



Carmen Lomas Garza: Chicana Author and Illustrator

THE ALMA PROJECT
A Cultural Curriculum Infusion Model



Denver Public Schools

In partnership with Metropolitan State College of Denver



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Carmen Lomas Garza:
Chicana Author and Illustrator

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Grades: ECE - 2nd

Implementation Time: 2-3 weeks

Published 2002

Denver Public Schools, Denver, Colorado

The Alma Curriculum and Teacher Training Project

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Denver Public Schools, Denver, Colorado

ABOUT THE ALMA PROJECT

The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. The instructional units have been developed for Early Childhood Education (ECE) through Grade 12.

As instructional units are developed and field-tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study. Feedback obtained in the spring of 1999, from 48 teachers at 14 sites, was compiled, documented and provided vital information for the field testing report presented to the Board of Education. The information gathered was also instrumental in the design and planning of the 2000-2001 of Alma unit development.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a various of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project and who will provide a broad, diverse, and inclusive vision of curriculum development. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- ◆ It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into the curriculum at every grade level or courses in language arts, social studies and history, and art and music.
- ◆ It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- ◆ The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- ◆ The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- ◆ A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that was used in the development of the instructional units. A second round of units was developed in March 1998. There is a distinct difference in the instructional framework of the units developed in 1997 as compared to those developed in 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards. Alma instructional units are currently available on the Alma Project web site. (<http://almaproject.dpsk12.org>).

For more information on the Alma Project, please contact:

ALMA PROJECT

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ACKNOWLEDGEMENTS

The undertaking of a project of this magnitude and importance would not have been possible without the Goals 2000 grant awarded in July 1996. We are indebted to former superintendent Irv Moskowitz, the assistance and support of the Colorado Department of Education, members of the Board of Education, Department of Educational Services, and the Metropolitan State College at Denver.

Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair
Metropolitan State College of Denver

Dr. Vincent C De Baca, Assistant Professor of History
Adjunct Professor of Chicano Studies
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish
Latin American and Chicano Literature
University of Denver

Dr. Arthur Leon Campa, Associate Professor of Anthropology
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Dr. Brenda Romero, Assistant Professor of Ethnomusicology
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Dr. Priscilla Falcon, Professor of International Relations
Department of Hispanic Studies
University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English
Metropolitan State College of Denver

The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Patty Wypler, Editor
Bessie Smith, authenticator for *Introduction to Navajo Culture* instructional unit
Richard W. Hill, Sr, authenticator for *Exploring Northeast Native Americans*
The Iroquois instructional unit

INSTRUCTIONAL FRAMEWORK

The Alma instructional units are *not* to be used in isolation, but rather should be infused or integrated into the adopted Scope and Sequence for K-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was originally provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL). The framework of the initial round of units consists of a **Title Page**, which includes the title, author's name, recommended grade levels, and a timeframe for implementation; an **Introduction**, which has content-focused background information that the teacher should know before starting to teach the unit; **Standards Addressed**, which gives the basic knowledge and skills that the unit will teach; an **Annotated Bibliography**, which lists the sources used for the development of the topic; and a short **Biography** of the author.

The individual lesson components contain the following:

Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

Specifics

Identification of relevant supporting knowledge that will help students understand the information.

Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

The second round of the Alma units of study were modified and expanded to provide a more comprehensive instructional framework tailored to state and district standards.

These units have all the components that the initial units have. The **Title Page** still has the same information, but it is formatted differently. New components are the **Unit Concepts** section, which gives the general themes and concepts that when taken together describe the entire unit; the **Implementation Guidelines**, which provide guidance on recommended grade levels, adaptations, specific classes into which the topic can be infused, and any other information important to teaching the specific topic; and a **Lesson Summary**, which is a snapshot of the content covered in the lesson.

Each lesson contains a set of key components, which are listed below.

What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

What will be done to help students learn this?

- Instructional strategies
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to integrate into their curriculums the Latino cultural and historical contributions in literature, history, art, science, and music (<http://almaproject.dpsk12.org>). Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Yuma Street Center to help them in teaching the units. The Center is located at 2320 West 4th Avenue, Denver, Colorado. Contact the Alma office for checkout procedure.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

CONTRIBUTING AUTHORS

The following Denver Public Schools teachers are to be commended for their significant contributions to the Alma Project. Their contributions will greatly benefit all students both in Denver Public Schools and other school districts in the nation.

1998-1999		
Contributing Author	Topic	School
Flor Amaro	Exploring Literary Genre Through Latin American Literature	Cheltenham Elementary
	Hispanic Literature	
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for Among the Volcanoes by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Dia de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions	Denver School of the Arts
	Heart of Aztlan Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorotha Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Dia de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenk Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School

Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos	Cheltenham Elementary
	Piñatas!	
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescascas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

1999-2000		
Contributing Author	Topic	School
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Garcia Baca	Study Guide for Walking Stars	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	Early Childhood Education Specialist
Debbie Frances	La Mariposa/The Butterfly	Kaiser Elementary
	The Desert	
	Easter/Spring Celebration	
	From Corn to Tortillas	
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families.....A Celebration	Kaiser Elementary
	Plants/Las Plantas	
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiky and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization	Alma Project Curriculum Specialist
	The Mexican American War	

2000-2001		
Contributing Author	Topic	School
Denise Engstrom	Thanksgiving - An American Tradition	ECE Specialist
	Denver March Powwow	
	American Indian Storytelling: A Tradition	
Astid Parr	Cinco de Mayo - A Historical Celebration	Swansea Elementary
Sandra Miller	Mercado - Trading at the Marketplace	Samuels Elementary
Nina Daugherty	Aztec Folk Literature - Two Legends and a Folktale	Centennial Elementary
	Three Latin American Folktales	
Ron Ingle II &	Celebration of Mexicanos through Music,	Kaiser Elementary
Dan Vallescas	Dance & Art	Alma Curriculum Development Specialist
Deborah Francis	The Cowboys/Vaqueros	Grant Ranch Elementary
Barbara J. Williams	Lessons in Courage: Maritin Luther King, Rosa Parks and Ruby Bridges	Maxwell Elementary
Jessica Schiefelbein	Faith Ringgold	University Park Elementary

2001-2002		
Contributing Author	Topic	School
Arthur L. Campa, PhD & Ellen J. Campa	LARASA's Legacy: Catalyst for Change: Archuleta, Noel, and Valdez	Metro State College
Deborah Francis	Alma Flor Ada: An Author Study	Grand Ranch Elementary
	Pat Mora: An Author Study	
	Jan Romero Stevens: 1953-2000	
	Carmen Lomas Garza: Chicana Author and Illustrator	
Sara Hensen	Good Intentions, Misunderstanding, Betrayal: A study of the first encounters between Native Americans and Pilgrims	Goldrick Elementary
Stephanie A. Herrera	Fiesta Mexicana: A Summer Latin Dance Experience	DPS Latin Dance Coordinator
Tania Hogan	Alma Flor Ada: Latina Author	Goldrick Elementary
Kathy Hoops	Beyond the Glass Slipper: Cinderella Stories from Around the World	Goldrick Elementary
Barbara Williams	Infinite Skies: Bessie Coleman, Mae Jemison, and Ellen Ochoa	Maxwell Elementary

Carmen Lomas Garza: Chicana Author and Illustrator

Unit Concepts

- Authorship
- Biography of Carmen Lomas Garza
- Style/Genre
- Traditions
- Family and Relationships
- Art/Illustrator
- Awards, Accolades

Standards Addressed by This Unit

Visual Arts

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

History

Students understand that societies are diverse and have changed over time. (H3)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Science

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Mathematics

Students develop number sense, understand and use appropriate math vocabulary, understand and use numbers and number relationships in problem-solving situations, and communicate the reasoning used in solving these problems. (M1)

Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving problems. (M2)

Introduction

Carmen Lomas Garza was born September 12, 1948 in Kingsville, Texas, which is near the Mexican border. Her parents encouraged her to follow her dream of being an artist from the time she was a little girl. She would practice drawing everyday and took art lessons while growing up. She received her bachelor's degree from the Texas Arts and Industry University, her master's degree in education from Juarez-Lincoln/Antioch Graduate School, and another master's degree in art from San Francisco University. She has had many solo exhibitions, and has won numerous awards, and accolades. She has worked with oil, acrylics, lithographs, and papel picado, which is Mexican cut-paper art. She has work on display in many art museums, and has a piece on display at the Hirshhorn Museum and Sculpture Garden in Washington, D.C. She is not only an artist, she is also an illustrator, art instructor, curator, and writer. Her first book was *Family Pictures/Cuadros de Familia*. This book tells of her childhood experiences growing up in Texas. With each picture is a "story" about the tradition or family event displayed in that picture. Her second book is a compilation of more stories and pictures of family events.

Implementation Guidelines

It is recommended that this unit be taught in the early childhood primary classrooms. The content of this unit is intended to introduce the works of Chicana author and illustrator Carmen Lomas Garza, the family events in her life, traditions, and relationships. Children will explore various art mediums and create their own works of art as they learn about them. They will also be introduced to the lifestyle of the Mexican American through foods which will be cooked in class.

Instructional Materials and Resources

The following resources (books) are needed for implementing this unit:

Latina and Latino Voices in Literature by Frances Ann Day
Family Pictures/Cuadros de familia by Carmen Lomas Garza
In My Family/En Mi Familia by Carmen Lomas Garza
Making Magic Windows by Carmen Lomas Garza
Listen to the Desert by Pat Mora
The Desert is My Mother by Pat Mora
A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas Garza by Carmen Lomas Garza
A Surprise for Mother Rabbit by Alma Flor Ada
The Tamale Quilt by Jane Tenorio-Coscarelli
Too Many Tamales by Gary Soto
The Bakery Lady by Pat Mora
On Ramon's Farm by Campbell Geeslin
De Colores and Other Latin-American Folk Songs arranged by Jose-Luis Orozco

The following are resources and materials for each lesson.

Lesson 1:

Latina and Latino Voices in Literature by Frances Ann day
Family Pictures/Cuadros de familia by Carmen Lomas Garza
In My Family/En Mi Familia by Carmen Lomas Garza

Lesson 2:

Making Magic Windows by Carmen Lomas Garza
In My Family/En Mi Familia by Carmen Lomas Garza

Lesson 3:

Listen to the Desert by Pat Mora
The Desert is My Mother by Pat Mora
In My Family/En Mi Familia by Carmen Lomas Garza
A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas Garza by Carmen Lomas Garza
Family Pictures/Cuadros de familia by Carmen Lomas Garza

Lesson 4:

A Surprise for Mother Rabbit by Alma Flor Ada
A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas Garza by Carmen Lomas Garza
In My Family/En Mi Familia by Carmen Lomas Garza

Lesson 5:

The Tamale Quilt by Jane Tenorio-Coscarelli
Too Many Tamales by Gary Soto
Family Pictures/Cuadros de familia by Carmen Lomas Garza

Lesson 6:

The Bakery Lady by Pat Mora
A Piece of My Heart/Pedacito De Mi Corazon by Carmen Lomas Garza

Lesson 7:

A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas Garza by Carmen Lomas Garza
On Ramon's Farm by Campbell Geeslin
De Colores and Other Latin-American Folk Songs arranged by Jose-Luis Orozco

Unit Assessment:

Family Pictures/Cuadros de familia by Carmen Lomas Garza

Lesson Summary

Lesson 1:	Introducing Carmen Lomas Garza	5
	Children will be introduced to Carmen Lomas Garza and her painting, “Bed Dreams,” and then create a three-dimensional artwork to represent a special memory or dream.	
Lesson 2:	Magic Windows	8
	After viewing the painting “Birthday Barbecue,” children will create a piece of papel picado, or Mexican cut-paper art.	
Lesson 3:	Desert Delights	10
	Using Carmen Lomas Garza’s many paintings of the desert and cactus, children will create sand paintings/art.	

Lesson 4:	Cascarones	13
	Her painting of the family gathered around the table making cascarones will inspire the students to create the confetti-filled eggs.	
Lesson 5:	Making Tamales/Tamalada	15
	Children will make tamales and enjoy stories about tamales.	
Lesson 6:	Empanadas	18
	<i>The Bakery Lady</i> and the painting of Ms. Garza’s “Empanadas” will lead the class into making and enjoying these special turnovers.	
Lesson 7:	Loteria Tablas	22
	The class will use creativity and new vocabulary to create lottery cards that will be used in playing the game.	
Unit Assessment		26
	“I spy” will be used with the painting “Cakewalk.”	

Lesson 1:

Introducing Carmen Lomas Garza

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

BENCHMARKS

Learners will listen to and understand a variety of materials.

Learners will understand that print is an important and symbolic means of communication.

Learners will use a variety of media to create an expression of art.

OBJECTIVES

Students will be introduced to Carmen Lomas Garza, a Chicana author/illustrator/artist.

Students will understand the term author, illustrator, and artist.

Students will learn about the writing style of Ms. Garza and the paintings that accompany her stories.

Students will create their own story and artwork that depicts the story.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Visuals

Hands-on Art Activity

Writing

PRELIMINARY LESSON PREPARATION

A variety of art materials should be available for the students: colored paper, acrylics, paint, colored pencils, glue, etc. Also have the books by Ms. Garza for the children to look through.

SPECIFIC

Share with the students information from the introduction, and use the book *Latina and Latino Voices in Literature* to give specific information about Ms. Garza. The biggest influence in her life was her mother who was the first artist that she observed painting. Her mother painted the tablas (picture cards) for loteria or Bingo. She knew then that she wanted to be an artist, and she began to study and practice her art. Her books are paintings with stories that share her growing up in Texas, traditions, and family.

ACTIVITY

Introduce Carmen Lomas Garza using her book *Family Pictures/Cuadros de familia*. Read several of the selections and show the accompanying paintings. (You may choose to skip some due to the content). Share with the students the themes of her other books. When reading the selections be sure to point out the special family connection she makes between the story and the painting. Use the final painting entitled *Beds for Dreaming*, and story in the book as your segue into the lesson. In this particular painting she talks about her dream of becoming an artist and how her mother encouraged her to fulfill those dreams.

Have the children discuss dreams and wishes that they may have for the future. How can they work to achieve those dreams? Invite the children to use a variety of available art materials to create a picture or 3 dimensional art piece that depicts a special family memory of their own. Encourage creativity, and make them aware that they need to be able to tell their own “story” about the piece.

VOCABULARY

- Author One who writes literary works
Illustrate To provide with visuals
Curator One in charge of a museum or exhibit
Artist One who is skilled in one of the fine arts
Tablas Picture cards
Loteria Mexican game similar to bingo

RESOURCES/MATERIALS

A variety of art materials such as construction paper, paint, markers, glitter, magazines, pipe cleaners, odds and ends, bric-a-brac etc.

Family Pictures/Cuadros de familia by Carmen Lomas Garza

In My Family/En Mi Familia by Carmen Lomas Garza

Chart paper

Writing paper, pencils

ASSESSMENT

Using the child's art project and presentation check for knowledge of an author and illustrator, and other information learned.

	Met	Not Met
Can explain what an author does	<input type="checkbox"/>	<input type="checkbox"/>
Can explain what an illustrator does	<input type="checkbox"/>	<input type="checkbox"/>
Knows at least three facts about Ms. Garza	<input type="checkbox"/>	<input type="checkbox"/>

Using information from their presentation, have the children write a little story about a special memory of their family or tradition, much like the ones that Carmen Lomas Garza wrote. Use the following criteria for checklist:

Understands concept of story	<input type="checkbox"/>	<input type="checkbox"/>
Able to convey message of story through sentences	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate sentence structure, capitalization, and punctuation	<input type="checkbox"/>	<input type="checkbox"/>
Story contains family characters other than writer	<input type="checkbox"/>	<input type="checkbox"/>

Lesson 2: “Magic Windows”

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students recognize and use visual arts as a form of communication. (A1)

Students write and speak for a variety of purposes. (RW2)

Students know how to apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

BENCHMARKS

Learners listen to and understand a variety of materials.

Learners will incorporate new vocabulary and concepts into writing and conversations.

Learners will experience a new form of art expression.

Learners will understand that print and art are an important, symbolic means of communication.

OBJECTIVES

Students will learn more about Carmen Lomas Garza, her writing and her art.

Students will learn to do papel picado, or cut paper as illustrated by Chicana artist Carmen Lomas Garza.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Visual Art Through Hands-on

SPECIFIC

Carmen Lomas Garza is a Chicana artist that was born in Texas near the Mexican border. From the time she was a young girl she wanted to be an artist. She has worked in a variety of media such as oil on canvas, acrylic paint, lithographs, papel picado, and metal cut outs. She lives in California as a curator, writer, artist, and an art instructor. You may want to present one of the following books:

Family Pictures/Cuadros de familia (from first lesson) that recounts her experiences growing up in Texas

In My Family/En Mi Familia, which is a continuation of her family memories

A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas Garza a compilation of her work

ACTIVITIES

Review what has been taught about Ms. Garza. Share information from the specific and view some paintings from the books listed above. Introduce *Making Magic Windows*, and share the art form of papel picado, or Mexican cut-paper art. Use the painting “Birthday Barbeque” from *In My Family/En Mi Familia* to show samples of papel picado. Have the class experiment with the art form and then create one of their own, choosing a stencil from the book if they want to. Using simple folds with white tissue paper, have the children experiment with cutting designs. When they have created a design they are satisfied with, hang their papel picado across the room much as they would in a village in Mexico.

VOCABULARY

- Papel picado Mexican form of cut-paper art
- Familia Spanish word for *family*
- Cuadros Spanish word for *pictures* or *squares*
- Stencil Something used in making a design
- Lithographs The process of printing on a flat surface such as metal or stone

RESOURCES/MATERIALS

- Making Magic Windows* by Carmen Lomas Garza
- Family Pictures/Cuadros de familia* by Carmen Lomas Garza
- In My Family/En Mi Familia* by Carmen Lomas Garza
- A Piece of My Heart/Pedacito De Mi Corzaon: The Art of Carmen Lomas Garza* by Carmen Lomas Garza
- White tissue paper
- Scissors
- Stencils

ASSESSMENT

For their assessment, children need to explain their papel picado. Through their oral or written explanations, they need to define what papel picado is and the steps they took to create their own papel picado.

Criteria for assessment:

	Met	Not Met
Knows definition of papel picado	<input type="checkbox"/>	<input type="checkbox"/>
Able to explain vocabulary involved	<input type="checkbox"/>	<input type="checkbox"/>
Lists at least three sequential steps in making the cut paper	<input type="checkbox"/>	<input type="checkbox"/>

Lesson 3: Desert Delights

What will students be learning?

STANDARDS

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students read and understand a variety of materials. (RW1)

Students recognize and use visual arts as a form of communication. (A1)

BENCHMARKS

Learners will listen and understand a variety of quality of materials.

Learners will identify works of art.

Learners will become familiar with new terminology.

Learners will become familiar with the cactus.

OBJECTIVES

Students will gain knowledge about the cactus.

Students will learn more about Carmen Lomas Garza, her art and her writings.

Students will use knowledge gained about cactus to create a “sand painting.”

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Hands-on Activity

Charting

Visuals

PRELIMINARY LESSON PREPARATION

Prepare a chart for discussion. Gather materials for the sand portraits. Purchase colored sand at a hobby store or make it by mixing powdered tempera paint with 3/4 cup of sand.

SPECIFIC

Carmen Lomas Garza’s paintings tell stories of her growing up and her family in Kingsville, Texas. The painting, “Picking Nopal Cactus” shows where she and her grandparents would go to the woods to pick nopal cactus. Then in the painting, “Cleaning Nopalitos,” she shows her sister watching the grandfather cut up the nopalitos. She tells how the nopalitos were called the food of last resort, since they could be boiled and mixed with other foods.

ACTIVITIES

After sharing the paintings listed in the specific, and reading the excerpts, read *The Desert is My Mother* by Pat Mora. The story tells of the desert and will segue into the lesson. As you read the story, discuss the scenery, but in particular, the plants that are indigenous to the desert. Do they know what is the most common plant of the desert (cactus)? Share with students information about the various types of cactus: prickly pear, hedgehog, pincushion, cholla, organ pipe, barrel cactus, and the largest, the saguaro. On a sheet of chart paper, list information about cactus:

General information on cacti

- cactus is found in dry areas
- they need little moisture
- their stems act like a sponge
- they are made of a plump stem and “arms” with a woody outer layer
- more than one is called cacti
- the areoles of a cactus are small pit-like areas that keep the heat out and moisture inside
- cactus have spines or hair (they act like shades)
- animals don’t eat them because of the spines
- they have short roots
- the largest cactus is the saguaro cactus found in the Sonoran Desert

After doing the above activity, read *Listen to the Desert* by Pat Mora. Discuss the descriptive phrases in the story, and then review the desert scenery—harsh, dry, sand, cactus, flowers, etc. What is the weather like?

Share with the children how Carmen Lomas Garza used art to express a memory, or a vision. Now they will create a vision of what they think it is like in the desert. Using pieces of white poster or tag board, have the children draw a picture of the desert with the cactus, flowers, animals, etc. Using watered-down glue, paint over parts of the picture and sprinkle with the appropriate colored sand over the areas (have a variety of colored sand available).

VOCABULARY

Environment	Surrounding area and its make-up
Scenery	Picturesque view
Cactus	Fleshy stump with spines that grow in dry, harsh areas
Prickly pear	A type of cactus
Hedgehog	A type of cactus
Cholla	A type of cactus
Pincushion	A type of cactus
Organ pipe	A type of cactus
Barrel	A type of cactus
Saguaro	The largest type of cactus in the world

RESOURCES/MATERIALS

Chart paper

A Piece of My Heart: The Art of Carmen Lomas Garza: The Art of Carmen Lomas Garza by Carmen Lomas Garza

In My Family/En Mi Familia by Carmen Lomas Garza

Family Pictures/Cuadros de familia by Carmen Lomas Garza

Listen to the Desert by Pat Mora

The Desert is My Mother by Pat Mora

White tag board or poster board—one piece for each student

A variety of colored sand

Water and glue mixture

Small paintbrushes

Crayons/pencils

ASSESSMENT

To go with their picture the children will write a short story much like the ones that Ms. Garza writes for her paintings. Even though they may have never been to the desert, have them write a story as a family memory.

Criteria:

- Student will be able to commence without assistance
- Legible writing with recognizable words
- Spelling and punctuation used appropriately
- A story format with connections to the picture
- Topic includes a family memory (or one that they created)
- Sentences are in logical order

Rubric Points	Description
6	Student met 6 of the criteria
5	Student met 5 of the criteria
4	Student met 4 of the criteria
3	Student met 3 of the criteria
2	Student met 2 of the criteria
1	Student met 1 of the criteria

Lesson 4: Cascarones

What will students be learning?

STANDARDS

Students understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Learners will respect and recognize ethnic heritage.

Learners will understand that print carries meaning.

Learners will participate in a new form of artistic expression.

Learners will use information from their reading to increase vocabulary.

OBJECTIVES

Students will learn more about Carmen Lomas Garza, the artist and author.

Students will understand the concept of traditions and heritage.

Students will participate in a new form of artistic expression.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Visuals

Group Discussion

Checking for Understanding

PRELIMINARY LESSON PREPARATION

To prepare the eggshells, use a needle and make a small hole at one end of the egg. Keep poking at the hole until it is a little smaller than a dime. Empty the raw egg. Rinse the eggshell and let dry.

SPECIFIC

Ms. Garza uses her art to express her feelings of discrimination that she and her brothers and sisters suffered growing up. She remembers her brother coming home crying because he was punished for speaking Spanish at school. She, herself talks about being mistreated by others in school for speaking with an accent and not using English. Through out her school years she became angry, confused, and depressed by this treatment. She uses her art as a part of her healing from this time in her life. She wants to share her culture and its importance to her and her family.

ACTIVITY

Share with the children Ms. Garza’s painting “Cascarones,” from her book *In My Family/En Mi Familia*. Carmen Lomas Garza remembers times where she and her brothers and sisters would sit around the table with their mother and decorate the eggs. They would then fill them with tiny bits of colored paper. Read the description she wrote describing how they would break them over each other’s heads. To add to the lesson, share *A Surprise for Mother Rabbit* by Alma Flor Ada. Discuss the various kinds of eggs, and the various types of birds they come from. In this story Ms. Flor Ada tries to show that no matter what color or where you come from, each and everyone one of us is special and unique. This story will tie together Ms. Garza’s feelings and how she hopes her art will show the uniqueness of her culture.

Place students in groups of four or five. Students will:

- fill eggs with small bits of colored paper or confetti
- tape over the hole with masking tape
- dye the eggs after filling with confetti
- display the eggs for all students to see

VOCABULARY

Cascarone Special eggshells filled with confetti and thrown at friends or broken over their heads

Mexico Country in Central America, south of the United States

Confetti Small bits of brightly colored paper

RESOURCES/MATERIALS

Prepared eggshells

Dye for eggs

Confetti/small cut up pieces of brightly colored paper

Chart paper

A Surprise for Mother Rabbit by Alma Flor Ada

A Piece of My Heart/Pedacito De Mi Corzaon: The Art of Carmen Lomas Garza by Carmen Lomas Garza

In My Family/En Mi Familia by Carmen Lomas Garza

ASSESSMENT

Students will retell the story about the tradition of cascarones. Students will be assessed on their ability to:

- use comparative language (as pretty as...)
- describe three steps in making of cascarones
- use three adjectives or adverbs
- make a general statement about the history of cascarones and provide one detail
- tell how various eggs are different/same

Lesson 5: Making Tamales

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students will understand that societies are diverse and have changed over time. (H3)

Students read and recognize literature as a record of human experience. (RW6)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. (M5)

BENCHMARKS

Learners will learn specific vocabulary that corresponds with the lesson.

Learners will understand heritage and tradition.

Learners listen to and understand a variety of materials.

Learners will understand that print is an important, symbolic means of communication.

OBJECTIVES

Students will be introduced to a cultural tradition through one of Carmen Lomas Garza's paintings.

Students will use a rebus recipe to make tamales.

Students will share a favorite family tradition.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Visuals

Hands-on Cooking Project

Rebus Recipe

Individual Presentation

Measuring

PRELIMINARY LESSON PREPARATION

You will need parent volunteers to help with the cooking project. Involve parents to help you gather the ingredients for the tamales. Prepare the cornhusks by soaking in warm water overnight to soften. Prepare a rebus recipe of the tamales.

SPECIFIC

In the painting “Tamalada” or “Making Tamales,” Ms. Garza shows the roles that the family takes in working together to prepare a cultural dish. Everyone has a role, family groups are established, and traditions shared. She shows that this is where nurturing occurs within these family happenings.

ACTIVITIES

After sharing the painting and information from the specific, read *The Tamale Quilt* by Jane Tenorio-Coscarelli. The story will lead into the making of tamales. Share the rebus recipe that you have prepared. With the help of the parent volunteers, break the class into small groups. As in the painting, each group of children will have a specific thing to do to prepare the tamales. The steps are as follows:

Tamale Recipe:

(Makes 12 tamales)

12 cornhusks (or you can use parchment paper or foil cut into 8x6-inch rectangles)

Soak cornhusks in warm water overnight or for several hours, pat dry.

Dough:

2-1/4 cups tortilla flour

1-cup warm water

3/4-cup shortening

1/4-teaspoon salt

In a bowl with a mixer, mix together water and flour. Cover and let stand 20 minutes. Beat shortening and salt until well blended. Mix in flour mixture until well blended. Spread 1/4 cup of the mixture into cornhusk evenly.

Tamale Mix:

Picante sauce or red chili sauce (store bought)

2 cups finely chopped chicken or beef (can use ground beef)

Spoon 1 tablespoon of sauce on dough and spread. Top with 1-2 tablespoons of meat on top.

Fold wrappers over the dough and filling. Place in steamer basket in an electric skillet. Add just enough water to below the basket level, then bring to a boil. Cover and steam at medium heat for about 35 to 40 minutes or until tamales pull away from the wrappers (you may need to add more water). Unwrap tamales and serve with more picante or red chili sauce.

VOCABULARY

Tamales	Meat seasoned with chili and rolled in cornmeal dough then wrapped in a cornhusk and steamed
Masa	Cornmeal dough used in tamales
Chili	A hot pepper
Picante sauce	Sauce made with spicy seasoned vegetables

RESOURCES/MATERIALS

The Tamale Quilt by Jane Tenorio-Coscarelli

Too Many Tamales by Gary Soto

Family Pictures/Cuadros de familia by Carmen Lomas Garza

Ingredients for tamales

Electric skillet and steamer basket

Chart paper

Parent volunteers

Large mixing bowls, mixing utensils

ASSESSMENT

Another fun story to share before you begin the assessment is *Too Many Tamales* by Gary Soto. In their journals, have the children write about their experience in making tamales. Have them explain the process and what their role was in the making of the tamales. After they have written their piece, have them paint or draw a picture of the class “tamale making” much like Ms. Garza’s.

Criteria to be met:

- An understanding of the sequence and process in tamale making.
- An understanding that everyone has a role to work together in the process.
- Ability to replicate Ms. Garza’s “family” essence in their picture.

Lesson 6: Dessert Treats “Empanadas”

What will students be learning?

STANDARDS

Students will read and understand a variety of materials. (RW1)

Students apply thinking skills in their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students use a variety of tools and techniques to measure, apply the results in problem solving situations, and communicate the reasoning used in solving problems. (M5)

BENCHMARKS

Learners will understand that print is an important, symbolic means of communication.

Learners will listen to and experience quality literature.

Learners apply a variety of tools and steps to measure.

Learners will understand cultural diversity.

OBJECTIVES

Students will learn more about Carmen Lomas Garza, and the purpose behind her art and writings.

Students will apply their knowledge of measuring to follow a recipe and create a food item.

Students will learn about a cultural delicacy.

What will be done to help students learn this?

INSTRUCTIONAL ACTIVITIES

Read Aloud

Visuals

Rebus Recipe

Measuring

Hands-on Activity

Sequencing

PRELIMINARY LESSON PREPARATION

Gather ingredients for the recipe. Prepare the sequencing sheets.

SPECIFIC

Again, Ms. Garza paints a special day in her family's life. Her family would gather at her Aunt and Uncle's home to enjoy empanadas, a sweet dessert turnover. In her paintings the women are always actively involved in cooking, healing, storytelling, or nurturing. The family also plays an important role in traditional activities. Through her paintings, we get a sense of what her life was like growing up in Texas by the border, and how important relatives were to her growing up.

ACTIVITIES

Read *The Bakery Lady* by Pat Mora. Share with the class the painting "Empanadas" from Ms. Garza's book *A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas* and the accompanying excerpt. Discuss the specific, and how important family traditions and memories were to Ms. Garza. Have the children share their experiences and special memories. Using a rebus recipe written on chart paper, have the children prepare another delicacy of the Hispanic culture, empanadas. This activity should be done in small groups as the recipe makes eight turnovers.

Empanada Recipe:

2 cups flour	1 can of pie filling (any flavor)
1/2-teaspoon salt	milk (enough to brush over top of empanadas)
2/3 cup shortening	sugar to sprinkle over top of empanadas
6-7 tablespoons water	

Mix flour and salt together in a medium-size mixing bowl. Cut in the shortening until it is in tiny ball shaped pieces. Sprinkle 1 tablespoon of the water over part of the mixture, then mix with a fork. Keep doing this until the mixture is completely moistened. Form into a ball.

Roll out half of the dough on a lightly floured surface until about 1/8-inch thick. Cut into four 5-1/2-inch circles. Repeat with remaining dough.

Filling—use any kind of canned pie filling you want. Spoon 1-1/2 tablespoons of filling into center. Moisten edges with water, fold, and seal. Place turnovers onto an ungreased cookie sheet, brush with milk and sprinkle with sugar. Bake at 375 degrees for 20 to 25 minutes. Serve warm or cold.

VOCABULARY

Empanadas Desert turnover
 Buenos dias "Good Morning" in Spanish
 Abuelo Grandfather in Spanish
 Abuela Grandmother in Spanish
 Panaderia Bakery in Spanish
 Pasen "Come in" in Spanish
 Nino Small child or baby in Spanish
 Buenos Noches "Good Night" in Spanish

RESOURCES/MATERIALS

Chart paper

The Bakery Lady/La Senora de la Panaderia by Pat Mora

A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas by Carmen Lomas Garza

Cookie sheets, mixing bowls, utensils, measuring cups and spoons

Rolling pins

Ingredients for recipe

Sequencing sheets

ASSESSMENT

When the lesson is complete, have each child complete the sequence sheet showing the steps that were used to make the recipe. With the completed sheet, each child must write one important fact that they have learned about Ms. Garza.

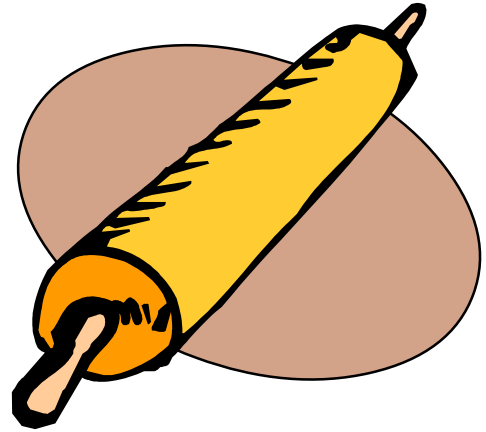
Recipe Sequence Worksheet

Assess students by having them place the recipe illustrations below into the proper sequence.

Mix



Roll



Bake



Eat

Lesson 7: Tablas de Loteria

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students understand that societies are diverse and have changed over time. (H3)

Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

BENCHMARKS

Learners listen to and understand a variety of quality literature.

Learners understand that print is an important, symbolic means of communication.

Learners will incorporate new vocabulary and concepts into drawing and conversations.

Learners will be introduced to a Chicano tradition.

OBJECTIVES

Students will learn more about Carmen Lomas Garza and her Chicana background.

Students will learn to play the lottery game using game cards created by them.

Students will learn new terminology, and cultural traditions.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Visuals

Group Discussion

Hands-on Art Activity

Games

Listening skills

Chart

SPECIFIC

Carmen Lomas Garza states that her mother was probably the first artist that truly inspired her to become one. Her mother used to paint/draw the “tablas” or game cards for the “loteria” or lottery game. This was much like our Bingo games, however, the cards have pictures that you must match. When you fill the card you win! In her book, *A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas*, Ms. Garza explains that she was always fascinated by the ink and pen drawings that represent items from the Hispanic culture, sometimes with stories behind them. She wanted to create ones that represented her culture, the Chicano culture. Using the Spanish words used in her culture she began to create “tablas” and to incorporate these pictures into her paintings.

ACTIVITIES

Using *A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas* by Ms. Garza, share the specific and other information from the book concerning the loteria and the tablas. Share the visuals on pages 17, 18, and 19. As a group discuss the various pictures and the Spanish terms. This is an opportunity for a language rich lesson. You will want to list the terms you are discussing on a large sheet of chart paper and hang in the room for all to see. After the discussion, explain how the lottery game is played (you may want to have a version around to show as you explain—there are many different lottery games available at education stores, or toy stores).

Once the children understand the game and how it is played, hand every child a game sheet that is blank. Be sure that there are a variety of colored markers available for everyone to use. Explain that in every square on their sheet they are to draw a symbol and the Spanish term for that picture. Books that offer a wealth of terms are *De Colores and Other Latin American Folk Songs for Children* arranged by Jose-Luis Orozco and *On Ramon's Farm* by Campbell Geeslin. Both books are fun to read and sing to and will give the children a wide variety of terms.

Have the children begin by drawing a picture in each square and below it in the same square the Spanish term. Have a Spanish/English dictionary available to help with terms they may not know. When they have completed their own personal “tablas,” make a copy for the game pieces for the caller, and then laminate the “tablas.”

Cut the sheets saved for the game pieces into squares and place in a large container for the caller.

When you are ready to begin, hand each child a sheet (not necessarily their own) and a lima beans for markers. As you pull a square from the container, talk about the picture and the term. When a child has filled their card, then they are the winner in the “loteria.”

VOCABULARY

Tablas Art sheet (game card)
Loteria Prize-winning game
Terms from discussion that are written on chart paper
Terms they have discovered written on chart paper

RESOURCES/MATERIALS

A Piece of My Heart/Pedacito De Mi Corazon: The Art of Carmen Lomas by Carmen Lomas Garza
De Colores and Other Latin-American Folk Songs for Children arranged by Jose-Luis Orozco
On Ramon's Farm by Campbell Geeslin
Enough copies of the attachment
Colored markers
Chart paper
Lima beans

ASSESSMENT

In their journals, have the children write about the tablas they created and the game loteria. They must use at least three or four of the terms they used on the card in their writing.

Rubric Points	Description
4	Exceeds expectation in information
3	Acceptable information given
2	Partially acceptable information
1	Little or no information given

Game Sheet

Unit Assessment

To culminate the study, have a fun activity to end the unit by sharing the painting “Cakewalk” from *Family Pictures/Cuadros de familia* by Ms. Garza. Read the excerpt with the class, and discuss how we still have cakewalks today at school carnivals, and fundraisers. Ask if any of them have participated in a cakewalk experience. Look at the painting more closely—discuss the people in the picture, their clothing, the scenery, and the activities that are going on outside of the cakewalk. Her paintings have so many details in them and so many activities going on besides the main focal point, small details can be missed. Use the painting to play a game where the children must look closely for the details (somewhat like the “I Spy” books). Questions that you may ask:

- Can you find the lady with crutches?
- Can you find the child with the red purse?
- Find the man serving punch (this is Carmen’s father).
- Find the pink lamb piñata.
- Can you find the black cat?
- Can you find the girl with the white purse that has a black cat on it?

Have a list of questions ready to ask so that every child has a chance to participate. You may want to enjoy “cake” while you are doing this activity.

When the game is over, have each child choose one of her paintings and write what they see, why they like it, and something about Ms. Garza they have learned. Use the following criteria:

Rubric Points	Description
1	No criteria met
2	One of three criteria met
3	Two of three criteria met
4	All four criteria met
5	Exceeded criteria set

Bibliography

Garza, Carmen Lomas. *A Piece of My Heart/Pedacito de mi Corazon, The Art of Carmen Lomas Garza*. The New York Press, New York, NY 1991.

Book describes the philosophy of Ms. Garza's and illustrates some of her art.

Garza, Carmen Lomas. *Family Pictures/Cuadros de familia*. Children's Book Press, San Francisco, CA, 1990.

Book describes the author's childhood memories growing up in Texas and illustrates her paintings to depict her memories.

Garza, Carmen Lomas. *In My Family/En Mi Familia*. Children's Book Press, San Francisco, CA, 1996.

Book continues the author's memories of family and growing up.

Garza, Carmen Lomas. *Making Magic Windows*. Children's Book Press, San Francisco, CA, 1999.

Book describes papel picado, or Mexican cut-paper art.

Ada, Alma Flor. *A Surprise for Mother Rabbit*. Santilla Publishing Co., Miami, FL, 1992.

Mother Rabbit's children decide to surprise her by collecting the eggs. They go around asking different birds for their eggs. The collection they gather highlights the uniqueness of each one.

Day, Frances Ann. *Latina and Latino Voices in Literature for Children and Teenagers*. Heinmann, Portsmouth, NH, 1997.

Book gives biographies on authors of Latino culture and lists their literary works and provides brief descriptions of the books.

Geeslin, Campbell. *On Ramon's Farm*. Atheneum Books for Young readers, New York, NY, 1998.

Book tells of Ramon and his farm through short stories about his animals. Good vocabulary building.

Mora, Pat. *Listen to the Desert*. Arte Publico Press: Houston, TX, 1994.

Story tells of the creatures of the desert and the sounds they bring to the desert.

Mora, Pat. *The Bakery Lady*. Pinata Books, Houston, TX, 2001.

Monica, who wants to be a baker like her grandmother, finds the baby doll in the cake and gets to bake for the next festival.

Mora, Pat. *The Desert is My Mother*. Pinata Books, a division of Arte Publico Press, Houston, TX, 1994.

Story of how the desert cares and reacts like a mother to a child.

Soto, Gary and Ed Martinez. *Too Many Tamales*. G.P. Putnam's Sons, New York, NY, 1993.

Holiday story of a little girl who loses her mother's ring in the masa for the tamales.

Tenorio-Coscarelli, Jane. *The Tamale Quilt*. 1/4-Inch Design Company, Murrieta, CA, 1998.

A grandmother tells her story of making tamales with her family and how the story is lovingly sewn/depicted into her quilt.

Book/CD

De Colores and Other Latin American Folk Songs for Children. CD/Book arranged by Jose-Luis Orozco, Arcoiris Records and Dutton's Children's Books, New York, NY, 1994.

A wonderful collection of songs and poems for children.

About the Author

Deborah Francis received her Masters Degree in Curriculum and Instruction, specializing in creative arts, from Lesley University in Boston. Her Bachelor of Arts Degree in Early Childhood Education (with an emphasis in language arts) is from the University of Northern Iowa.

Deborah has taught Early Education in the Denver Public Schools for 14 years. Previously she taught kindergarten and second grade, and was the director of a daycare center for the Department of Defense mapping agency in Glen Echo, Maryland. She has written several units for the Alma Project, including:

- La Mariposa/Butterflies
- The Desert
- Easter/Spring Celebration
- From Corn to Tortillas
- The Cowboys/Vaqueros