

Mexico



Name

abeki box schools

EMPOWERING STUDENTS WITH CULTURAL AWARENESS FOR A BRIGHTER FUTURE

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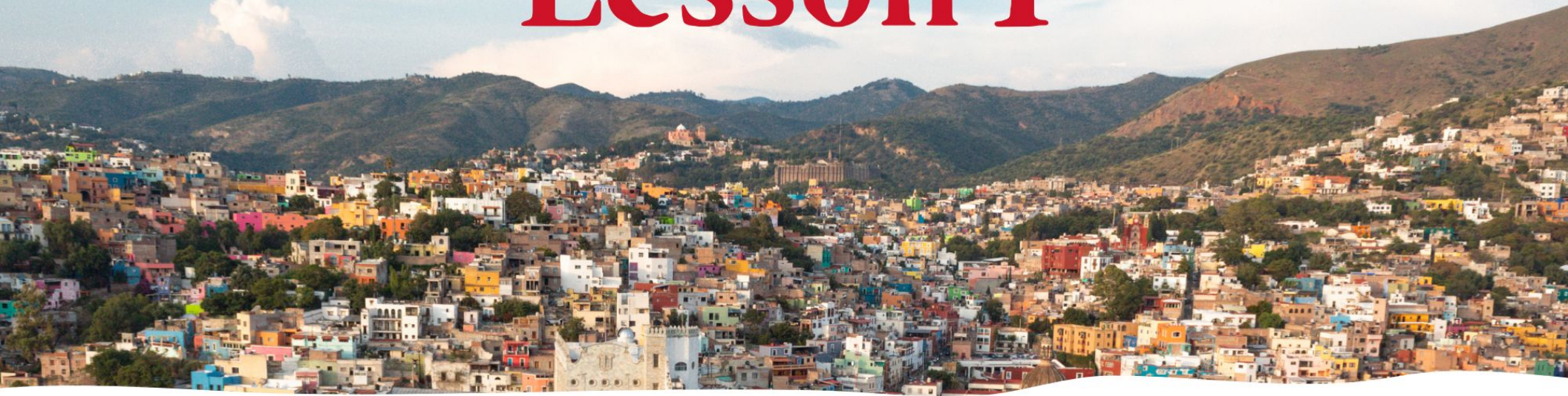
Culture: People, Food, Art, Holidays

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Lesson 1



Let's Discover Mexico!



1.1 Introduction to Mexico

After you watch the **Welcome Video** and the **Lyla's Activities In Mexico** video online, read letter from Naty in the *Culture Connector Magazine* (pages 6 - 7) and answer the questions below.

1. What is your first impression of Mexico?
2. How does the Aboki Box ambassador's life seem the same or different from yours?
3. What else do you want to know about Mexico?



1.2 Fast Facts

Directions: Read **Let's Discover Mexico!** (p. 10 11) in your CC Magazine. Answer the questions below.

1. How many states does Mexico have?
2. How does the population of Mexico compare to the United States?
3. Look at the map to the right. How does the size of Mexico compare to the United States?
4. Look at the time zone map to the right. Does any part of Mexico share the time zone where you live? What do you notice about how the time zones are separated?



1.3 Languages of Mexico

Vocabulary

Match each word with the correct definition.

indigenous

How something is spread out

vanished

Native to an area

distribution

disappeared



Map of Languages spoken in Mexico

Key

Spanish

All other colors: Indigenous Languages

1.3 Languages of Mexico

Read **Let's Discover Mexico!** (p. 10) in your CC Magazine. Answer the questions below. You can use the map on the previous page.

What is the official language of Mexico? What other types of languages are spoken?

Look at the map on the previous page.. What does the *distribution* of languages tell you about native, or *indigenous* languages?

Why do you think that over 130 indigenous languages have *vanished*?

Research the different languages spoken in the U.S. Is there an official language of the U.S.?

Lesson 2

A scenic view of a mountain valley with a white banner across the middle. The background shows rugged, rocky mountains with patches of green vegetation. The banner is white with a wavy border and contains the text 'Lesson 2' in red. Below the banner, the landscape continues with more rocky terrain and greenery, including a small white structure in the foreground.

Geography & Climate

2.1 Border Buddies

Read **Border Buddies** (p. 11) in your CC Magazine.

Use a map online to find and label the following features on the map:

United States is Mexico's neighbor to the North.

Guatemala and **Belize** are Mexico's neighbors to the South.

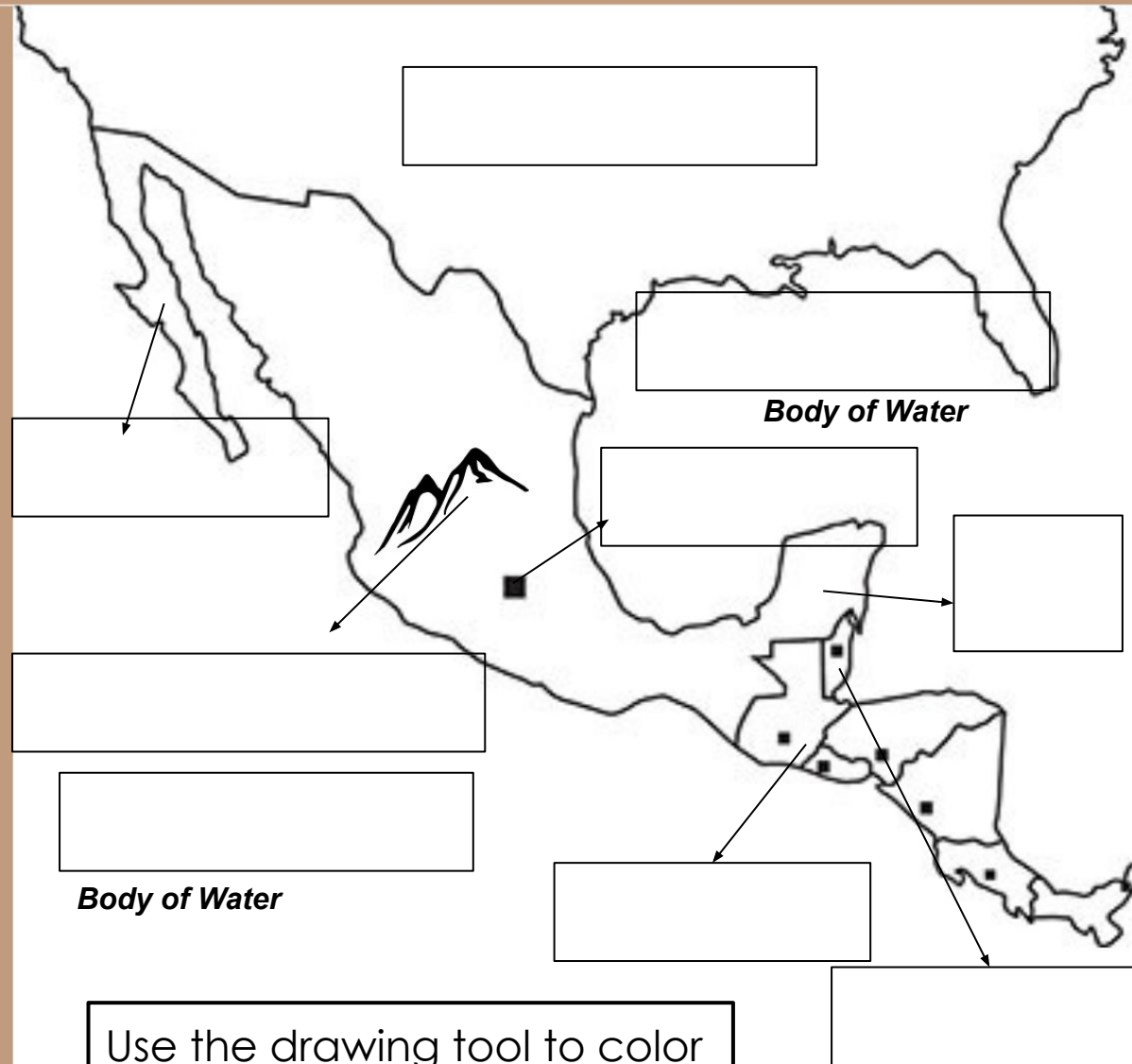
Pacific Ocean: world's largest and deepest ocean, larger than all the land in the world, along the west coast of North and South America.

Baja California: Long peninsula that separates the Pacific Ocean from the Gulf of California.

Gulf of Mexico: Round body of water, bordered by the United States to the North, Mexico to the South, and Cuba to the East.

Sierra Madre Mountains: Major mountain range along the west coast of Mexico that extends for 900 miles. "Sierra Madre" means "Mother Range."

Mexico City: The capital of Mexico where a lot of industries including oil and the automotive industry are.



Use the drawing tool to color code the map.

Mexico: Green

Countries that border Mexico: Yellow

Mexico: Yellow

Bodies of water: Blue

2.1 Border Buddies (continued)

Latitude and longitude lines form an imaginary grid that helps us to identify all locations on Earth.

Latitude lines run west to east, or left to right on a map. They measure the distance running north and south from the equator which marks 0° latitude. The Equator splits the hemispheres into the Northern and Southern hemisphere.

Longitude lines run north to south, or up and down, along a world map meeting at the north and south poles. We measure to the left and right of the Prime Meridian, which is at 0° longitude. It splits the world into the Eastern and Western hemispheres.

Directions: Using the coordinates below, identify and label the geographic locations on your Aboki Box map. To label, use the marker provided by your teacher to draw and write the name of the landmarks on the Aboki Box Schools map overlay. Remember, latitude is listed first with either North or South, then longitude, either East or West.

Label the following geographical features:

1. **Amazon River:** Mark points at each of the following coordinates and connect them to form a river: (0.01° S, 50.42° W), (2.15° S, 55.5° W), (2.99° S, 60.4° W), (2.43° S, 66.55° W)
2. **Amazon Rainforest:** Draw points at the following points and connect them in order. Color the inside space green or draw tree symbols to represent a rainforest: (3° S, 41° W), (6° S, 46° W), (13° S, 54° W), (15° S, 61° W), (17° S, 70° W), (4° S, 79° W), (2° S, 72° W), (8° S, 59° W), (2° S, 50° W).
3. **Caribbean Sea** at 14.5° N, 74.9° W
4. **Atlantic Ocean** at 13.5° N, 38.3° W
5. **Panama Canal** at 9.12° N, 79.75° W
6. **Andes Mountains,** Draw triangles along the following points to indicate the mountain range: (4° S, 80° W), (16° S, 72° W), (26° S, 70° W), (31° S, 69° W)
7. **Atacama Desert.** Draw cactuses along the following points: (19° S, 70° W), (23° S, 68.5° W), (29° S, 70° W)

Label the following countries:

1. **Brazil** 15.82° S, 47.92° W
2. **Chile** 35.68° S, 71.54° W
3. **Cuba** 21.25° N, 77.75° W
4. **Colombia** 4.7° N, 74° W
5. **Mexico** 24.43° N, 102.75° W
6. **Panama** 8.75° N, 80.5° W



2.2 Weather and Landscape

Read **Weather and Landscape** (p. 14-15) in your CC Magazine. Answer the questions below.

1. Describe Mexico's climate.
2. What would be the best time of year to visit Mexico?
3. What are some land features of Mexico? Describe a cenote.
4. What do you think the word *topography* means? Use context clues to help you.
5. Does anything surprise you about the weather in Mexico?
6. Where would you want to live in Mexico? Why?

Vocabulary

Define each word in the red box.
Insert a picture to represent each
vocabulary word below.

cenote



ecosystem



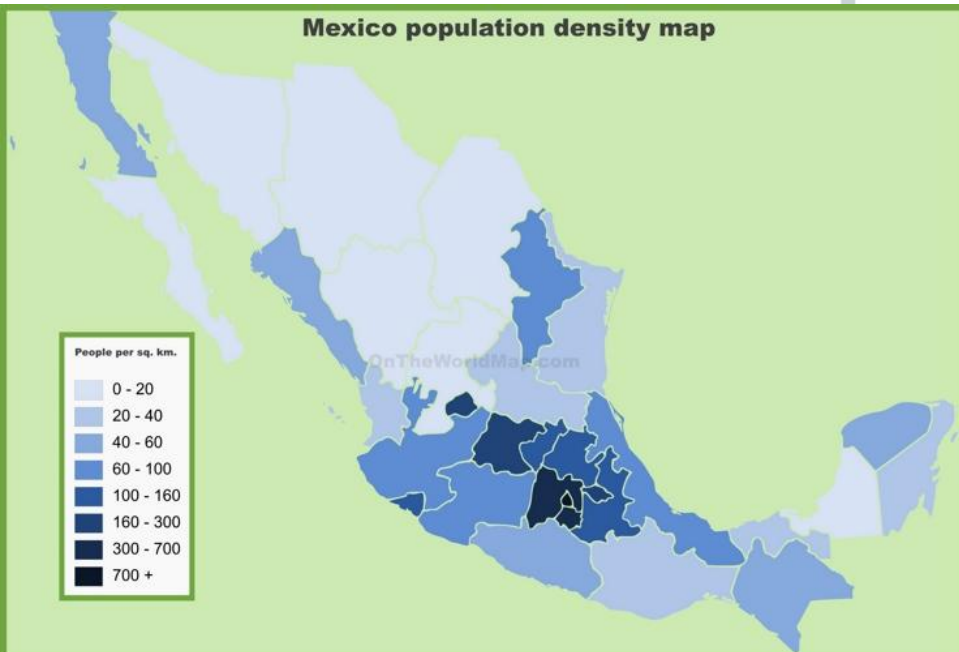
topography



2.2 Weather and Landscape (continued)



Weather map of Mexico (source: Instituto Nacional de Estadística, Geografía e Informática).



Source: ontheworldmap.com

1. Look at the map of Mexico with weather by region and map of Mexico's ecosystems. Where do you think people would want to live? Why?

2. Now, look at the population map. Where do most people live?

3. What connections can you make between the most populated areas the weather in that region?

4. What connections can you make between the least populated areas and the weather in that region?

2.3 Ecosystems of Mexico

Read **Ecosystems of Mexico** (p. 13-15) in your CC Magazine

What is an ecosystem? An ecosystem is a community that is made up of all of the living (plants, animals and microbes) and nonliving (rocks, sand, soil) things in a certain area.

- The living and non-living elements are linked together through cycles of production (food from plants), to consumption (animals eating the food) to decomposition (bacteria breaking down plant waste and putting nutrients back into the soil).
- Energy cycles, mainly from the sun, are also important in an ecosystem.
- Ecosystems are of any size, but usually they are in particular places.

Can an ecosystem be hurt? Yes. The key to an ecosystem's health is balance. All its members, and the environment itself, are important to that balance. When something disrupts the balance, the ecosystem and all its members may suffer. Both nature and humans can disrupt ecosystems. Can you think of any examples of disturbances from nature? How about from humans? _____

What are some of the ecosystems of Mexico?

- Temperate Forest:** Trees like firs, oaks and pines grow here. There are also mountains. In terms of climate, it is not too hot or too cold and it only rains part of the year.
- Pastureland/Grassland:** Here you will find abundant grasses sprinkled with shrubs and trees. It is hot during the day and cold at night.
- Arid and Semi-arid Scrublands:** This area is also called the desert. During the day it is very hot and during the night it is cold. It does rain a little in this area. You can find many cacti here!
- Low Jungle/Dry Forest:** This area is also known as the tropical dry forest. It has both a rainy season, where the forest is lush and green, and a dry season where there isn't any rain and plants lose their leaves. There are many low shrubs in this area, making it quite difficult to walk around.
- Tropical Forest:** In the tropical forest it is hot all year long. The rainforests also grow here.

2.3 Ecosystems of Mexico (continued)

Choose one of the ecosystems from the previous slide to research. Find out the following information:

- **Characteristics of the ecosystem**
- **Ecosystem Landscapes**
- **Climate**
- **Animals that live in the ecosystem**
- **Unique and/or interesting facts**



2.4 Threats to the Ecosystem

Mexico City is one of the most populated cities on Earth. It is the largest city in North America. There are a lot of industries and jobs for people in the city, so people flock there to make money. Over 9 million people live in a small area of the country. All of the **inhabitants** of Mexico City require vehicles to travel around the city, which causes a lot of pollution. There are also a lot of factories that emit chemicals that get trapped in the air. This causes the sky to have a grey hue because of all the **smog**.

Mexico City is a valley encircled by mountains. It is at a high altitude, so the oxygen levels aren't as high, leading to fuel and other gases getting stuck in the air. This is the perfect setup for smog to stick around. Air quality is low and when there are fires, it can be **hazardous** to people's health.

Plants, animals, and people are affected by smog. Plants can die, animals can get diseases or eat contaminated food or water, and people can get sick more often and have trouble breathing.

Smog: a part of the atmosphere created by vehicle emissions and factory smoke

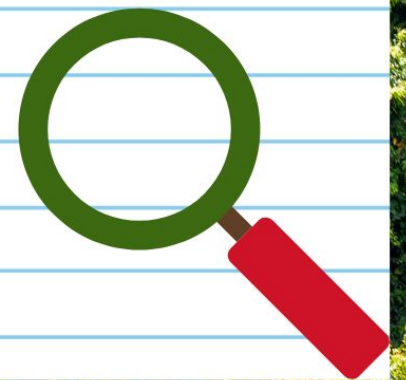
Quick Check

1. **What is the cause of all of the air pollution in Mexico City?**
2. **How does smog affect the ecosystem?**



2.4 Threats to the Ecosystem (continued)

Research some possible solutions for air pollution. Write them below.



2.5 Native Animals

Read about the Xoloitzcuintli and Other Native Animals (p. 12-13) in your CC Magazine.

1. Are any of the animals you read about the same or similar to the animals that live in your state? Write some below.



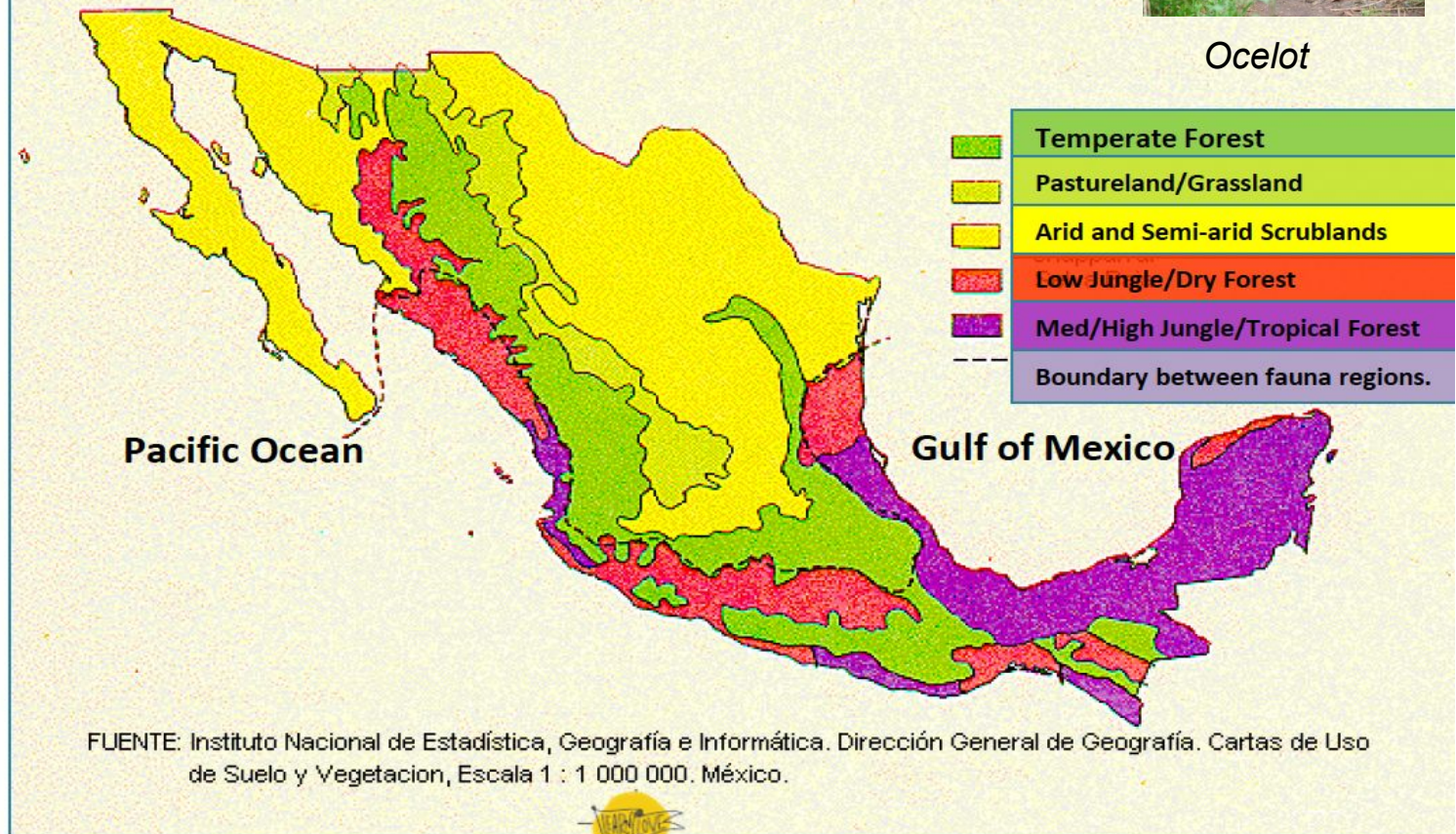
Ocelot

Can you guess the Mexican ecosystem in which these animals are found?

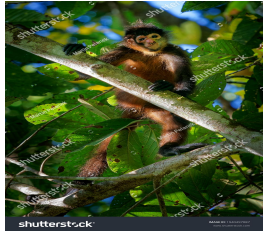
Draw the letters on the map to show where you think each animal lives. Then check your answers found in the online resources section for Mexico.

- A. Spider Monkey
- B. Ocelot
- C. Green Parrot
- D. Greater Grison
- E. Spinytail Iguana
- F. Opossum
- G. Mexican Grey Wolf
- H. Jaguar
- I. White Tail Deer

Regiones Faunísticas y Ecosistemas Principales



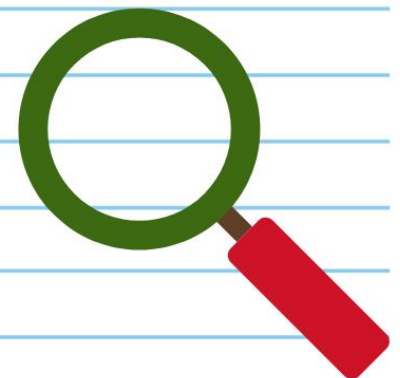
2.5 Native Animals (continued)



Choose one of the native animals to research. Write your research notes below.

Look at the following information when you are researching:

- Common Name and Scientific Name for animal
- What does this animal eat? Is it a carnivore, herbivore, omnivore?
- How does this animal reproduce? Is it born alive or is it hatched?
- How does this animal take care of its young?
- What ecosystem does this animal live in? Why? What makes this environment beneficial for the animal?



2.6 Destination Mexico

Read **Destination Mexico** in your CC Magazine, (pp. 16 -19)

1. What are some tourist destinations in Mexico?
2. How do you think these places affect where people live in Mexico?
3. Look up some of the popular tourist destinations in Mexico. Which one would you like to visit? Why?



Discover the regions of Mexico!

The map of Mexico is divided into several color-coded regions, each with a callout box and a representative photograph. The regions and their descriptions are:

- The North** (light green): In this dry region, the canyons and landscapes seem timeless. Photo shows a rocky coastline with waves.
- Central Mexico** (light green): The vibrant capital city and surrounding villages offer many museums, restaurants and music. Photo shows a cityscape with a large fountain.
- Baja California** (purple): Its beautiful beaches and waves will delight visitors looking for adventure. Photo shows a tropical beach with blue water and white sand.
- Bajío** (yellow): Urban landscapes and an exceptionally rich cultural heritage. Photo shows a cityscape with a large fountain.
- The Pacific Coast** (yellow): A beautiful coastline between sea resorts and wild coasts that will delight the whole family. Photo shows a tropical beach with palm trees and a resort building.
- Yucatan** (pink): Between tradition and modernity, nature reigns over the Yucatan Peninsula. Photo shows a large pyramid (Maya temple).

Other cities marked on the map include Tijuana, Ciudad Juarez, Torreón, Monterrey, La Paz, Mazatlan, San Luis Potosí, León, Toluca, Puebla, Acapulco, Mérida, and Cancún. The word "MEXICO" is written in the center of the map.

Lesson 3



Mexican History

3.1 History of Indigenous Civilizations

Read **What's In a Name?** (p. 23), **The Spanish Alphabet** (p. 24), **Spanish Language, Numbers and Words and Phrases** (p. 25-27), **Indigenous People of Mexico** (p.48) in your CC Magazine. Also, read the passage to the right.

1. Name one positive effect of the Columbian Exchange on present-day Mexico.
2. Name one negative effect of the Columbian Exchange on present-day Mexico.
3. What Spanish words in Mexico come from indigenous cultures? Look at the Spanish words in your CC Magazine. Try pronouncing them.

Before Mexico was Mexico, many different **indigenous** people lived in areas of now North and South America. Indigenous means native to a certain land. European explorers crossed the Atlantic Ocean and started colonies.

The indigenous tribes were conquered, or taken over, and the culture, religion, and language from Spain were integrated, or mixed with, the indigenous cultures. Eventually, Spanish colonizers replaced the native civilizations. The Spanish language and Roman Catholic religion heavily influenced these areas.

New animals were brought over to the Americas as well. Animals like cattle, pigs, sheep, and horses were brought over for the first time, bringing diseases with them that killed millions of people. The explorers and settlers began setting up colonies. Slaves were brought over forcibly from West Africa to help plant new and regrow old crops.

This influence and exchange of cultural and agricultural elements was called the **Columbian Exchange**. It was an example of **globalization**, where cultures from different parts of the world are exchanged.

3.2 Indigenous Cultures

Directions: Read **Indigenous People of Mexico** (p. 48-49) in your CC Magazine. Answer each question.

Who were the Aztecs?

What kind of civilization were they?

Look online for pictures of Aztec temples. What do you notice?

How do you think the Aztecs built their pyramids with the tools they had?

Research the Maya or the Inca civilizations. How were they the same or different from the Aztecs? You can use these websites: [Incas](#) [Mayans](#).

Type your answer to the right.

3.3 Mayan Number System

The Maya were advanced mathematicians. Their numerical system, possibly one of the world's most advanced at the time, allowed the Maya to do the elaborate calculations needed to make precise astronomical predictions. The precision of their observations along with their astronomical and calendrical recordkeeping were astonishingly accurate.

In their numeral system, the ancient Maya only used three symbols to represent all numbers.

- A dot has a numerical value of 1
- A line (or bar) a numerical value of 5
- A shell has the value of "completion" or 0.

That's the dot-and-bar notation used all over Mesoamerica.

These symbols (dot, bar and shell) are thought to represent items that the Maya people might have first used to count with, such as pebbles, sticks and shells.

Did you know? They Maya are thought to have invented the number zero.

Source: <https://www.mayaarchaeologist.co.uk>

			0
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

3.3 Mayan Number System Activity

Instructions: Study the Mayan numbers from the previous slide and see if you can answer the math questions below.

For example:

$$\begin{array}{c} \cdot \\ \hline \hline \end{array} = \underline{\quad 11 \quad}$$

OR

$$\begin{array}{c} \cdot \cdot \\ \hline \hline \end{array} - \text{---} = \underline{\quad 7 \quad}$$

$$\begin{array}{c} \cdot \cdot \\ \hline \hline \end{array} = \text{---}$$

$$\begin{array}{c} \cdot \\ \hline \hline \end{array} + \begin{array}{c} \cdot \cdot \cdot \\ \hline \hline \end{array} = \text{---}$$

$$\begin{array}{c} \cdot \\ | \end{array} = \text{---}$$

$$\cdot \cdot \cdot \cdot + \text{---} = \text{---}$$

$$\text{---} = \text{---}$$

$$\begin{array}{c} \cdot \\ \hline \hline \end{array} - \begin{array}{c} \cdot \cdot \cdot \\ \hline \hline \end{array} = \text{---}$$

$$\begin{array}{c} \cdot \cdot \\ \hline \hline \hline \hline \end{array} = \text{---}$$

$$\cdot \cdot \cdot \cdot - \cdot \cdot = \text{---}$$

$$\begin{array}{c} \cdot \\ \hline \hline \hline \hline \end{array} = \text{---}$$

$$\cdot \cdot + \begin{array}{c} \cdot \cdot \\ \hline \hline \end{array} = \text{---}$$

Lesson 4

The background of the slide features the Mexican national flag waving on a flagpole against a clear blue sky with scattered white clouds. The flag is divided into three vertical stripes of green, white, and red, with the national coat of arms centered on the white stripe.

Mexico's Government

4.1 Mexican Democracy

Read **The Government of Mexico** (pp. 32-33) in your CC Magazine

The Mexican government is a Federal Republic of federated states. This means that the people help make decisions by voting for their leaders.

What are the three branches of the Mexican government?

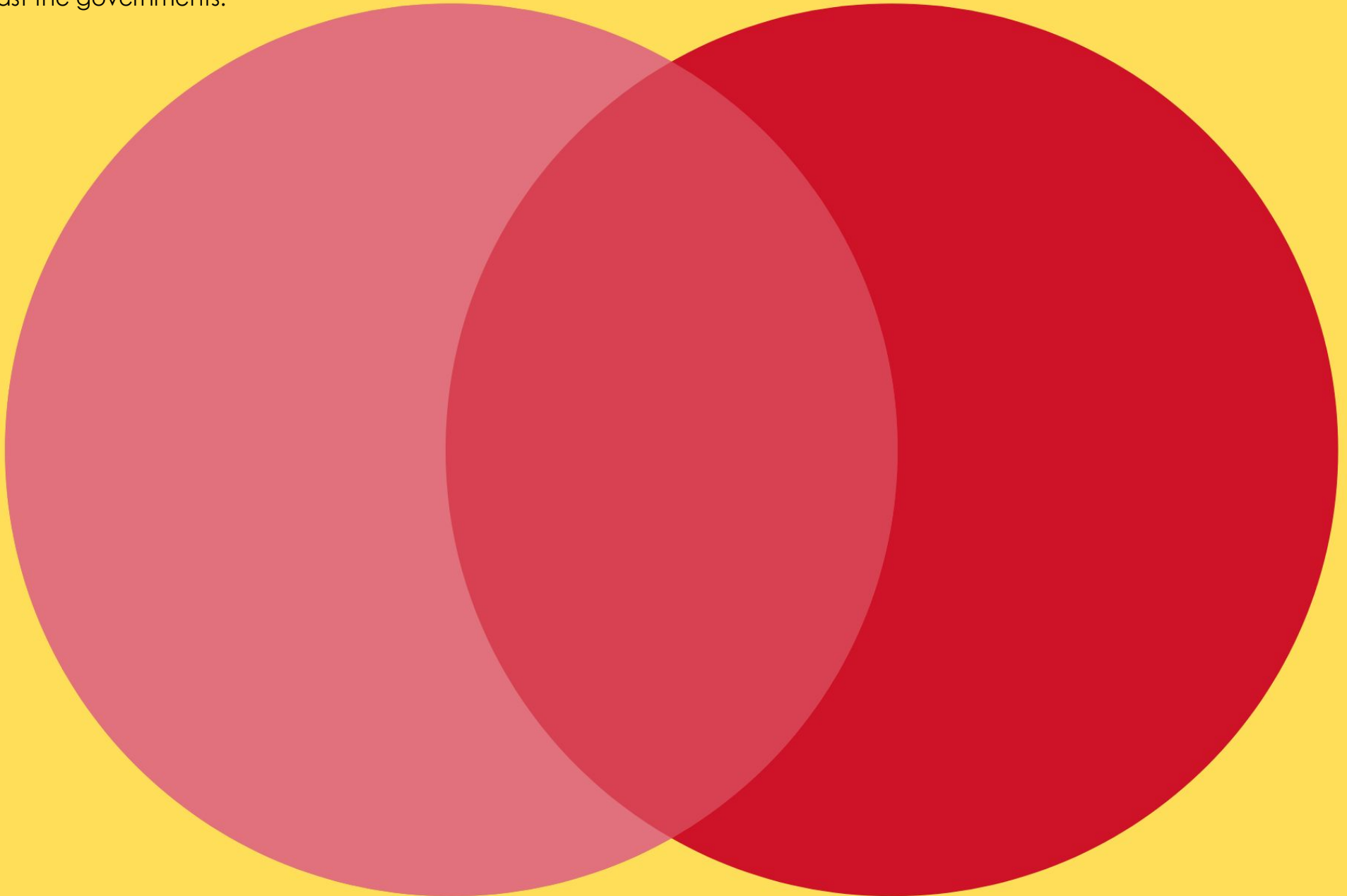
How long does a president in Mexico serve?
How is this different from the United States?

What is the role of citizens in the Mexican government? How is that the same or different from the United States?

What are the two main political parties in Mexico?

4.2 Latin American Governments

Read **The Government of Mexico** (p. 32-33) in your CC Magazine . Cuba has an *autocratic* government. This is different from the *democratic* government in both Mexico and the U.S. because one leader has all the power. What do you think it would be like living in an autocratic government? Read about a presidential democracy and an autocracy. Use the Venn Diagram to compare and contrast the governments.



4.2 Latin American Governments (continued)

Research and read about the specific components of a presidential democracy and an autocracy shown in the chart below. Use the chart below to compare and contrast the governments.

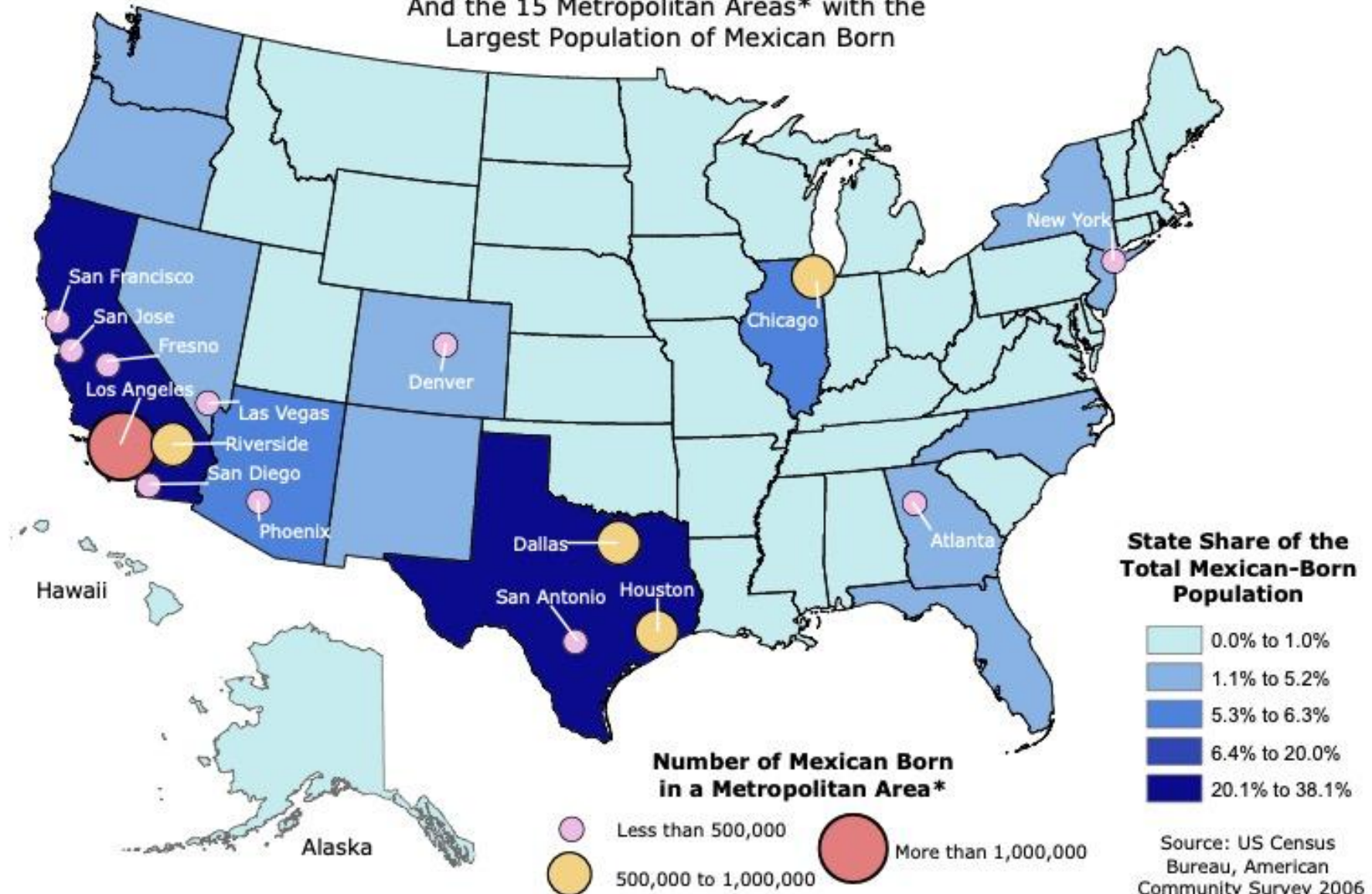
	Mexico	Cuba	Brazil	United States
Type of Government				
Leadership				
Personal Freedoms				
Citizens' Rights				

4.3 Immigration to the United States



State Proportion of the Mexican-Born Population in the United States

And the 15 Metropolitan Areas* with the Largest Population of Mexican Born



4.3 Immigration to the United States

Read The Government of Mexico (p. 32-33) in your CC Magazine. Use the map on the previous page to answer the questions below.

1. Based on the reading in the magazine (pp.33), what do you think the word immigration means?
2. If you were going to move to another country, what would you have to do to adapt? School? Friends? Language? Etc.
3. Look again at the map. What percent of people who are immigrants live in your area? What area of the U.S. has the biggest number of immigrants? Why do you think that is?

4.3 Immigration to the United States (continued)

Visit the links below to read about and view stories of immigrants from Mexico. Reflect on the reasons these people felt like they wanted to or needed to leave their country to make a better life.

[Mexico Immigrant Stories](#)

[Gabriella's Story](#)

Write your thoughts about the immigrant story below. Why did they immigrate to the U.S.?



Lesson 5

Mexico's Economy



5.1 Economy: Natural Resources

Read **The Economy** (p. 34-35) section in your CC magazine. Answer the questions.



Add your own images of natural resources in Mexico



What are some natural resources in Mexico? List them here.

Have you ever eaten anything imported from Mexico? How do you know?

Research more about one of the natural resources you listed above. Is there anything *threatening* this natural resource? What is it? Come up with a solution for how to keep this natural resource on Earth.



5.2 Economy: Trade

Read **The Economy** (p. 34-35) section in the Culture Connector magazine.

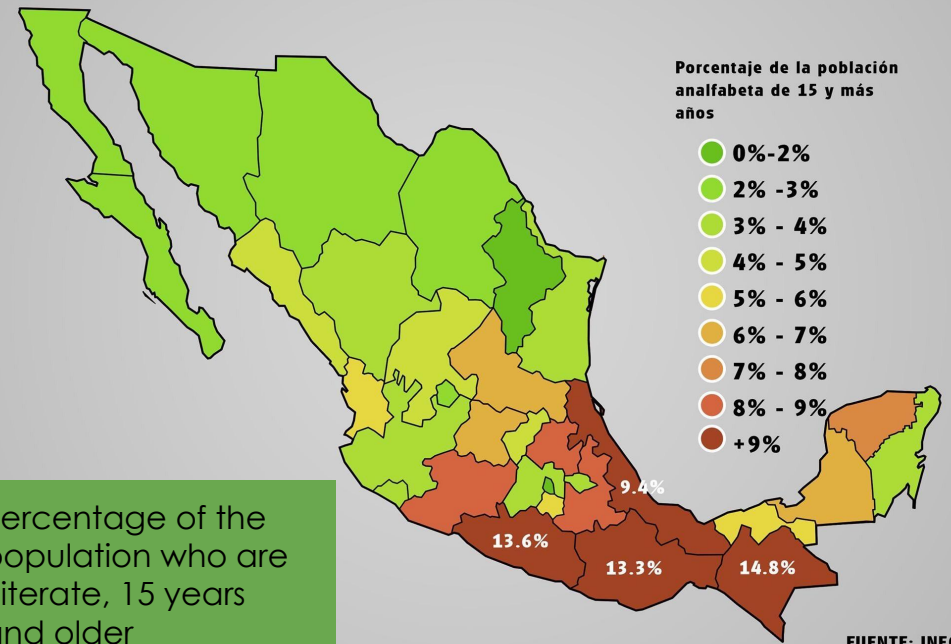
1. The U.S. is Mexico's biggest trading partner. Why do you think this is?
2. What factors help trade between Mexico and U.S.?
3. Do you think people would want to live close to the U.S. and Mexico border. Why?
4. How much do things cost in the United States compared to Mexico?
5. Study the peso that came in your box. What do you see?

5.3 Economy: Education

Read The **Economy** (p. 34-35) and **Education** (p. 37) in your CC magazine.

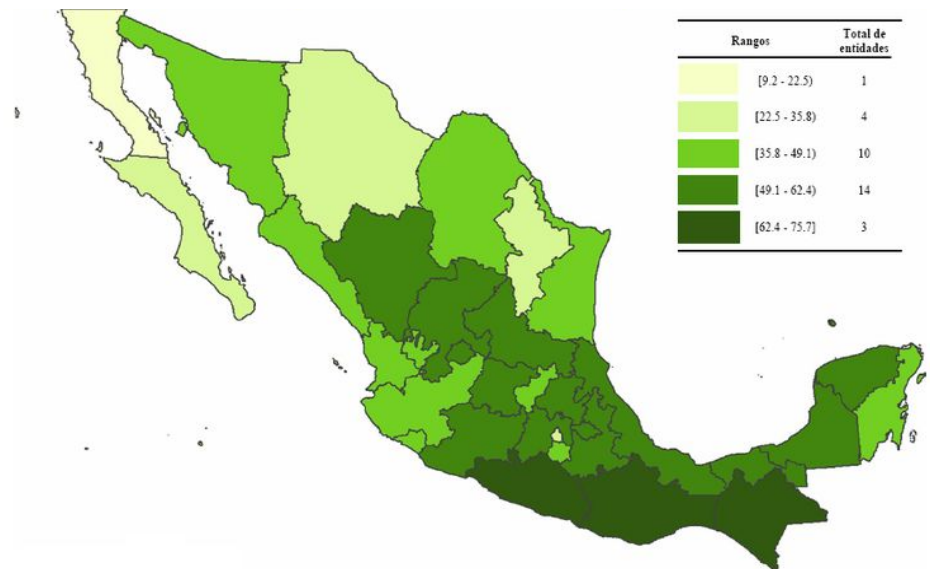
1. In many areas of Mexico there is not enough money for education. How do you think this affects literacy rates? (Literacy is the ability to read and write.)
2. Compare the 2 maps to the right. What are the similarities? Differences?
3. How do you think literacy affects how many people work in well-paying jobs? Why?
4. How would you feel if you had to drop out of school to get a job to help your family?

Literacy Rates in Mexico



FUENTE: INEGI
facebook.com/mapasmexico

Percentage of population in poverty



Source: estimates by CONEVAL (National Council of Social Development Policy Evaluation and the 2005 2nd Census of Population and Households and the 2005 National Survey of Household Income and Expenditures.

5.4: Frida Kahlo: Entrepreneur

Frida Kahlo gained **notoriety** by not only creating her own self-portraits but because of her relationship with painter husband Diego Rivera. Frida was resilient and built her business and legacy despite her struggles.

In a Market Economy, like the one in Mexico, people are able to make a living by producing goods or services. Frida Kahlo produced art and created her own business to make a **profit**.

She had her first **exhibition** in Mexico at the Galería Arte Contemporáneo in 1953. Frida's painting is the first work by a Mexican artist from the 1900s bought by an international museum.



Frida Kahlo on the Mexican 500 peso bill

Entrepreneurship: people who risk their own money to start a business of their own.

Read **Good Times in Mexico City** (p. 16 - 17) and **Famous Mexicans** (p. 28 - 29) in the CC Magazine.

1. What do you think *notoriety* means based on the passage?

2. Who do you know in our current times that has built their own business as an entrepreneur?

Lesson 6



Culture



6.1 Frida Kahlo: Artist



Frida Kahlo and Animals

Frida Kahlo was one of Mexico's most talented painters. Her artwork expresses her love of her country, mainly through the animals and plants that she adored. She was born on July 6, 1907, in Coyocoan, Mexico City, Mexico. She grew up in the family's home, which was later referred to as the Blue House or Casa Azul. Her father is a German descendant and a photographer. He immigrated to Mexico, where he met and married her mother, Matilde. Her mother is half Amerindian and half Spanish. Frida Kahlo has two older sisters and one younger sister.

6.1 Frida Kahlo: Artist



Think about it...

Read **Good Times in Mexico City** (p. 16 - 17) and **Famous Mexicans** in the CC Magazine (p. 28 - 29).

What can you learn about Frida from her paintings and photographs?

What is unique about her?

If you were to paint a self-portrait, what images would you add to tell people something about you or your life?

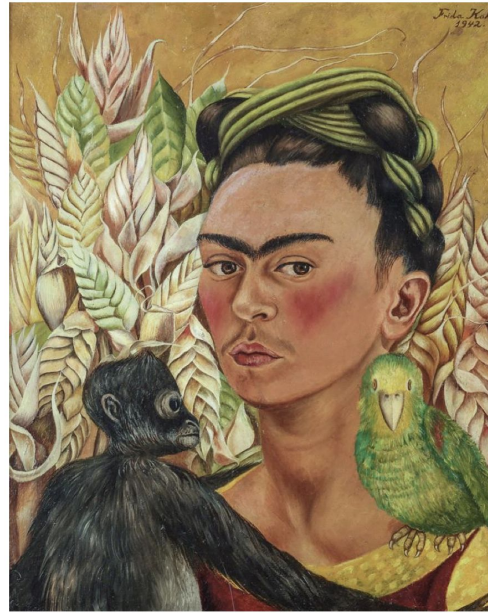


6.1 Frida Kahlo: Artist

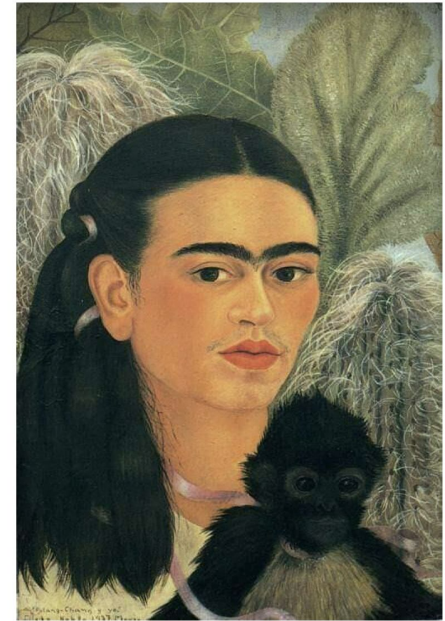
Instructions: Study the images of Frida's self-portraits. Can you spot these Mexican animals?

- Spider Monkey
- Green Parrot
- Black Panther
- White Tail Deer
- Xolo (also called Itzcuintli)
-little Aztec black dog

Title: Self Portrait with Monkey and Parrot



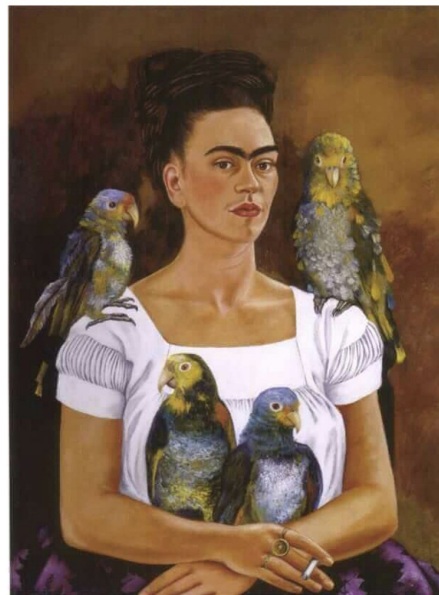
Title: Fulang-Chang and I.



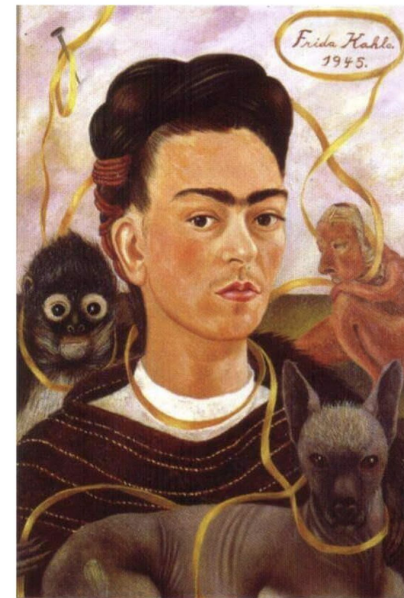
Title: Self Portrait with Necklace of Thorns



Title: Me and My Parrot, 1941



Title: Self Portrait with Small Monkeys, 1945



Title: Itzcuintli Dog with Me, 1938



6.2 Lotería or Mexican Bingo

Mexican children love playing bingo, but in their version, it is called *Lotería*. They use black beans to cover the cards called out by a singer (caller) in some clever way. When someone covers all the images on their card, they shout, “*Lotería!*”

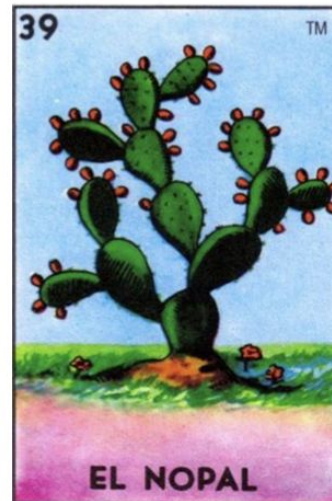
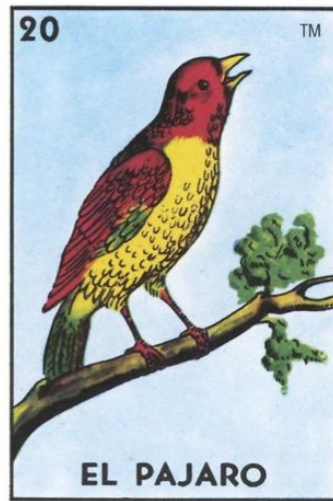
How is Lotería the same as Bingo? How is it different?

Look at the Lotería cards in the Aboki box. What is your favorite card? Why?

If you could add another Lotería card to the game, what would you add? Why? Draw your Lotería card and add it to your Lotería game when you play.

6.2 Loteria or Mexican Bingo

Here are some of the most famous *Loteria* cards. Try translating the Spanish words into your language.

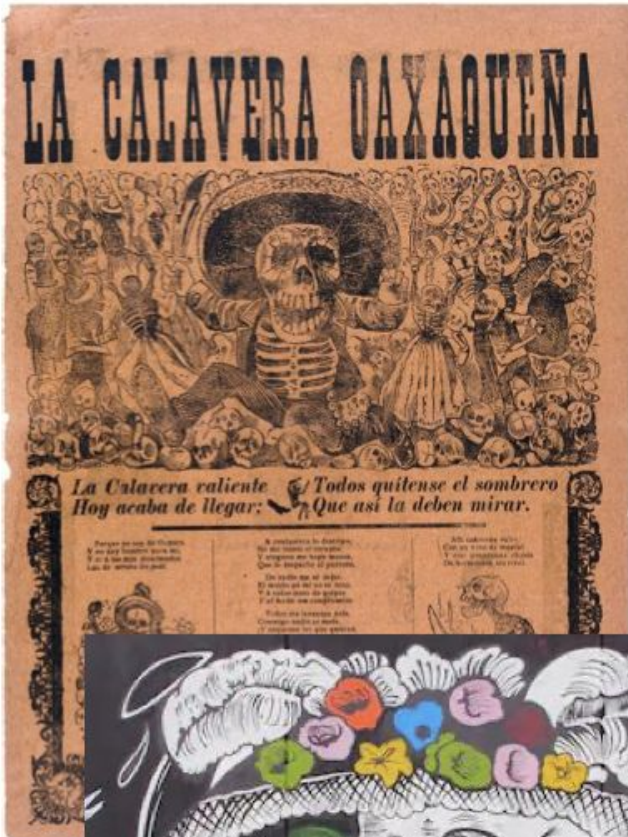


6.3 José Guadalupe Posada



About José Guadalupe Posada (1852–1913)

- The “father of modern Mexican art.” Posada’s work ranges from illustrations for children’s games to sensationalistic news stories.
- He is best known for his popular and satirical representations of *calaveras* (skeletons).
- He was born in the city of Aguascalientes, where his father worked as a baker.
- He was talented in the arts of lithography, engraving, and other printing techniques.
- He created and produced a wide range of illustrated publications.



6.4 La Catrina and Día de los Muertos



A Catrina is a fancy Mexican skeleton. It is not creepy at all, but rather an elegant, rich, and well-dressed woman.

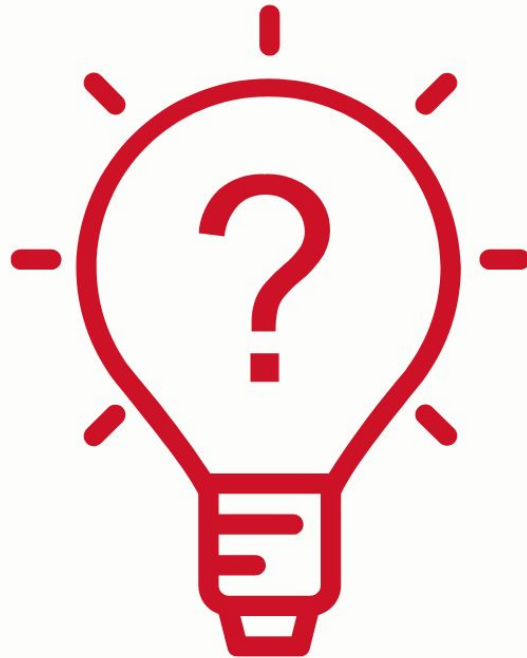
Catrinatas appeared in Mexico when one fabulous artist, José Guadalupe Posada, started portraying them in several newspapers at the beginning of the 20th century. The skulls were a way of criticizing the rich. José was trying to draw attention to the fact that, in death, rich and poor are equal.

Today it is mostly seen during the celebration of Día de los Muertos. It symbolizes that death is a part of life and the Mexican willingness to laugh at death itself. It is a very popular costume in Mexico.

1. Why did José Guadalupe decide to portray the upper class as skulls?
2. Día de los Muertos means “Day of the Dead.” What does dressing up as a Catrina symbolize?

How do you DBQ?

Let's learn how to think through and answer questions about cultural identity and how it changes over time by using and understanding data sources.



7.1 Document 1: Zapotec Ball Court

The Zapotec civilization is thought to have originated this game between 1200-400 BC by the Olmec culture. The Aztec and Mayan cultures also include ruins of this gaming arena.

View of the main Ball Court, looking directly south toward the South Platform. The main Ball Court lies along the eastern side of Monte Albán, just south of the North Platform. It is constructed in a similar fashion to those found at Tollan, capital of the Toltecs, and the Maya city of Chichen Itza. The layout resembles a capital "I" with short cross pieces at the top and bottom, and a long trunk bordered by slanting walls. The walls would have been smooth in ancient times so that the hard rubber ball could be bounced off them in play. Spectators would have sat along the tops of the walls and the ends of the court.

Source:

<https://cookjmx.blogspot.com/2010/09/oaxaca-part-2-monte-alban-zapotec-city.html>

What does this document suggest regarding the importance of games in Mexico's early culture?

Which games and sports are important to Mexico now? Do any connect with the playing field in the document?



7.2: Document 2

Document 2: Pair with the marionette from the Aboki Box, page 38 in the Culture Connector magazine and the following three sources:

Títeres or Mexican puppets, an ancestral tradition of Mexico

Mexicanist

Sep 28, 2021

The Hermanos Rosete Aranda left a great cultural legacy in Huamantla, Tlaxcala, a museum that is now part of the most prestigious in puppetry.

"The tradition of puppets has marked the history of our country for hundreds of years. Clay figurines have been found in archaeological sites of Tlaxcala such as Cacaxtla and Xochitécatl, which imitate articulated human beings. The children of the high social classes already had these toys in pre-Hispanic times," says Julio García Castillo de rehiletos.com, a specialist in cultural tourism in Tlaxcala. There is even a Mayan codex that reveals the character Teokikixtli (the one who makes the gods dance), who on one hand shows a gloved puppet and on the other a threaded puppet.

Indigenous Origins of Puppets

Most researchers agree that the birth of puppet theatre has the same origin as that of live theatre, which is also derived from religious and ritual ceremonies. However, it is difficult to pinpoint an original moment in time regarding this matter as it is difficult to give a precise and global definition of theatre based on a clear distinction between ritual and theatre arts.

Still today, puppet theatre in India and Southeast Asia provides several religious functions whereas African puppeteers are often part of much larger ritual ceremonies. The transformation of a rite into a profane spectacle was a very long process and depended on the culture of each people.



Source: The Huamantla Puppet Museum, a journey through the history of Mexico.
Image: Flickr

7.2: Document 2

Document 2: Pair with the marionette from the Aboki Box, page 38 in the Culture Connector magazine and the following three sources:

Marionettes From Mexico Have a Rich Heritage”

By Nancy Maes. Chicago Tribune Mar 06, 1998

Source:<https://www.chicagotribune.com/news/ct-xpm-1998-03-06-9803060391-story.html>

The Rosete Aranda marionettes have come to the Chicago Children's Museum with a history that is both glorious and tragic.

They have traveled here from Mexico, where the first ones were created by Don Julian Aranda and his brothers in 1850. At first, the Arandas used papier-mache but then began to carve them out of cedar and mahogany so that the faces could look more realistic. After Don Julian died, his sister and her husband took over the company and moved it to Mexico City where the number of marionettes multiplied, and the wealthy and the poor flocked to see them perform.

And perform they did, all 5,000 of them. The company had such a large repertoire that they were known to present five plays a day for an entire month without ever repeating the same one. More than 50 actors were usually needed to manipulate the marionettes in just one play and musicians performed live music.

But their success turned tragic when the head of the company died in 1913 and the Mexican Revolution followed soon afterward and then many of the marionettes were stolen and the family found itself in such dire straits that they had to sell some of the ones that remained. The precious heritage seemed only a memory until a benefactor bought what remained of the company in 1943 and the marionettes experienced new-found fame on television.

How would the indigenous cultures of Mexico employ marionettes for both ceremonial and entertainment purposes?

What are the benefits and drawbacks of using marionettes for religious rituals and entertainment?

7.3: Document 3

Document 3: Pair the document below with the Luchadora mask in the Aboki Box and page 38 in the Culture Connector magazine.

In the early 1900s, professional wrestling was mostly a regional phenomenon in Mexico until Salvador Lutteroth founded the Empresa Mexicana de Lucha Libre (Mexican Wrestling Enterprise) in 1933, giving the sport a national foothold for the first time. The promotion flourished and quickly became the premier spot for wrestlers. As television surfaced as a viable entertainment medium during the 1950s, Lutteroth was then able to broadcast his wrestling across the nation, subsequently yielding a popularity explosion for the sport. Moreover, the emergence of television allowed Lutteroth to promote Lucha Libre's first breakout superstar into a national pop-culture phenomenon.

Source: https://en.wikipedia.org/wiki/Lucha_libre#:~:text=The%20antecedents%20of%20Mexican%20wrestling,from%20the%20Greco%2DRoman%20wrestling



How does the Luchadora wrestling fit the cultural traditions of Mexico?

Why would the Mexican people enjoy Luchadora wrestling? What aspects of it make it entertaining?

Why is American wrestling so popular? Is it for the same or different reasons?

7.4: Document 4

Document 4: La Catrina. Pair with pages 44-45 in the Culture Connector magazine and activity 6.3 in the student workbook.

La Catrina is perhaps the most recognizable symbol of Day of the Dead.

She's an elegantly dressed skeleton that has inspired many men and women to put on skull makeup and imitate her during the Mexican holiday.

In 1947, famed Mexican painter Diego Rivera created his mural Dream of a Sunday Afternoon in the Alameda Central. In it, he dressed the Calavera (skeleton or skull) in elegant clothes and that's how people began referring to the skeleton as La Catrina, a take on the word catrín, which describes someone who is poshly dressed.

La Catrina went from being a purely social critique to the grand dame of Day of the Dead when Mexican immigrants in the United States were exposed to Halloween. They began dressing up as skeletons for trick or treating and eventually carried that forward into Day of the Dead celebrations.

Nowadays many people dress up as La Catrina for Día de Los Muertos to honor their ancestors and to remind themselves that they are not immortal either.

But Bertha Rodriguez, chief operating officer at San Francisco's Mexican Museum, said the original message of Posada's skeleton can provide an important lesson as we post images of ourselves on social media.

"José Guadalupe Posada was doing a critique and he was saying how everyone is dressing up and trying to look like something they are not," said Rodriguez. "And that is happening in social media. Everything is happiness and people are trying to appear like something they are not."

Source: [https:// abc7news.com/la-catrina-day-of-the-dead-dia-de-los-muertos-makeup/11188257/](https://abc7news.com/la-catrina-day-of-the-dead-dia-de-los-muertos-makeup/11188257/)

How can an ancient holiday still provide meaning for today?

Are the skeletons a positive or negative symbol? Why?



7.5: Document 5

Document 5: Mexican Bingo, or “Lotería”. Pair with the Mexican Bingo Card game in the Aboki Box, page 36 in the Culture Connector magazine, and activity 6.2 in the student workbook.

In Lotería, the announcer gives an improvised short poem or familiar phrase alluding to the image on the card (e.g., “The coat for the poor” for the image of the sun, or “The one who dies by the mouth” for the image of the fish).

Each player uses a chip, often a kernel of corn or a bean, to mark the corresponding spot on his or her table/game board.

The game is very similar to American Bingo, with some differences. In Bingo, a number with an associated letter is randomly chosen from a rotating drum, while in Lotería, with a colorfully illustrated image is drawn from a special deck of 54 cards. The modern versions of these cards also contain the name of the image at the bottom and an associated number at the top. In both games, each player has a different game board/tabla. In Bingo, the game board has random numbers listed under their associated letters, while in Lotería, the tabla has a random pattern of images matching those found on the cards.

In either game, the first player to appropriately fill the game board or tabla in a predefined pattern will shout either “Bingo!” or “Lotería!” to win the game and receive the prize.

You might be surprised to know that the traditional Lotería originated in Italy, moved to Spain, and finally came to Mexico in 1769. Initially played by the colonial Mexican elite, it eventually was embraced by all social classes.

Source: <https://teresavilegas.com/history-of-la-loteria/>



How could Mexican Bingo help to educate children? Or someone who doesn't speak Spanish?

What effect might the difference in the look and images of the game boards, how the announcer announces the chosen image/number and the rules of American and Mexican bingo have on the players?