

**Book: *Latino Folklore and Culture: Stories of Family, Traditions of Pride***  
**Chapter One: Folklore's Place in Cultural Identity**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Define fable and folktale.
- 2) Write a fable to illustrate a Latino proverb.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil
- ✓ Examples of Aesop's fables

**Activities:**

- 1) The teacher will explain that a folktale is a story passed down through the oral tradition of a particular culture. A fable is a type of folktale that enforces a useful truth or teaches a lesson. Fables often feature animals that talk and act like humans.
- 2) The teacher will read, or have students read, several examples of Aesop's fables they may be familiar with, such as *The Tortoise and the Hare*.
- 3) The teacher will explain that the students are to choose one of the Latino proverbs (or wise sayings) from page 19 and write a short fable to illustrate the useful truth or lesson. The proverb itself can be the conclusion of the fable, as in "and the moral of the story is . . . ."

**Assessment:**

- ✓ Did the student write a fable that illustrates one of the Latino proverbs from the text?
- ✓ Did the fable feature animals that talk and act like humans?
- ✓ Did the fable conclude with the proverb?

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**Chapter Two: The Crying Woman: Symbol of the Latino People**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify La Llorona, Cihuacoatl, and La Malinche.
- 2) Write an essay that compares the three figures and explains the connection between them and the concept of La Raza.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that when two cultures clash and one begins to subjugate the other, the process of acculturation (the process of intercultural borrowing that results in a new, blended culture) is often eased by blending similar concepts, traditions, or stories from both cultures into a new belief or tradition, familiar to both but different from the original. Such is the concept of the Crying Woman in Latino culture.
- 2) The teacher will explain that using the information from the text, students will write an essay explaining the ancient roots of La Llorona, what connection she has to the historical figure of La Malinche, and how this concept/belief relates to the concept of La Raza. In essence, where did La Llorona come from and what does she symbolize for the Latino people?

**Assessment:**

- ✓ Did the student begin by tracing the concept of a crying woman to the Aztec goddess Cihuacoatl, a symbol of both birth and death?
- ✓ Did the student demonstrate that the historical figure of La Malinche was a bridge between the ancient goddess and the new blended tradition of La Llorona in that in her dealings with Cortes, she both aided in the destruction of the native culture and started a new race by giving birth to Cortes's son?
- ✓ Did the student explain the symbolism of La Llorona as both a tragic figure (Latino's tragic past) and hope for the future (La Raza)

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**Chapter Three: Macho Men**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Define the terms “macho” and “machismo,” including both their positive and negative aspects.
- 2) Design an ad campaign for the National Compadres Network that explains who they are what they are working for and the stereotypes they are working to overcome.

**Materials needed:**

- ✓ Writing paper and/or poster paper
- ✓ Markers, colored pencils
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will review the information from the text about the National Compadres Network. Students may also get more information on this organization by visiting their Web site at <http://www.nationalcompadresnetwork.com>.
- 2) The student’s task is to design a poster or brochure to advertise the organization. The poster or brochure should include information on who the group is, what the group’s goals are, and what stereotypes they are working to overcome. The poster or brochure should appeal to teenage Latino males.

**Assessment:**

- ✓ Does the student’s poster or brochure explain who is in the organization?
- ✓ Does the poster or brochure explain the goals of the organization?
- ✓ Does the poster or brochure outline the stereotypes the group is working to overcome?

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**Chapter Four: Strong Women**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the challenges faced by a modern Latina.
- 2) Identify the strengths Latina women draw from to face those challenges.
- 3) Write a profile featuring Leona Medina-Tiede, a typical modern Latina.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that newspapers and magazines often feature articles on everyday people who are making a difference in their community. Often a reporter will spend an entire day or several days with the person they are writing about to get a sense of what their daily life is like.
- 2) Students are to imagine that they are a reporter for a newspaper in Chimayo, New Mexico, where Leona Medina-Tiede lives. They have been assigned to write a feature article on her as part of a series on strong, successful Latinas in the community. Using the information from the chapter, the students will write the newspaper article and imagine that they spent the day with following her through her day and asking her questions about her background and her family.

**Assessment:**

- ✓ Does the student's article give background information on Leona and her family?
- ✓ Does the student's article give details of how Leona spends her day?
- ✓ Does the student's article describe the challenges faced by Leona (and other Latinas) on a daily basis as well as the sources of strength she draws on to face those challenges?

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**Chapter Five: The Family**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the members of a typical Latino extended family.
- 2) Identify the advantages and disadvantages to living in a large, extended family unit.
- 3) Compare the typical Latino family with students' own experience—how are they alike; how are they different?

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that students are to write an essay describing a typical Latino extended family using the information from the text. What are the advantages and disadvantages to living in such a large, extended family unit? How does this compare to their own experience? If they were to find themselves living in such a family, what would they like? What would they find uncomfortable?

**Assessment:**

- ✓ Did the student correctly identify the members of a typical Latino extended family?
- ✓ Did the student explain the advantages and disadvantages of such a family unit?
- ✓ Did the student compare this type of family arrangement to her own?

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**Chapter Six: A World Full of Wonders**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute class period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify major secular and religious holidays celebrated by Latinos.

**Materials needed:**

- ✓ Printouts of monthly calendars for one year
- ✓ Markers, colored pencils

**Activities:**

- 1) The teacher will explain that the students will create a calendar of Latino religious and secular holidays using the information on pages 102–105 of the text. For each holiday, the student must label the holiday correctly on the calendar, indicate whether it is specific to a particular Latin country (if not, skip this step), indicate whether it is a religious or secular holiday, and design a symbol that represents the holiday. An example might be May 5, labeled:

Cinco de Mayo

Mexico

Secular

Picture of the Mexican Flag

- 2) Students may work in two groups, one group taking January to June, the other July to December.

**Assessment:**

- ✓ Did the student correctly label all eighteen holidays?
- ✓ Did student indicate country of origin (if applicable)?
- ✓ Did the student indicate if the holiday was religious or secular?
- ✓ Did the student design an appropriate symbol?

Note: The following are two sources of free printable calendars. If available, Microsoft Office Calendar Wizard may also be used.

<http://www.calendarhome.com/tyc/>

<http://www.timeanddate.com/calendar>