This project includes an assortment of artifacts designed to inform high school students about the variety of geographical and cultural regions of Mexico. The artifacts, derived from seven different geographical/cultural regions of Mexico, include maps, posters, objects that symbolize the regional culture, and typical regional costumes, music, and folk dance. It recommends a maximum of three to five regions be presented at one time to avoid overwhelming the students. The project can be used in high school Spanish, world or global studies or contemporary issues, or English as a second language classes. The use of cultural artifacts, music, and dance allows students to absorb the information in left and right brain manners (linear and symbolic). The project can be presented in an assembly or in one or more classroom presentations. The unit outline provides presentation information (with key questions and queries) and background notes; addresses Oregon state standards for social studies; cites objectives; lists materials and artifacts to be presented; gives teaching strategies; discusses assessment/evaluation; suggests follow-up activities; and lists additional resources and references. (BT)

Victoria Snow Mountain
Center for International Education (ED), Washington, DC.
TITLE: Many Mexicos: an artifact exhibit on 7 geographical and cultural regions of Mexico

AUTHOR: By Victoria Snow Mountain, ESL Teacher, South Medford High School Medford, Oregon

GRADE LEVEL: Designed for high school, may be adapted to lower levels.

PROJECT SUMMARY:
This project includes an assortment of artifacts designed to teach students about the variety of geographical and cultural regions of Mexico. The artifacts are derived from seven geographical/cultural regions of Mexico. The artifacts include maps, posters, objects that symbolize the regional culture, and typical regional costumes, music, and folkdance. For the purpose of presenting this material, it is recommended that a maximum of three to five regions be presented at one time to avoid overwhelming the student.

The purpose of the project is to introduce to the student in very tangible ways that Mexico is made up of a rich variety of geographical and cultural regions, thus the title “Many Mexicos”. The project is intended to provide the student with a deeper understanding of the variety of geographical and cultural regions in Mexico and to address common stereotypes or generalizations students may have about the land and people of Mexico. This project could be useful for high school classes such as Spanish, World or Global Studies or Contemporary Issues. It could also be useful for ESL classes as the project author has noted that even many Latino, Mexican, or Mexican-American ESL students seem to know very little about regions of Mexico other than their own family’s ancestral area.

The use of cultural artifacts, music, and dance will allow the student to absorb the information in both left and right brain manners (linear and symbolic). The student will also utilize a variety of learning styles including auditory, visual, and kinesthetic, while participating in this presentation.

The project may be presented in one session or in a series of sessions. It could be presented in the form of an assembly for a large group of students. In this case, the maps, posters, and artifacts would be presented via transparencies projected on a large screen and the costume introduction and dance segments could be performed with live dancers or presented via video.

The project may also be presented in the form of one or more classroom presentations. In this case the maps, posters, and artifacts could be passed around the class. The costumes would be modeled by students and the music and dance portions either performed live or presented as videos.
The Presentation consists of:

1. Geography: Introduction of maps and posters to identify the location, topography, and climate of the state.
2. Culture: Presentation of the state regional costume, modeled by a student, and sharing of artifacts representing the culture of that region.
3. Cultural Presentation: recorded music, then dance presentation, either live or from video to further illustrate regional culture.

KEY QUESTIONS AND QUERIES:

- How are different parts of the Mexican Republic the same and different from one another?
- What different geographical regions can be found in Mexico?
- What are the types of climate in each?
- What are the main agricultural products produced in each?
- What is the ethnic or cultural background of the people most representative of each region?
- What are some symbols of the culture of each region?
- What is a typical traditional costume for each region?
- What is the typical traditional music?
- What does a traditional dance look like?

BACKGROUND NOTES

As well as teaching English Second Language to mainly Mexican high school students, the author of this presentation has organized and directed a student Mexican folkdance group, called Ballet Folklorico Latin Reflection, for 10 years. The Fulbright Seminar to Mexico of 2002 was a golden opportunity for her to see first hand a variety of Mexican regions, to explore their geography, meet local people, and collect artifacts of all kinds. This information is being shared with both the school’s ESL (mainly Mexican) students and the mainstream population as well.

For the non-Mexican student, the information serves to introduce them to the concept that the Mexican Republic contains a wealth of regional geographies and cultures whose variety, liveliness, color, flavor, and rhythm go far beyond the stale stereotypes so often taught in our schools in the past.

For the Mexican students, the information is a figurative letter from home, a message reminding the students of the many reasons they have reason to be proud of their rich heritage. It is to those students, many of whom come from the regions here represented, that this project is dedicated.

STANDARDS

This project speaks directly to a number of the Oregon Standards for Social Studies, including map reading, understanding elements of physical geography, identifying cultural values and practices, and understanding and respecting diversity.
OBJECTIVES
After viewing this presentation, the student will be able to:
1. Name 5 geographical regions of Mexico
2. Locate each on a map of Mexico
3. Identify the topography and climate for each.
4. List one or more agricultural, mineral or industrial product for each.
5. Explain the ethnic background of the traditional inhabitants of each
6. Identify from which region a given piece of music and dance originates.

MATERIALS & ARTIFACTS

1. Nuevo Leon- Northern Desert Region
   Maps- Location map, State map
   Posters
      Nuevo Leon Dept Tourism- capital at Monterrey
      Pancho Villa
   Costumes
      girl- blouse, skirt, petticoat, sash, shoes
      braid, hair ribbons
      boy- cowboy shirt, pants, bandana, cowboy hat, boots
   Cultural artifacts
      girls dance boots
      cowboy hat
      serape
   Music-cassette- Polkas Norteñas- from Casa Folklorica (see resources)
   Video- Nuevo Leon set from Ballet Folklorico de La Universidad de Vera Cruz

2. Sinaloa- Pacific Coast Tropical Region
   Maps- location map, state map
   Posters- Mazatlan, other views of Sinaloa- from State Board of Tourism
   Artifacts- ceramic plate, coconut hanging fish, fans, hammock
   Costumes- girl- blouse, skirt, hat, beads, shoes
boy- colored cotton shirt, white pants, boots, straw hat
Music-cassette- Sinaloa- from Casa Folklorica (see resources)

Video- Sinaloa set- Ballet Folklorico Xochitl, Portland, Oregon

3. Oaxaca- Southern Region
Maps- Location map, State map

Posters- La Guelaguetza, Monte Alban, Regions of Oaxaca

Artifacts- doll from the Tehuantepec Region
doll from the Tuxtepec Region
black pottery

Costumes- Tuxtepec- girl- huipil, skirt, braids, ribbons, pineapple
Tehuantepec- girl- embroidered blouse and skirt, dance shoes, white head dress, gold earrings, necklace and bracelets, basket with paper flags

Music- cassettes Musica de Oaxaca- Guelaguetza en Vivo
See www.guelaguetza.com.mx

Video- La Guelaguetza Didactica
From videosanba@yahoo.com.mx

4. Vera Cruz- Gulf/Carribean Coast- Tropical Region
Maps- Location map, State map

Posters- Olmec Head- Museum of Anthropology, Jalapa, Vera Cruz

Artifacts- doll in Vera Cruz costume
dance fan, hair comb, earrings
wooden boat

Costume- girl- white blouse, shawl, petticoat, skirt, black apron, flowered hair piece, earrings, necklace, fan, white dance shoes
Boy- white Guayabera shirt, white pants, white boots, red bandana around neck, white hat

Music- CD- Vera Cruz Hermoso- conjunto Jarocho Medellin

Video- Vera Cruz set- Ballet Folklorico de Mexico- Amalia Hernandez
www.balletamelia.com.mx
5. Michoacan- Central- typical agricultural Region
   Maps- Location mapa, State map, Cultural regions map
   Posters- Morelia, Uruapan, Traditional Costume Contest
   Artifacts- wooden mask for “los Viejitos” dance
   pottery replica of an ancient oil lamp from Tzinzunzan, Mich
dolls representing “Los Viejitos” and Las Juaninas
dances of the old men and women
   Costume- girl- embroidered blouse, skirt, apron, hat, brains, shawl
   boy- white shirt, pants, serape, huaraches, mask, hat, cane
   Music- CD- Los Viejitos de Jaracuaro- Danza Tradicional de Michoacan
   Video- Michoacan set- Ballet Folklorico de la Universidad de
   Guadalajara, vol.1

6. Jalisco- Central-
   Maps- Location map, State map
   Posters- views of Guadalajara and the state- State Board of tourism
   Artifacts- serape
   elaborately decorated charro hat
   men’s dance boots
   Costume- girl- ribbon trimmed blouse, skirt, hair piece, necklaces, shoes
   boy- gold trimmed Charro suit, hat, tie, sash, boots
   Music- CD Mariachi Vargas de Tecalitlan
   Video- Jalisco set- Ballet Folklorico de la Universidad de Guadalajara
   Vol 1 or 2

7. Mexico City- Ancient Aztec Capital
   Maps- Location map, Tenochtitlan, Modern Mexico City
   Posters- Aztec Calendar, Aztec Math, Museum of Anthropology, DF
   Artifacts- goard rattles
   ankle rattles
   rain stick
   hand drum
   incense burner and copal (incense)
   feather head dress
   Costumes- girl- huipil, skirt, ankle rattles, headband, bracelets, rattle
Music- CD- White Eagle, Calif.

Video- Aztec set- Ballet Folklorico de la Universidad de Guadalajar, vol 1

STRATEGIES

CLASSROOM- Present as the beginning or culmination of a unit of study. Or, present over a period of time as part of the main content of the unit.

ASSEMBLY- One time presentation of 3 to 7 regions.

PRINTED MATERIALS

STUDENT PRE-PRESENTATION QUESTIONNAIRE

STUDENT NOTE SHEET

STUDENT RESPONSE SHEET

ASSESSMENT / EVALUATION

Have students fill out Pre-program questionnaire before viewing presentation. Then have students fill out student response sheet afterwards to gage student learning and response to the material delivered.

FOLLOW-UP ACTIVITIES

This presentation may be used in a variety of ways. A teacher or group of classes may use this as an introductory event for a unit on Mexico or Latin America, or it could serve as a culminating activity for such a unit of study. The presentation could also be used as a way of celebrating Mexico at the time of a Mexican holiday such as:

- Cinco de Mayo (May 5th) Celebration of the Battle of Puebla, the defeat of the French Occupation- 1864
- Mexican Independence Day (Sept. 16th)- Cry of Independence from Spain- 1811
- Dia de La Raza (Oct.12) Celebrating the formation of the Mestizo Race (Indigenous Americans with Europeans) with the coming of Columbus
- Day of the Revolution (Nov.20)- beginning of the Mexican Revolution- 1910

or during Hispanic Heritage month (Sept. 15- Oct.15) celebrated in the USA

*If students of Mexican origin are among the student body, they might be asked to bring in current popular music from Mexico and perhaps even to demonstrate dance steps from their favorite contemporary music.
ADDITIONAL RESOURCES & REFERENCES

ORGANIZATIONS:

Danzantes Unidos (annual dance conference, videos, regional folklore books)
Consulado Mexicano (Can provide Mexican Text books and video for schools)
      Check in your state capital or large cities or contact:
      Consulado Mexicano- Portland, Oregon Fax- 503-274-1540

BALLET FOLKLORICO GROUPS:

Ballet Folklorico de Mexico de Amalia Hernandez- www.balletamelia.com.mx
Ballet Folklorico de la Universidad de Guadalajara-
Ballet Folklorico Magisterial (Nuevo Leon)- b-f-magisterial21@hotmail.com
David Rojas’ group- www.folklorico.com /folk-dances/

MUSIC:


BOOKS:

Aguirre Cristiani, Gabriela and Segura Escalona, Felipe, El Ballet Folklorico de
Mexico de Amalia Hernandez, Fomento Cultural Banamex, AC, Mexico DF, Mexico,

Nuñez Mesta, Martin Antonio et al, Bailes del Folklor Mexicano, Editorial
Trillas, Mexico DF, Mexico, 1990. ISBN 68-24-3252-9

BOOK STORES:

Librerias el Sotano- www.elsotano.com

Librerias Gandhi (also have a music store)- www.gandhi.com.mx
NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").