

# Teacher's Guide

## FACES<sup>®</sup>

People, Places, and Cultures

From Cricket Media



### MAGAZINE ARTICLES

- Mexico: The Land and Its People. . . . . 8  
Expository Nonfiction 1140L
- MMM-MMM Mexico! . . . . . 12  
Expository Nonfiction 1170L
- Rocking & Rolling with Mexico's Earthquakes 16  
Expository Nonfiction 1130L
- Migration of the Monarchs . . . . . 20  
Expository Nonfiction 1160L
- La Día de los Muertos: A "Spirited Holiday". . 24  
Expository Nonfiction 1110L
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- La Familia: The Heart of Mexican Society . . 34  
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- La Muerta: Godmother Death. . . . . 42  
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The Heart of Mexican Society pg. 34  
**PEOPLE OF MEXICO**



## Teacher's Guide for *Faces: The Spirit and People of Mexico*

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## OVERVIEW

*In this magazine, readers will learn how Mexico's physical geography and natural phenomena have influenced the civilizations*

*of the region since ancient times. **Faces: The Spirit and People of Mexico** includes information about the physical and human characteristics of both ancient and modern cultures that developed there.*

## ESSENTIAL QUESTION:

***What physical and human characteristics define ancient and modern Mexico?***



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

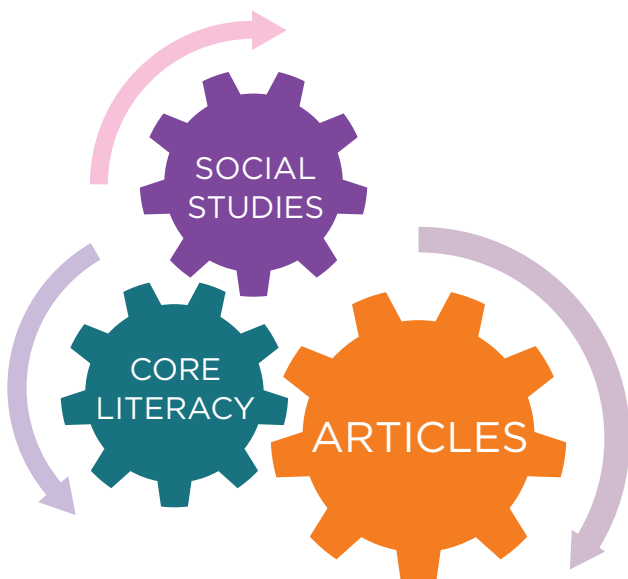
### READ INDIVIDUAL ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



### TEACH A MINI-UNIT PAGES 14 - 16

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



**Essential Question:** What physical and human characteristics define ancient and modern Mexico?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Mexico: The Land and Its People</b> Expository Nonfiction	Historical events influence the development of a culture.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Evaluate Evidence</li> <li>Interpret Visual Information</li> <li>Write an Editorial</li> </ul>	<i>Reading 1, 2, 3, 7 &amp; 8</i> <i>Writing 1</i>
<b>MMM-MMM Mexico!</b> Expository Nonfiction	Patterns of food consumption are influenced by the resources available in a region.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Sensory Details</li> <li>Analyze Text Features</li> <li>Write an Essay</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 5</i> <i>Writing 2</i>
<b>Rocking and Rolling with Mexico's Earthquakes</b> Expository Nonfiction	Physical features of a region affect the development of cultures living in them.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Analyze Arguments</li> <li>Collaborate</li> </ul>	<i>Reading 1, 3, 5 &amp; 8</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Migration of the Monarchs</b> Expository Nonfiction	Diversity in forms of plant and animal life help distinguish one place from another.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Figurative Meaning</li> <li>Understand Point of View</li> <li>Write a Legend</li> </ul>	<i>Reading 1, 3, 4 &amp; 6</i> <i>Writing 3</i>
<b>La Día de los Muertos: A "Spirited Holiday"</b> Expository Nonfiction	Historical events influence the development of a culture.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Figurative Meaning</li> <li>Understand Point of View</li> <li>Give a Persuasive Speech</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 6</i> <i>Speaking &amp; Listening 4</i>
<b>Mexico's Smoking Mountains</b> Expository Nonfiction	Physical features of a region affect the development of cultures living in them.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Visual Information</li> <li>Evaluate Evidence</li> <li>Research and Write a Report</li> </ul>	<i>Reading 1, 3, 7 &amp; 8</i> <i>Writing 2 &amp; 7</i>
<b>Tulum</b> Expository Nonfiction	Cultural practices are affected by environmental and physical characteristics of place.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Determine Author's Tone</li> <li>Write Historical Fiction</li> </ul>	<i>Reading 1, 3, 5 &amp; 6</i> <i>Writing 3</i>
<b>La Familia: The Heart of Mexican Society</b> Expository Nonfiction	Combinations of cultural and environmental characteristics make places both similar to and different from other places.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Point of View</li> <li>Evaluate Evidence</li> <li>Write a Letter</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 8</i> <i>Writing 3</i>
<b>La Muerta: Godmother Death</b> Folktales/Play	Oral traditions reflect cultural elements of place.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Analyze Point of View</li> <li>Create a Want Ad</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 6</i> <i>Writing 1</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1, 2, 3, 7 & 9; Speaking & Listening 6*

# ARTICLE: Mexico: The Land and Its People

Magazine pages 8-11, Expository Nonfiction



The people of Mexico's past and present cultures have gone through many challenging times. From great Native American civilizations' struggle to survive during European colonization, to its fight for independence and modern citizens' struggle against poverty, Mexico's history illustrates the resilience of its people.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Historical events influence the development of a culture.

## CROSS-CURRICULAR EXTENSION

**History** Research the major events of the Mexican-American War. Why was it fought? How did it affect Mexicans? How do you think the Mexican-American War is presented and studied in Mexico?

## KEY VOCABULARY

**military coup (p. 9)** a sudden attempt by a small group of people to take over the government, usually through violence

**exploit (p. 10)** to unfairly use someone in a way that helps you

**assimilate (p. 10)** to adopt the ways of another culture

**ecotourism (p. 11)** tourism designed to engage tourists with the local environment in sustainable ways

## PREPARE TO READ

Ask students to identify Mexico on a map of North America. Based on its absolute location, tell students to make predictions about Mexico's climate, physical geography, and industry.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Refer to details mentioned by the author to construct a timeline of major events in Mexico's history. *CCSS Reading 1*
- Use details from the article to create a summary of what a tourist visiting Mexico might experience today. *CCSS Reading 2*
- What were the multiple effects of Porfirio Diaz's dictatorial reign? Cite them in the text. *CCSS Reading 3*

### Craft and Structure

- Evaluate Evidence** What evidence does the author present to support their claim that the majority of Mexico's people live in the Mexican Plateau? Is the evidence presented relevant? Is it sufficient? *CCSS Reading 8*
- Interpret Visual Information** Each photo relates to a specific aspect of life in Mexico. Describe the aspect of Mexican life that each photo represents. *CCSS Reading 7*

## WRITING

**Write an Editorial** The author clearly states why many Mexicans choose to come to America. The issue of the Mexican-American border is frequently in the news. What's your opinion on Mexican immigration and border crossings to the United States? Based on what you know, state your opinion and support it with facts and details from this article.



Mexican cuisine brings to mind things like burritos, tacos, and tortillas. But it is much more than that! Many unique Mexican foods have come from combining local resources with Spanish influences. Today, you can thank Mexican culture for foods as diverse as chocolate and mole sauce.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Patterns of food consumption are influenced by the resources available in a region.

## CROSS-CURRICULAR EXTENSION

**Science** Mesoamericans knew the “three sisters” grew well together. Conduct research into other plant groups that benefit from each other and, using this knowledge, design a garden plan to implement.

## KEY VOCABULARY

**intangible (p. 12)** not made of physical substance; not able to be touched

**puree (p. 13)** a thick liquid made by crushing usually cooked food such as fruits or vegetables

**paella (p. 14)** a Spanish dish of rice, meat, seafood, vegetables, and spices

## PREPARE TO READ

Ask students to brainstorm a list of Mexican restaurants in your area. Ask students to identify any Mexican dishes that may be served at them and also some of the main components of those dishes. Then, tell students they will be learning more about Mexican cuisine and how it has evolved over time.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Cite examples of how available resources and the movement of people into and out of the region influenced Mexican cuisine. *CCSS Reading 1*
- Use details from the article to determine the overall “theme” of the article. *CCSS Reading 2*
- Explain how the arrival of the Spanish impacted the characteristics of Mexican cuisine. *CCSS Reading 3*

### Craft and Structure

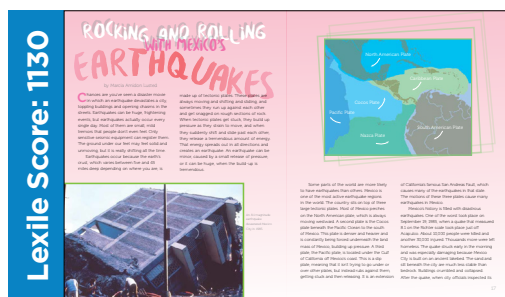
- Analyze Sensory Details** Create a list of adjectives used by the author. What senses do they appeal to? Why is this important in a food article? *CCSS Reading 4*
- Analyze Text Features** How do the subheadings help you understand the information presented in this article? *CCSS Reading 5*

## WRITING

**Write an Essay** What is the significance of Mexican cuisine being awarded the first ever “intangible cultural property” designation? Research UNESCO’s Intangible Cultural Heritage to help define this and explain its significance in an informational essay.

# ARTICLE: Rocking and Rolling with Mexico's Earthquakes

Magazine pages 16-19, Expository Nonfiction



Mexico's geographic location atop three different tectonic plates makes it prone to earthquakes. Although earthquakes cannot be reliably predicted, a combination of reasonable thinking and scientific advancements have allowed people to recognize warning signs so they can reach safety.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Physical features of a region affect the development of cultures living in them.

## CROSS-CURRICULAR EXTENSION

**Science** Research tectonic plates to learn what other geographic feature is often found where these plates meet.

## KEY VOCABULARY

**chasm** (p. 16) a deep hole or opening in the surface of the earth

**seismic** (p. 16) of, relating to, or caused by an earthquake

## PREPARE TO READ

Ask students to verbalize what happens at school when there is a fire drill. Explain that in Mexico, students participate in earthquake drills. Lastly, have students hypothesize how an earthquake drill may be similar to or different from a fire drill.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Refer to the text to locate the names of the three plates Mexico rests on and describe how they differ from one another. *CCSS Reading 1*
- Draw conclusions about considerations construction companies must address when building in Mexico. Base your conclusions on facts from the article. *CCSS Reading 1*
- Use details from the article to describe the relationship between earthquakes and the Mexican people. What have people learned? *CCSS Reading 3*

### Craft and Structure

- Analyze Text Structure** This author chose a cause/effect structure. Determine why this is the best format for the material presented. How would the information change if the format changed? *CCSS Reading 5*
- Analyze Arguments** Evaluate evidence throughout the article that supports the idea that Mexico experiences powerful earthquakes on a frequent basis. Is it sufficient? *CCSS Reading 8*

## SPEAKING AND LISTENING

**Collaborate** In small groups, have two students assume they are leading a tour group to Mexico and the other two assume they are the tourists. Engage in a discussion where you discuss what to bring, cultural elements to expect, and features of places they will likely visit. Will you mention the threat of earthquakes? Why or why not? How would you respond if someone in your group brings up the topic? Base your answer on details from the text.

Lexile Score: 1160

## MIGRATION OF THE MONARCHS



**T**he monarch butterfly is one of the most beautiful and colorful of insects. Every year, millions of monarchs migrate from the northern United States and southern Canada to the mountains of Mexico. This journey is one of the longest and most remarkable in the animal kingdom. The monarchs travel in large numbers, and their migration is a sight to behold. They travel in a southerly direction, and their journey is a testament to their strength and endurance. The monarchs travel in a southerly direction, and their journey is a testament to their strength and endurance. The monarchs travel in a southerly direction, and their journey is a testament to their strength and endurance.

Monarch butterflies make a migratory trip to Mexico each winter. Like other migrating animals, they return to the same location each year. But the mystery lies in the fact that, due to their short lifespan, the monarchs that “return” each year have never been there before! How they accomplish this remains a scientific mystery.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Diversity in forms of plant and animal life help distinguish one place from another.

## CROSS-CURRICULAR EXTENSION

**Science/Art** Create a mobile or diorama displaying a variety of migratory species. Include how far each one travels. Do any of the species travel through your region? Start watching as spring approaches.

## KEY VOCABULARY

**kaleidoscope (p. 20)** a changing pattern or scene

**migration (p. 20)** to move from one area to another at different times of the year

## PREPARE TO READ

Show students a video clip of monarch butterfly migration. (There are many options available online.) Ask students to hypothesize about the dangers the butterflies face along their long migratory journey.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Using details from the article, illustrate the four generations of butterflies, their purpose, and living conditions in the migration process. *CCSS Reading 1*
- Refer to the text to identify theories about how monarchs return to the same tree. Make inferences as to why this remains a mystery. *CCSS Reading 1*
- List the threats to monarch survival and the effect each threat has on a certain aspect of survival. *CCSS Reading 3*

### Craft and Structure

- Interpret Figurative Meaning** Identify the use of personification and simile in the opening. What are their meanings and how does their usage strengthen the introduction? *CCSS Reading 4*
- Understand Point of View** How do you view monarchs and their migratory path if you are: a) an ancient Aztec b) a modern day farmer in Mexico c) a conservationist and d) a tourist? *CCSS Reading 6*

## WRITING

**Writing a Legend** The author states that the Aztecs believed the monarch butterflies were the spirits of fallen warriors dressed in battle colors. How do you think this belief came to be? What do you think the Aztecs observed? How did they incorporate this into their lives? Write The Legend of the Monarchs.

La Dia de los Muertos translates to the Day of the Dead. On November 2nd, Mexicans celebrate the deaths of loved ones with singing, dancing, eating, and offerings. This is done to honor loved ones and to give them a remembrance of the happy times they enjoyed in life.

# ARTICLE: Mexico's Smoking Mountains

Magazine pages 28-31, Expository Nonfiction



Mexico's geographic location makes it part of the Pacific Ring of Fire. Volcanoes are common and one particular volcano, Parícutin, allowed scientists an opportunity to witness its entire life cycle. Like earthquakes, volcano predictability is not exact, so citizens and scientists watch with a wary eye.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Physical features of a region affect the development of cultures living in them.

## CROSS-CURRICULAR EXTENSION

**Math** Use details from the text to determine what percentage of Mexico's volcanoes are considered active. What percentage are considered dormant?

## KEY VOCABULARY

**volcanic cone (p. 28)** the top of a volcano

**dormant (p. 29)** not active but able to become active

**spew (p. 30)** to flow out of something in a fast and forceful way

## PREPARE TO READ

Instruct students to summarize what they know about volcanoes and volcanic eruptions. Discuss their power and impact on surrounding areas. Ask students to share how they would respond if they lived near volcanic mountains that started emitting smoke.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

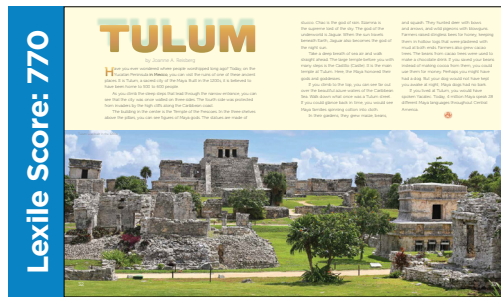
- Use details from the article to create a list of cause/effect statements. *CCSS Reading 3*
- The author says, "The majority of Mexico's volcanoes are dormant, but that doesn't mean they are not a threat." What conclusions can be drawn from this statement? *CCSS Reading 1*
- Refer to facts mentioned in the text to create an illustrated timeline of the life of the Parícutin volcano. Start in 1943 and end in 1952. *CCSS Reading 3*

### Craft and Structure

- **Interpret Visual Information** Refer to the graphic on page 31. How does this facilitate your understanding of the relationship between the earth's tectonic plates and volcanoes? Does it provide additional information? *CCSS Reading 7*
- **Evaluate Evidence** What evidence does the author include to illustrate the power and impact of volcanoes? Do you feel it's sufficient? *CCSS Reading 8*

## WRITING

**Research and Write a Report** Conduct short research into two of history's famous volcanic eruptions: Mt. Vesuvius in 79 AD and Mt. St. Helens in 1980. What lessons did we learn from them? Write a 5-paragraph report.



The ancient ruins of Tulum allow us to step back in time to get a glimpse into the lives of the Mayan people. The preservation of the ruins lets us witness the role of religion, learn about how people made a living, and gaze upon the same ocean view as if it were the 1200s.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Cultural practices are affected by environmental and physical characteristics of place.

## CROSS-CURRICULAR EXTENSION

**History** Conduct short research to find out what was happening around the world during the 1200s when the sacred city of Tulum flourished.

## KEY VOCABULARY

**fresco (p. 32)** a painting that is done on wet plaster

**stucco (p. 33)** a type of plaster used for decoration or to cover the outside walls of houses

## PREPARE TO READ

Show students images of Tulum. Tell them that Tulum was a sacred city of the Maya people. Ask students to predict why Tulum would be considered sacred and what types of gods and goddesses might have been worshipped based on geographic location.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Use details mentioned by the author to draw conclusions about Mayan society in the 1200s. *CCSS Reading 1*
- What can you infer about the role of religion in Mayan culture? Cite textual evidence to support your inference. *CCSS Reading 1*
- Refer to information from the article to create a Venn diagram comparing and contrasting ancient and modern Mexican civilizations. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** This author uses a descriptive structure. Use details from the text to sketch a bird's-eye view of Tulum. *CCSS Reading 5*
- **Determine Author's Tone** How does the author portray Maya society throughout the article? What details from the text support your answer? *CCSS Reading 6*

## WRITING

**Write Historical Fiction** Assume you are a Mayan child. Write a story about how you spend your days: What responsibilities do you have? What do you do for entertainment? How do you get into mischief? Incorporate details from the article to show your understanding of Mayan culture.

Lexile Score: 1030

**La Familia: The Heart of Mexican Society**

By Cynthia Ward

Although values in 21st-century Mexico may differ from those of the past, the family remains at the center of Mexican society. The father has always been the head of the household. Many young girls still expect to spend their entire lives with their families, children, and other relatives. Grandparents are revered for their age and wisdom. In both urban and rural areas, these generations often live in a close-knit family. The family is the center of Mexican society, and the family is the heart of Mexican society.




Although there are stark contrasts between urban and rural life in Mexico, there is one thing held in common: the family. La familia truly is the center of Mexican society where multiple generations often live under the same roof. Every decision that is made is done for the good of the family.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Combinations of cultural and environmental characteristics make places both similar to and different from other places.

## CROSS-CURRICULAR EXTENSION

**Language Arts** Create an acrostic poem that summarizes the main ideas of this article: FAMILY.

## KEY VOCABULARY

**reign (p. 34)** the period of time during which someone is in charge of a group or organization

**revere (p. 35)** to show devotion and honor to someone

**adobe (p. 35)** a type of brick made of a mixture of mud and straw that is dried by the sun

**scavenge (p. 36)** to search for food to eat

## PREPARE TO READ

Take a class poll to find out how many students live with their grandparents. How many live near their grandparents? Determine these percentages to compare to this fact: 90% of Mexicans live with or near their immediate families.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Locate information in the text describing the different roles of each person of the family. *CCSS Reading 1*
- Use facts from the article to summarize life for girls. Determine why the author might focus on this subject. *CCSS Reading 2*
- Refer to details from the text to compare and contrast urban and rural lifestyles. *CCSS Reading 3*

### Craft and Structure

- Understanding Point of View** When discussing rural families, the author notes that they don't refer to themselves as poor. How do they view themselves? Why? How does this perspective aid them? *CCSS Reading 6*
- Evaluate Evidence** Does the author provide sufficient evidence to support their claim that the family lies at the center of Mexican culture? *CCSS Reading 8*

## WRITING

**Write a Letter** Assume you are pen pals with a student in Mexico. Write them a letter. What information would you include about your family and activities that would help your pen pal learn about cultural differences and similarities?

# ARTICLE: La Muerta: Godmother Death

Magazine pages 42-45, Folktale/Play



A child is born on the Day of the Dead and his father searches for the perfect godmother. Three qualities the godmother must possess are justice, mercy, and power. La Muerta (Death) becomes the child's godmother. She teaches him many things, but when he tries to outsmart her, she ends his life.

## ESSENTIAL QUESTION

**What unique physical and human characteristics define ancient and modern Mexico?**

## CORE CONTENT CONCEPT

**Social Studies** Oral traditions reflect cultural elements of place.

## CROSS-CURRICULAR EXTENSION

**Science** Research herb-based medicine and its role in the health of world populations.

## KEY VOCABULARY

**peasant (p. 42)** a person who is not educated and has low social status

**cavern (p. 44)** a large cave

## PREPARE TO READ

Ask students if they have godparents. Instruct those that do to summarize their relationships. How were the godparents chosen? What role, if any, do they play in your life? Next, tell students they will read a folktale/play where death is personified in the character Godmother Death.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Antonio encounters three women who could be possible godmothers. Refer to the text to analyze their interactions. What's the difference in what Death says? Infer why her conversation starts differently. *CCSS Reading 1*
- Determine the theme of this folktale. Cite evidence from the play supporting your theme. *CCSS Reading 2*
- Describe the relationship between Julio and La Muerta. Support your description with details taken from the text. *CCSS Reading 3*

### Craft and Structure

- Analyze Word Choice** Review the words and actions of Antonio, La Muerta, and Julio. What can you infer about their values by their words and actions? *CCSS Reading 4*
- Analyze Point of View** How does the way Julio and La Muerta view one another change throughout the text? Why? *CCSS Reading 6*

## WRITING

**Create a Want Ad** Antonio knew what he was looking for in a godmother. What characteristics do you feel constitute a good godparent? Assume you are searching for one. Write a Want Ad listing these characteristics.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Mexico is one of our neighboring countries. As such, we have many issues that affect both countries. Gather information from across multiple texts to construct a list of common issues and brainstorm possible solutions.
- Mexico's culture and history is greatly impacted by geological features. Read "Rocking and Rolling with Mexico's Earthquakes," "Mexico's Smoking Mountains" and "Mexico: The Land and Its People." Trace an outline of Mexico using page 4 of the magazine as a guide. Fill in Mexico's major geographic features: deserts, plateaus, jungles, and mountains. Create a corresponding map key.
- Tourism is a major part of Mexico's economy. What aspects of Mexico's geography and culture make it appealing? Gather information from multiple texts to create a travel brochure showcasing this tourist appeal.
- Mexico's ancient history has shaped and continues to shape its unique culture. Gather information from across texts to find evidence of this and use this information to construct a bulleted fact sheet of Fast Facts.
- Movement is a major theme of geography. This theme is explored throughout the issue. Obvious movement themes include the tectonic plates and the Spanish conquering the land. A more subdued movement theme is the transition from life to death. Encourage students to explore this theme of movement of people, land, and concepts as it pertains to Mexico. Then use the wheel chart on page 18 to illustrate this concept.

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

## ENGAGE

## READ FOR A PURPOSE

## APPLY

Engage students in the topic of Mexico by asking students: “What physical and human characteristics define ancient and modern Mexico?” Discuss what students already know about Mexico’s physical and human characteristics and guide them in completing the first column. Then, ask students to list questions they still have in the middle column and tell them they will attempt to answer the questions as they make their way through this issue of *Faces*.

**ENGAGE:** In this mini-unit, students will work individually to learn about the characteristics of Mexico's past and present cultures and then design and construct a puzzle illustrating their understandings. Finally, students will exchange puzzles with classmates to compare and contrast what they learned.

Know	Want to Know	Learned



## READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: The Precioso Primavera Puzzle** In this activity, students will work individually to design a puzzle illustrating what they learned about the physical and human characteristics of Mexico. After completing their puzzle, students will exchange them and compare details illustrated by each puzzle.

**RETURN TO THE TEXT:** Explain to students that before they can design their puzzles, they must first continue to build background knowledge. As a class, read “Mexico: The Land and Its People” on page 8 of the magazine and complete the first column of the “Article Synthesis” graphic organizer on page 17 of this guide. Next, ask students to choose two additional articles to read and tell them to complete the second and third columns of the organizer.

Articles Emphasizing Physical Characteristics:

- “Rocking and Rolling with Mexico’s Earthquakes”
- “Migration of the Monarchs”
- “Mexico’s Smoking Mountains”
- “Tulum”

Articles Emphasizing Human Characteristics:

- “MMM-MMM Mexico!”
- “La Dia de los Muertos: A ‘Spirited Holiday’”
- “La Familia: The Heart of Mexican Society”
- “La Muerta: Godmother Death”

**(This breakdown will help you address the Essential Question: What unique geographic and human characteristics define Mexican culture?)**





**APPLY: Characteristics of Mexico Puzzle:** Now that students have spent time reading and taking notes, they are ready to design and construct their own puzzle to show what they learned about the physical and human characteristics of Mexico.

**Materials Needed:**

- Blank piece of cardstock for each student
- Plastic bag or envelope (one per student)
- Crayons, markers, scissors, black fine-tipped markers

**STEP 1: Review** Review the K-W-L chart from the Engage activity. Ask students to complete the L column using their notes on the Article Synthesis organizer.

**STEP 3: Rough Draft** Tell students to use the back side of the Article Analysis page to sketch a rough drawing of what their puzzles might look like.

**STEP 5: Exchange Puzzles** Instruct students to exchange puzzles or collect all the puzzles and hand them out randomly. Tell students to solve the new puzzle they've been given and determine how the new puzzle is similar to or different from their own. Return the puzzle pieces to the envelope and exchange again as time allows.

**STEP 2: Narrow the Themes** Look over the ideas from the bottom section of the Article Analysis page. Instruct students to eliminate those that might be too challenging to illustrate. Ask them to circle the ideas they will represent on the puzzle.

**STEP 4: Prepare the Puzzle** Hand out cardstock and an envelope to each student. Allow time for students to draw and color their images on the cardstock. Then instruct students to draw lines using the fine-tipped markers delineating the puzzle pieces. (Set a limit on the number of pieces.) Cut the completed puzzle into pieces. Tell students to place all the pieces in the envelope and put their name on the envelope.

**STEP 6: Integrate Knowledge** Return puzzles to their original owners and as a class, discuss the similarities and differences the students noticed. Have students fill in the L column of the K-W-L organizer with any new information they learned from playing other students' games and discussing the similarities to and differences from their own game.



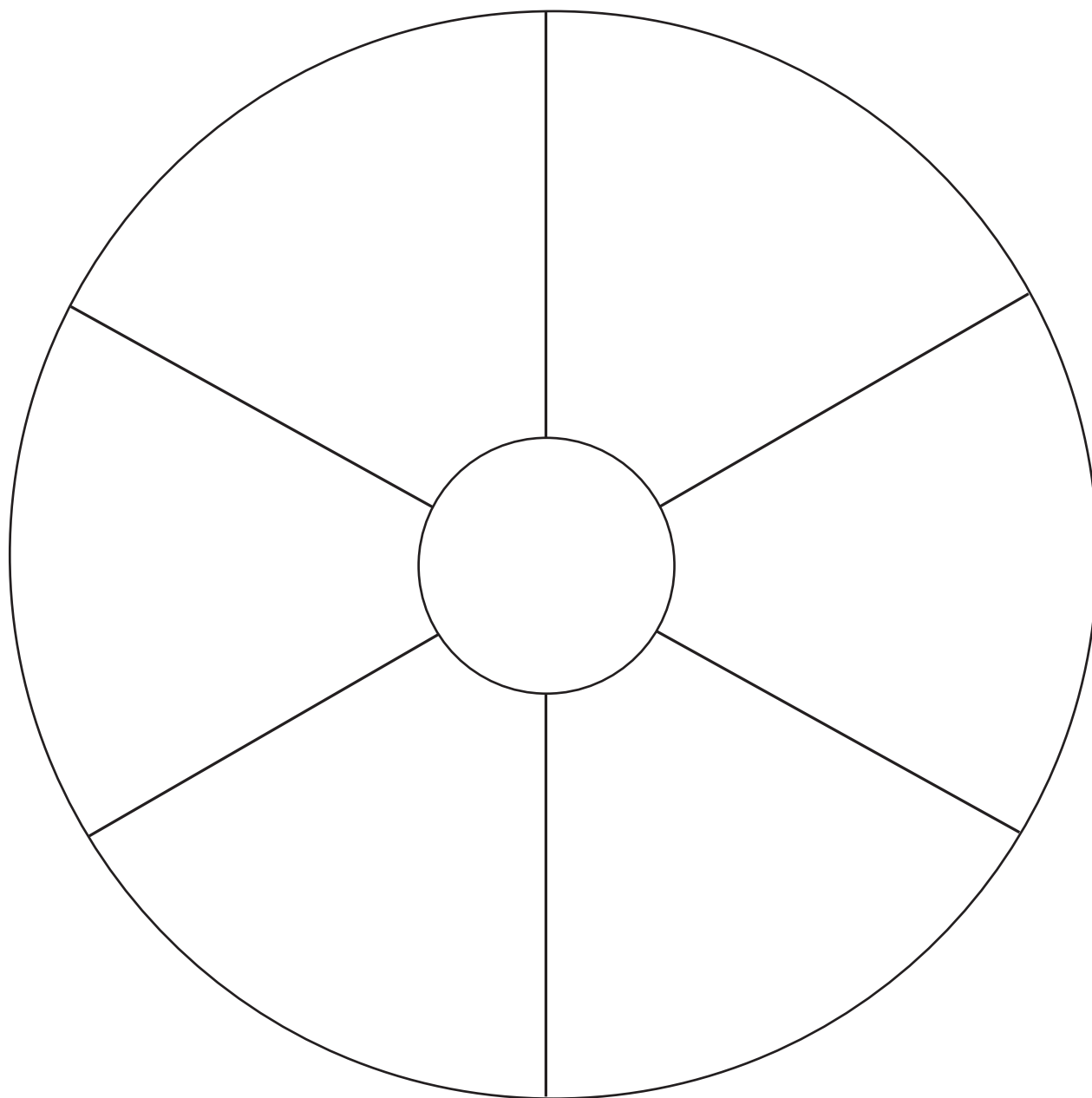
NAME: \_\_\_\_\_

## ARTICLE SYNTHESIS GRAPHIC

	Article 1:	Article 2:	Article 3:
Notes and new things I learned:			
Possible ideas to illustrate on puzzle:			

NAME: \_\_\_\_\_

## WHEEL CHART: MOVEMENT IN MEXICO





## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

## CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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### KEY IDEAS AND DETAILS

<b>Read closely to determine what a text says explicitly.</b>	Reading 1	
<b>Make logical inferences</b> to determine what the text communicates implicitly.	Reading 1	
<b>Cite specific textual evidence to support conclusions</b> drawn from the text.	Reading 1	
<b>Determine central ideas or themes</b> of a text and analyze their development.	Reading 2	
<b>Summarize key supporting details and ideas.</b>	Reading 2	
Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text.	Reading 3	

### CRAFT AND STRUCTURE

<b>Interpret words and phrases</b> as they are used in a text.	Reading 4	
<b>Determine technical, connotative, and figurative meanings.</b>	Reading 4	
Analyze how specific <b>word choices</b> shape meaning or tone.	Reading 4	
Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the <b>genre, key elements, and characteristics</b> of literary texts.	Reading 5	
Assess how <b>point of view or purpose</b> shapes the content and style of a text.	Reading 6	
Analyze how an <b>author's style and tone</b> affects meaning.	Reading 6	

### INTEGRATION OF KNOWLEDGE AND IDEAS

<b>Integrate and evaluate content</b> presented in diverse media and formats.	Reading 7	
<b>Identify and evaluate the argument and claims</b> in a text.	Reading 8	
<b>Analyze how two or more texts address similar themes or topics.</b>	Reading 9	

### WRITING

Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write <b>narratives</b> to develop real or imagined experiences or events.	Writing 3	
<b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained <b>research projects.</b>	Writing 10	



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

## C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

## STATE OR DISTRICT STANDARD

### CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

### ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

### GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

### HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none"><li>• Structure and Function of Living Things</li><li>• Life Cycles and Stages</li><li>• Reproduction &amp; Inherited Traits</li><li>• Animals</li><li>• Plants</li></ul>	<ul style="list-style-type: none"><li>• Forces and Interactions</li><li>• Energy</li><li>• Light</li><li>• Sound</li><li>• Electricity/ Magnetism</li><li>• Matter</li><li>• Waves</li><li>• Heat</li><li>• Chemistry</li><li>• Information Processing</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Climate</li><li>• Rocks &amp; Soil</li><li>• Erosion and Weathering</li><li>• Landforms</li><li>• Water</li><li>• Oceans</li><li>• History of Earth</li><li>• Plate Tectonics</li><li>• Volcanoes, Earthquakes, and Tsunamis</li></ul>	<ul style="list-style-type: none"><li>• Solar System</li><li>• Planets</li><li>• Moon</li><li>• Sun</li></ul>

