

## Celebrating Cultural Diversity

**Objective(s):** The student will be able to:

- Describe traditional ways of celebrating *Cinco de Mayo* and *Independence Day* in the United States.
- Compare and contrast items from *Cinco de Mayo* and *Fourth of July* celebrations.
- Practice the writing process at writing personal narratives to a prompt.
- Correctly use the standard grammar and usage and writing skills including writing in complete sentences.

**TEKS:**

§113.6. Social Studies

(b) Knowledge and Skills (20)(B)

§110.6. English Language Arts and Reading

(b) Knowledge and Skills (4)(A)

(15)(C)

(18)(C)

(19)(A)

**Vocabulary:**

- Fiesta
- Celebration
- Culture
- Mariachis
- Piñata
- Freedom
- Independence
- Victory
- Defeat

**Materials:**

- Piñata
- Guitar
- Papel picado
- Mexican flag
- Sombrero
- Poncho
- Maracas

- Confetti
- American flag
- Globe
- Paper-made patriotic eagle chime, and map of United States

### **Learning strategies:**

1. Introduce the lesson by asking the students to identify some holidays they are familiar with and some items and activities that go along with them. Write their responses on a paper and show them on a document camera. Model an example for them. Let them know that we are going to be talking about *Cinco de Mayo* and *Fourth of July* activities and items.
2. **Activity 1:** Explain that *Cinco de Mayo* is a Mexican/Mexican American celebration. Ask the students how this holiday might be celebrated in Mexico and United States.
  - Let the students share what they know about the holiday.
  - Ask the class if any of them have participated in or attended a fiesta.
  - Ask the students, “Can you guess what items I might have in this box to celebrate *Cinco De Mayo*?” Take out the items they call out and take out the items they do not mention. Use the items from the Social Studies box to show them and explain how people in the United States and Mexico celebrate *Cinco de Mayo*. Tell the students that the celebration often includes music, food, dancing, and Mexican crafts.
3. **Activity 2:** Explain that *July of Fourth* or *Independence Day* is an American holiday. Ask the students how this holiday might be celebrated by people in the United States.
  - Let the students share what they know about the holiday.
  - Ask the class if any of them have participated in or attended a *Fourth of July* festival.
  - Ask the students, “Can you guess what items I might have in this box to celebrate the *Fourth of July*?” Take out the items they call out and take out the items they do not mention. Use the items from the Social Studies box to show them and explain the American traditions of this holiday. Tell the students that the celebration often includes picnics, parades, fireworks, and patriotic symbols.
4. **Activity 3:** Make a Venn Diagram on the board – left side will represent *Cinco De Mayo* and the right one will represent *Fourth of July*.
  - Give two index cards to students and they will write one thing about *Cinco De Mayo* on one and one thing about *Fourth of July* on the other.
  - Pick up the index cards and mix them up. Then pick a card and read it out loud. I will call on a student and have him/her write the item in the correct loop. If the card can be shared by both holidays then the card can be put in the center.
5. **Conclusion:** Explain to students that all cultures have holiday and all countries have celebrations unique to them. Review some of the items and activities for each holiday

Ask each student to name one thing they learned today about *Cinco De Mayo* and *Fourth of July*.

6. **Evaluation:** Evaluate students' learning by questioning and observing them during the lesson. Collect their personal narratives to check for understanding of the writing process and grammar usage. Also collect their writings on the three items of *Cinco de Mayo* and *Fourth of July*.

**Parent/family/community inclusion:**

Have the students write a personal narrative on an experience they have had with their family on a *Cinco de Mayo* or *Fourth of July* holiday.

**Academic reinforcement/extension:**

Go down the row of desks and assign a number to each student. Tell them that the even numbers will write about three of the activities or items that are included in the celebration of *Cinco de Mayo*. The odd numbers will write about three of the activities or items that are included in the celebration of *Fourth of July*.

**Images**



