

Instructional Recipe

What Do Cinco de Mayo and Juneteenth Have in Common?

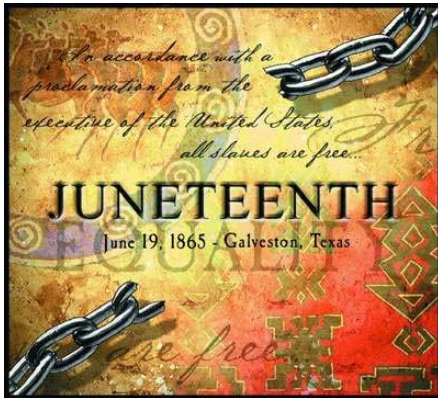
4th Grade, Social Studies

Step 1 – Ask

Objectives:

Students will identify customs, celebrations, and traditions of various culture groups in Texas.

Introduction:



http://blogs.dixcdn.com/shine_a_light/wp-content/uploads/2009/06/juneteenth.jpg
<http://www.pattismith.net/i/info/stamp-us-cinco-de-mayo1.jpg>

Ask:

- ★ What do you think Juneteenth and Cinco de Mayo have in common?
- ★ Which cultures in Texas are represented by these two celebrations?
- ★ What are some other culture groups that live in Texas?

Vocabulary:

- ★ **culture** – behaviors and beliefs of a particular ethnic group
- ★ **diversity** - variety
- ★ **ethnic group** – group sharing a common and distinctive culture, religion, language, etc.

TEKS:

(4.20B) identify customs, celebrations, and traditions of various culture groups in Texas.
(4.22C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
(4.23D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

Technology Application TEKS:

4A Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies
6A Apply critical analysis to resolve information conflicts and validate information
6B Determine the success of strategies used to acquire electronic information
6C Determine usefulness and appropriateness of digital information
7A Use software programs with audio, video, and graphics to enhance learning experiences
7B Use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia
7C Use a variety of data types including text, graphics, digital audio, and video
10A Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience
10B Use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed material
11A Publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents and video

Step 2 – Investigate

Search the Texas Heritage Online Resources and the K-12 Databases for articles on Texas.

Texas Heritage Online Resources:

- ★ Iglehart, Fanny Chambers Gooch. *Face to face with the Mexicans: the domestic life, educational, social and business ways, statesmanship and literature, legendary and general history of the Mexican people, as seen and studied by an American woman during seven years of intercourse with them..* The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph34961/>. Accessed July 30, 2009.
- ★ Texas Historical Foundation. "German Texans Leaving Their Mark on the Lone Star State." *Heritage, Summer 2002*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45381/>. Accessed July 30, 2009.
- ★ Swanton, John Reed. *Indian tribes of the lower Mississippi Valley and adjacent coast of the Gulf of Mexico*. Washington. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph29404/>. Accessed July 30, 2009.
- ★ Dallas Historical Society. "A Research Challenge: The African-American Experience in Dallas, Texas." *Legacies: A History Journal for Dallas and North Central Texas, Volume 16, Number 01, Spring, 2004*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35092/>. Accessed July 30, 2009.

EBSCO Resources:

- ★ Colloff, Pamela. "Sweet 15." *Texas Monthly* 37.12 (Mar. 2009): 140. Texas Reference Center. EBSCO. [Library name], [City], [State abbreviation]. 30 July 2009 <<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=36525673&site=ehost-live>>
- ★ Ross, Donald R. "Black Sacred Harp Singing Remembered in East Texas." 15. *Texas Folklore Society, 1996*. Texas Reference Center. EBSCO. [Library name], [City], [State abbreviation]. 30 July 2009 <<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=36118648&site=ehost-live>>.
- ★ "The Kiowas." *First Texans: Sixteen Tribes of Native People & How They Lived* (Jan. 1995): 55. Texas Reference Center. EBSCO. [Library name], [City], [State abbreviation]. 30 July 2009 <<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=19156288&site=ehost-live>>

Additional Websites:

- ★ <http://www.tshaonline.org/handbook/online/articles/FF/lf3.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/MM/pqmue.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/II/bzi4.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/GG/png2.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/AA/pkaan.html>

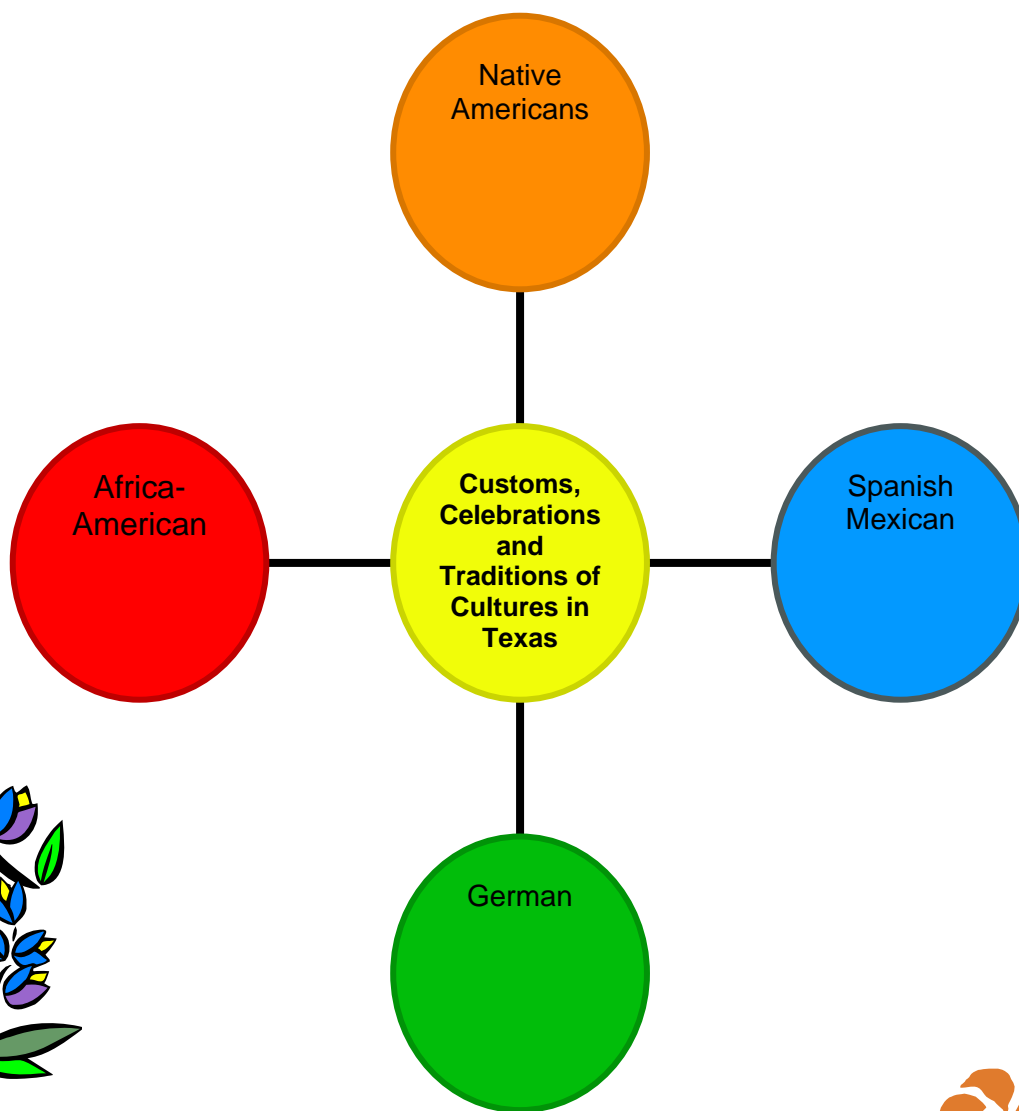


Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics:

🔗 Technology Link – Use a graphic organizer software program, such as Inspiration, to create the graphic organizer.

Allow students to share and discuss their concept maps as an entire class.

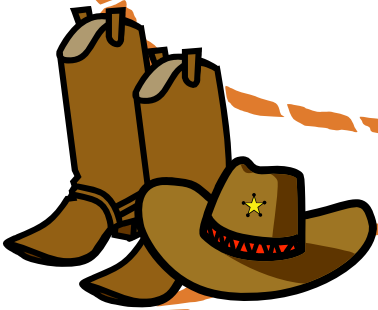


Step 4 – Discuss

Students may choose to complete one of the following projects.

- ★ **Create a museum exhibit** to compare and contrast the customs, celebrations and traditions of three culture groups in Texas. Be sure to include images and explanations to examine the differences and similarities among the three groups.
- ★ **Make a game** that allows players to learn about the customs, celebrations, and traditions of at least three culture groups in Texas. Be sure to include images and facts that identify the customs, celebrations, and traditions of each of the three groups.

🔗 Technology Link – Use a word processing or desktop publishing program, such as Microsoft Publisher, to produce the written aspects of the exhibit and game. Use the EBSCO image collection to locate graphics to support your exhibit explanations and game facts.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Museum Exhibit: Customs, Celebrations, and Traditions in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Cultural Analysis	Analysis shows clear, logical relationships between all topics and subtopics.	Analysis shows clear, logical relationships between most topics and subtopics.	Analysis has been started and includes some topics and subtopics.	Analysis has not been attempted.

Making A Game: Customs, Celebrations, and Traditions in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.
Accuracy of Content	All information cards made for the game are correct.	All but one of the information cards made for the game is correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
Creativity	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.
Cultural Analysis	Analysis shows clear, logical relationships between all topics and subtopics.	Analysis shows clear, logical relationships between most topics and subtopics.	Analysis has been started and includes some topics and subtopics.	Analysis has not been attempted.