day celebration?	

B. Read the following to your students: Skim and scan the information found at <http://www.sanmiguelguide.com/grito-de-independencia.htm> focusing on Independence Day celebrations in Mexico. Complete the chart below based on what you read by deciding if the statement is true or false/not found in the article. When appropriate, indicate where in the article you found the information. (Retrieved on 7/24/13 from <http://www.sanmiguelguide.com/grito-de-independencia.htm>.) Note to teachers of other languages: The article includes a summary of how residents of Mexico celebrate Independence Day. You may wish to search for a similar article from a culture representative of your language.

El 15 de Septiembre en México se celebra el día del "Grito de Dolores" o "Grito de Independencia".

Por primera vez se realizó en la ciudad Dolores, Guanajuato a cargo del [Cura Miguel Hidalgo](#), este suceso marca el inicio de la lucha por la independencia de México.

[Clic para conocer la historia del Grito de Dolores](#)

La noche del 15 de Septiembre todos los mexicanos de todo el mundo se unen para dar el "Grito".

Algunas familias se juntan en sus casas para ver por televisión el mensaje oficial del Grito, que da el Presidente de La República utilizando la misma campana que usó el [Cura Hidalgo](#); el evento es transmitido desde el zócalo de la Ciudad de México.

En el centro de cada ciudad la gente se reúne frente al Palacio de Gobierno, esperan hasta las 11:00 p.m. para dar el Grito junto con el representante del Gobierno de la ciudad; esto se hace gritando "Viva Hidalgo, Viva Morelos, Vivan los héroes de la independencia, Viva México" y al mismo tiempo ondeando la bandera de México a esta aclamación se le han agregando y quitado cosas a lo largo de la historia. Luego queman fuegos artificiales y comienza toda una fiesta.

Después del Grito, en muchos lugares hay verbena popular (ferias), donde se comen y venden todos los platillos típicos mexicanos como quesadillas , "gorditas", molotes , mole, tostadas, pozole, chalupas, buñuelos bañados con miel, y muchos otros antojitos mexicanos; acompañados de bebidas mexicanas como el tequila y el pulque. La noche es amenizada por la música de los mariachis y la banda.

Otras familias realizan "Noches Mexicanas", donde invitan a sus amigos a conmemorar ésta celebración a su casa, algunos hacen una representación de los hechos sucedidos el 15 de Septiembre de 1810, y posteriormente disfrutan de una buena cena mexicana, o simplemente disfrutan de la cena acompañada con un platillo típico de la región.

Así es como se celebra la Independencia de México, una fiesta muy importante para todos nosotros los mexicanos.

True (Include proof.)	Statement	False or not found in article (Include proof if applicable.)
	1. Only Mexicans in Mexico celebrate Independence Day.	
	2. The President of Mexico celebrates Independence Day in several cities.	
	3. There are special phrases that Mexicans say on Independence Day.	
	4. Food is an important part of the celebration.	
	5. A practice that is shared with Independence Day celebrations in the United States is the use of Fireworks.	
6. Compare how you and your family celebrate 4th of July with how the Mexicans in the video celebrate their Independence Day.		
7. Which of the traditions mentioned in either the video or the Reading would you like to incorporate in your next Independence Day celebration? Explain why.		

INTERPERSONAL MODE:

SLO #4: Use digital tools to ask and answer questions by recombining memorized words, phrases, and sentences related to milestone events in the target culture(s).

You know that not all families in the United States celebrate Independence Day in the same way. In order to prepare an accurate comparison between celebrations in the United States and Mexico, you interview your classmate to find out which practices you and he/she share in common. Use the graphic organizer below to help formulate your questions. Be sure to follow up on the responses. For example, if your classmate says that he/she and his/her family have a barbecue, you may wish to ask about the food, the activities and the people invited.

Practice	My family and I	My classmate and his/her family
Barbecue/Picnic		
Go to the beach		

Watch fireworks		
Watch patriotic concert		
Attend a parade		
Participate in a parade		
Other activity		

Note to teacher: To assess whether your students are performing at the Novice-High level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.

PRESENTATIONAL MODE:

SLO #5: Recombine words, phrases, and sentences to create a multi-media rich presentation that compares and contrasts milestone celebrations in the home and target cultures.

Read the following to your students: You are now ready to create a multi-media rich presentation to share with ESL students in which you compare and contrast how Independence Day is celebrated in the both Mexico and the United States.

Note to teacher: To assess whether your students are performing at the Novice-High level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate.*)

INTERPERSONAL MODE:

SLO #3: Give and follow oral or written directions for performing an authentic cultural activity associated with a milestone celebration.

Read to the students: Now it is time to share a cultural practice that you have studied in depth with one of your classmates. Give him step-by-step directions for participating in this practice. Note to teacher: A few possible practices might include: how to make pozole (or another typical food served at Independence Day celebrations) or how to perform a folkloric dance. Note to teacher: Here is a link for recipes in Spanish for Mexican celebrations: <http://allrecipes.com.mx/especial/viva-mexico.aspx>. Here is a link for Mexican dances for children: http://www.ehowenespanol.com/simples-pasos-baile-ninos-mexicanos-manera_54707/.

Note to teacher: To assess whether your students are performing at the Novice-High level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.