



Jan Romero Stevens: 1953-2000

THE ALMA PROJECT
A Cultural Curriculum Infusion Model



Denver Public Schools

In partnership with Metropolitan State College of Denver



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A Cultural Curriculum Infusion Model

Jan Romero Stevens: 1953-2000

By Deborah J. Francis

Grades: ECE - 1st

Implementation Time: 2-3 weeks

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Denver Public Schools, Denver, Colorado

The Alma Curriculum and Teacher Training Project

Loyola A. Martinez, Project Director



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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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
University of Colorado at Boulder

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

Jan Romero Stevens: 1953-2000

Unit Concepts

- Authorships
- Jan Romero Stevens, Author/Columnist
- Illustrators/Jeanne Arnold
- Diversity of Cultures
- The Southwest
- Traditions

Standards Addressed by this Unit

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 write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

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

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

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. (RW1)

Science

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

Visual Arts

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

Geography

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

Introduction

Jan Romero Stevens was born in 1953, and died in 2000 at the age of 46. She was a columnist, editor, and reporter for *The Arizona Sun*. As a features editor she won several awards from the Associated Press and the Arizona Newspaper Association. Her first children's book, *Carlos and the Squash Plant*, was published in 1993. This book began a series of books about Carlos, his family, and his friend Gloria. She also wrote and published a book for children called *Twelve Lizards Leaping: A New 12 Days of Christmas*. Her books reflect things that have happened in her life or her families' lives. Her goal in her Carlos stories was to show the closeness of the families and the land, their families, religion, and food. A recipe from the Latino culture is included at the end of each of her books.

Ms. Stevens was married and the mother of two sons. She was born in Las Vegas, New Mexico, and spent her life between New Mexico and Arizona. The Southwest meant a lot to her and she loved the people, foods, traditions, and the culture of all those who lived there.

Implementation Guidelines

It is recommended that this unit be used in the early childhood through first grades. It is a lesson that can be integrated into literacy or social studies curriculum, and can be used with other author studies. It should be used over a two- to three-week period.

Instructional Materials and Resources

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

Carlos and the Squash Plant by Jan Romero Stevens
Carlos and the Cornfield by Jan Romero Stevens
The Tortilla Factory by Gary Paulsen
Corn Is Maize by Alik
Carlos and the Skunk by Jan Romero Stevens
Carlos and the Carnival by Jan Romero Stevens
American Culture for Children: Mexican American Culture (video)
Making Magic Windows by Carmen Lomas Garza
Carlos Digs to China by Jan Romero Stevens
Pablo's Tree by Pat Mora
Gathering the Sun by Alma Flor Ada
A Snowy Day by Ezra Jack Keats
Dear Peter Rabbit by Alma Flor Ada
Family Pictures and In My Family by Carmen Lomas Garza

The following are resources and materials for each lesson:

Lesson 1:

Carlos and the Squash Plant by Jan Romero Stevens

Lesson 2:

Carlos and the Cornfield by Jan Romero Stevens
The Tortilla Factory by Gary Paulsen
Corn Is Maize by Alik

Lesson 3:*Carlos and the Skunk* by Jan Romero Stevens

Maps of Arizona and New Mexico

Lesson 4:*Carlos and the Carnival* by Jan Romero Stevens

Video “American Culture for Children: Mexican American Culture”

Making Magic Windows by Carmen Lomas Garza**Lesson 5:***Carlos Digs to China* by Jan Romero Stevens**Lesson 6:***Carlos and the Squash Plant, Carlos and the Cornfield, Carlos and the Carnival, Carlos and the Skunk, and Carlos Digs to China*, all by Jan Romero Stevens*Pablo’s Tree* by Pat Mora*Gathering the Sun* by Alma Flor Ada*A Snowy Day* by Ezra Jack Keats*Dear Peter Rabbit* by Alma Flor Ada*Family Pictures* and *In My Family* by Carmen Lomas Garza

Lesson Summary

Lesson 1	<i>Carlos and the Squash Plant</i> , Introducing Jan Romero Stevens 4 Children will be introduced to Jan Romero Stevens, and will use a rebus recipe to make calabacitas, a spicy Mexican dish.
Lesson 2	<i>Carlos and the Cornfield</i> , Having Fun with Corn 8 Children will learn about the growth cycle of the corn plant, and discover the ancient way of grinding corn into cornmeal.
Lesson 3	<i>Carlos and the Skunk</i> , The American Southwest 11 Children will learn fun facts about the southwestern states of New Mexico and Arizona.
Lesson 4	<i>Carlos and the Carnival</i> , Fun with Carnival Art 16 Children will enjoy making brightly colored works of art using stencils from <i>Making Magic Windows</i> by Carmen Lomas Garza.
Lesson 5	<i>Carlos Digs to China</i> , Diversity in Counting 18 Children will learn to count to 10 in Spanish, Chinese, and English.
Lesson 6	“Ilustrado: Jeanne Arnold, Let’s Become Illustrators 25 Children will learn about illustrators and have the chance to become one.
Unit Assessment 27

Lesson 1:
Carlos and the Squash Plant
Introducing Jan Romero Stevens
“Could this happen to you?”

What will students be learning?

STANDARDS

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

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 these problems. (M5)

BENCHMARKS

Learners will understand attributes, units, and systems of measurement.

Learners apply a variety of techniques, tool, and steps for determining measurements.

Learners will listen to and understand a variety of materials.

Learners listen to and discuss classic and contemporary quality literature that reflects the human experience.

OBJECTIVES

Students will be introduced to Jan Romero Stevens, author and columnist.

Students will experience measuring, mixing, and eating calabacitas, a cultural dish.

Students will focus on the meaning of a story.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Rebus Recipe

Measuring

Group Discussion

Hands-on Activity

PRELIMINARY LESSON PREPARATION

Purchase and prepare the following foods: margarine, onion, diced green chiles, zucchini or yellow squash sliced, 10-ounce box of frozen corn, chopped tomato, salt, and grated Monterey cheese (1-1/2 cups). Copy the rebus recipe from the back of the *Carlos and the Squash Plant*.

SPECIFIC

Jan Romero Stevens was born in 1953, and died in 2000 at the age of 46. She was a columnist, editor, and reporter for *The Arizona Sun*. As a features editor she won several awards from the Associated Press and the Arizona Newspaper Association. Her first children’s book, *Carlos and the Squash Plant*, was

published in 1993. This book began a series of books about Carlos, his family, and his friend Gloria. She also wrote and published a book for children called *Twelve Lizards Leaping: A New 12 Days of Christmas*. Her books reflect things that have happened in her life or her families' lives. Her goal in her Carlos stories is to show the closeness of the families and the land, their families, religion, and food. A recipe from the Latino culture is included at the end of each of her books. Ms. Stevens was married and the mother of two sons.

ACTIVITIES

Carlos and the Squash Plant will introduce this unit about the Latina author Jan Romero Stevens. This is also the first in the series of the Carlos books. When introducing the story, point out the author's name. Discuss what an author does. Using information from the specific, share with the class information about Ms. Stevens. Read *Carlos and the Squash Plant*. Using a teacher-directed discussion, talk about what the author is trying to say in the story—What was the purpose of the story? Could this happen to them?

After the story, point out that at the end of her books, she always includes a recipe of her culture. For this lesson share the recipe that is included at the end of the book. Using a sheet of chart paper, make a rebus recipe of the calabacitas. Have the children help in the process, discussing the various ways of measurements and the terms. While the dish is baking, have the children complete the assessment.

VOCABULARY

Calabacitas	A spicy Mexican dish
Author	The writer of a literary work
Si	Yes in Spanish
Ay, caramba	Good gracious in Spanish
Squash	A gourd specified as a vegetable

RESOURCE/MATERIALS

Carlos and the Squash Plant by Jan Romeo Stevens

Chart paper with rebus recipe

Prepared food—onion, chiles, zucchini, frozen corn, salt, margarine, tomato, Monterey Jack cheese

Measuring utensils

Mixing utensils

Writing paper

Fact sheet on Jan Romero Stevens

ASSESSMENT

To give students the opportunity to share what they feel Carlos could have done to prevent the squash plant from growing in his ear, give each child a sheet of penmanship paper and have them write what Carlos should have done, and then add something that they don't like to do that their parents tell them they must do, like taking a bath, or washing their ears. Each child will orally share to the class what they have written.

With the above assignment, provide a worksheet on facts about Jan Romero Stevens.

Name _____

Facts About Jan Romero Stevens

When was she born? _____

Where was she born? _____

Where did she live? _____

Was she married? _____

How many children did she have? _____

What kinds of jobs did she have? _____

What was her first book? _____

What is at the end of each of her stories? _____

When did she die? _____

TEACHER'S COPY

Facts About Jan Romero Stevens

When was she born? **1953**

Where was she born? **Las Vegas, New Mexico**

Where did she live? **New Mexico and Arizona**

Was she married? **Yes**

How many children did she have? **Two**

What kinds of jobs did she have? **Editor, Columnist, Author**

What was her first book? ***Carlos and the Squash Plant***

What is at the end of each of her stories? **A Mexican recipe**

When did she die? **2000**

Lesson 2: **Carlos and the Cornfield** **Having Fun With Corn!**

What will students be learning?

STANDARDS

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

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

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

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

BENCHMARKS

Learners will use information from their reading to increase vocabulary and language usage.

Learners will identify characteristics and the needs of plants.

Learners will begin to understand the diversity of life and how living things interact with each other and their environment.

OBJECTIVES

Students will understand the life cycle of a plant (corn) and what is needed for them to grow.

Students will be involved in the creative process of converting maize (corn) into cornmeal for the purpose of making cornmeal pancakes.

What will be done to help students learn this?

INSTRUCTIONAL MATERIALS

Read Aloud

Group Discussion

Hands-on Planting and Care of Plants

Graph/Chart

Rebus Recipe

Corn Plant Life Cycle Worksheet

PRELIMINARY LESSON PREPARATION

Make copies of the Corn Plant Life Cycle worksheet for students. Gather materials for planting, and assemble into kits for each student (container, potting soil, corn seeds). Make small baggies with corn kernels for each student for the grinding activity. Copy the recipe on rebus chart.

SPECIFIC

Ms. Stevens wrote her books in English and Spanish because she felt both languages are important to the culture of the Southwest. She was born in Las Vegas, New Mexico, and lived all her life in either New Mexico or Arizona. The culture, food, and traditions of the Southwest were important to her and she tried to convey this in her books. Her stories are based on events that happened to her family or friends, and some were embellished to make them more fun!

ACTIVITIES

Introduce the story, *Carlos and the Cornfield*. Share information from the specific. After reading the story, talk with the children about the message of the story. Then, begin a discussion of the growth cycle of the corn plant. Follow this discussion with an activity where students color, cutout, and sequence pictures of the plant cycle. Then, using a container, potting soil, water, and corn seeds, have the students plant their own corn plant. Make a chart for each student to follow in the care of their plant. Using a simple graph, have the students graph the growth of their individual plant indicating number of days and length of growth for each plant.

Following the planting exercise, read *Corn is Maize*. Discuss any new vocabulary words and list on chart paper some products made from corn. Give each child a bag of corn kernels. Using a metate (stone bowl and stone grinder), let the children grind their own cornmeal. Save the cornmeal and add additional store-bought cornmeal to make the cornmeal pancake recipe that is at the end of the Carlos story. Use a rebus recipe to follow the recipe for pancakes—children will enjoy a special treat.

VOCABULARY

Maize Corn

Teosinte A type of grass, before it becomes a corn plant

Metate A flat stone used for grinding

Pozole Cooked corn, often served with oregano, onions, or green/red chili

RESOURCES/MATERIALS

Carlos and the Cornfield by Jan Romero Stevens

Corn Is Maize: The Gift of Indians by Aliko

Rebus recipe

Corn kernels

Corn seed

Potting soil

Containers

Metate (stone bowl and grinder)

Cornmeal

Syrup

Plates, forks

Mixing bowl and utensils

Crayons and scissors

The Tortilla Factory by Gary Paulsen

Worksheets

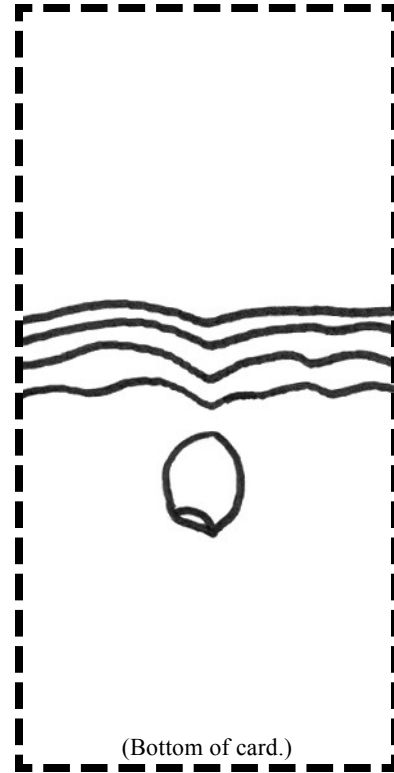
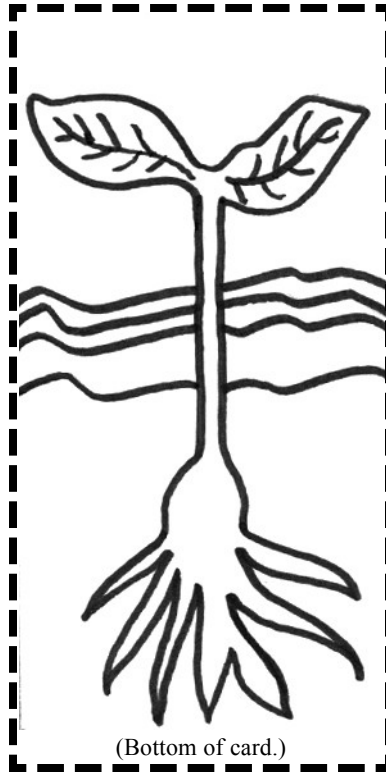
ASSESSMENT

Using drawing paper, let each student illustrate what they have learned. Let them dictate or write a “story” about their picture. Encourage use of new vocabulary and terms. Check for:

- The correct sequence of the plant cycle;
- Correct knowledge of plant care; and
- Process of grinding corn.

Corn Plant Life Cycle Worksheet

Have students color the drawings below, then cut them out and put them in the order of the plant growth cycle.



Lesson 3:
Carlos and the Skunk
The American Southwest

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

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

BENCHMARKS

Learners will identify geographical areas using maps.

Learners will understand characteristics of the southwest.

Learners will be able to describe facts about New Mexico and Arizona.

OBJECTIVES

Students will learn about areas of the southwest.

Students will learn facts about New Mexico and Arizona.

Students will use map skills.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Maps

Worksheets

Visuals

Library/Mini-research

PRELIMINARY LESSON PREPARATION

Schedule a time with the librarian to come in and help with some mini-research on New Mexico and Arizona. Prepare study sheets for the research. Prepare outlines of the state maps.

SPECIFIC

Jan Romero Stevens was born in Las Vegas, New Mexico, and lived there or in Arizona all of her life. She loved the culture, scenery, and traditions of the area. Her books about Carlos take place in New Mexico, in the Espanola Valley.

ACTIVITIES

Read *Carlos and the Skunk* by Jan Romero Stevens. At the beginning of her books she always gives the location of where it takes place, the Espanola Valley of northern New Mexico. Talk to the class about where Ms. Stevens is from in the southwest. Using a map show the class what basically makes up the southwest, parts of Texas, Colorado, all of New Mexico, Arizona, and Nevada. Concentrate on the two states Ms. Stevens has lived—New Mexico and Arizona. Give each child a study sheet and have them go to the library for a mini-research time. With the librarian's help, have the children use books she has pulled for them to fill in the information on the sheets. They can do this individually or as a group. The facts are very basic—state flower, bird, tree, song, etc. Back in class, have them share what they have found. To complete the activity, have each child complete the state flags, coloring the areas appropriately.

VOCABULARY

New Mexico One of the 50 states located in the southwest
Arizona One of the 50 states located in the southwest
Southwest Area of the United States, dry climate, desert, mountains
Zorrillo Spanish for skunk
Map A representation on a flat surface of an area

RESOURCE/MATERIALS

Map of the U.S.
Carlos and the Skunk by Jan Romero Stevens
Outline of the state flag of Arizona
Outline of the state flag of New Mexico
Maps of New Mexico and Arizona
Arizona and New Mexico Facts worksheets

ASSESSMENT

In the back of each of Ms. Stevens' books is a recipe to share from her culture. You may prepare the recipe with the class or have prepared salsa for everyone to enjoy. While sharing this treat as a group, have each child share one new thing that they learned about the states they studied. Write these on a chart. Have each child try not to repeat what someone else may have said. These statements do not necessarily have to be what was on the worksheets, but anything they may have learned.

Name _____

Arizona and New Mexico Facts Worksheet

Arizona:

Statehood _____

Nickname _____

Capital _____

Motto _____

State Bird _____

State Tree _____

State Flower _____

State Song _____

New Mexico:

Statehood _____

Capital _____

Motto _____

State Bird _____

State Flower _____

State Tree _____

State Song _____

TEACHER'S COPY

Answer Key Arizona and New Mexico Worksheet

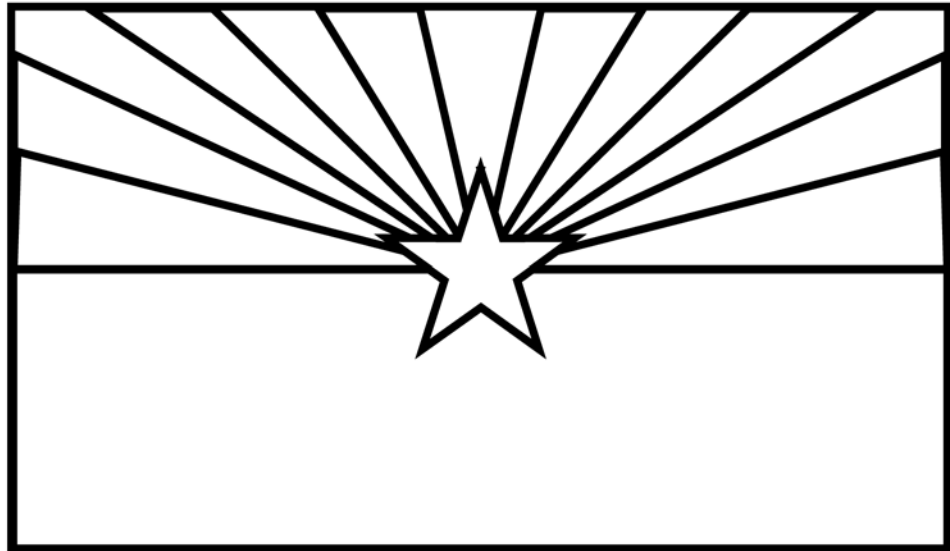
	Arizona	New Mexico
Statehood	1912 (48th)	1912 (47th)
Capitol	Phoenix	Santa Fe
Motto	Ditat Deus (God Enriches)	Crescit Eundo (It Grows As It Goes)
State Bird	Cactus Wren	Roadrunner
State Flower	Saguaro Cactus	Yucca
State Tree	Palo Verde	Pinon tree
State Song	“Arizona”	“O, Fair New Mexico” “Asi es Nuevo Mexico”

Name _____

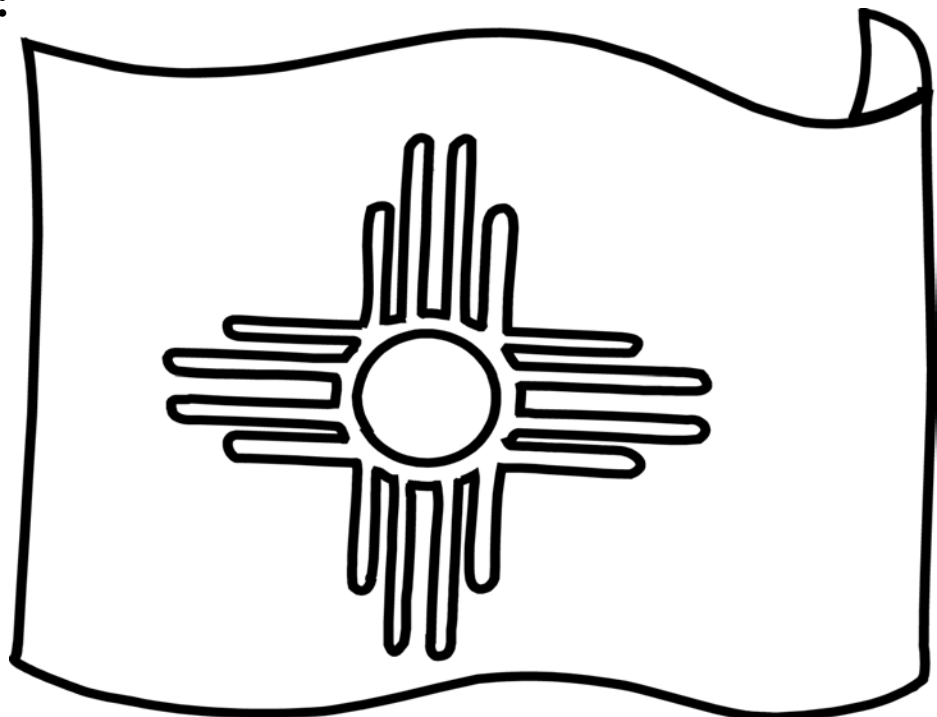
Flags of Arizona and New Mexico Worksheet

Have students color the state flags with their appropriate colors.

Arizona:



New Mexico:



Lesson 4:

Carlos and the Carnival

Fun with Carnival Art

What will students be learning?

STANDARDS

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

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

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

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

BENCHMARKS

Learners listen to and understand a variety of materials.

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

Learners will use a form of art to represent a culture.

Learners will discover information about another culture.

OBJECTIVES

Students will discover information about the Mexican culture.

Students will create a piece of art that reflects that culture.

Students will experience new vocabulary from another culture.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Video Presentation

Discussion

Art Activity

Writing

PRELIMINARY LESSON PREPARATION

Gather a variety of colored yarn, paper plates, stencils from the book *Making Magic Windows*, and markers.

SPECIFIC

In the video, students will see a representation of the Mexican culture and a sample of the art they will be creating using yarn and stencils.

ACTIVITIES

Introduce *Carlos and the Carnival* by Jan Romero Stevens. In this story, Carlos learns all about the saying “a fool and his money are soon parted.” Discuss what Ms. Stevens is saying in this story, and how did Carlos get out of his predicament. Show the video, “American Cultures for Children: Mexican American Heritage.” Through the video, the children will get a glimpse of the Mexican culture, and see a fun art piece that they will be creating. After the video, show the children the book *Making Magic Windows* by Carmen Lomas Garza. The book includes a variety of stencils that are used for papel picado. Using prepared stencils, help the children trace the outlines on the bottom of a paper plate. After the stencil has been traced on the plate, have the children outline the picture with glue, and then use colored yarn to press on the glue. They will have created a bright and beautiful piece of art.

VOCABULARY

- Papel picado Mexican cut-paper art
- Feliz Cumpleanos Happy Birthday
- Posole A soup made with hominy and red chile
- Sopaipillas Puffy pieces of fried bread
- Muchas gracias..... Thank you very much

RESOURCE/MATERIALS

- Carlos and the Carnival* by Jan Romero Stevens
- Video “American Cultures for Children Mexican-American Culture”
- Making Magic Windows* by Carmen Lomas Garza
- Paper plates
- Markers
- Stencils
- Brightly colored yarn
- Glue

ASSESSMENT

Using the writer’s workshop time, or time set aside for writing, have the children do a book review of the story that was read. (For those who are not writing, have them draw pictures depicting the book.) What was their favorite part and why should be answered in at least two or three sentences. The following will be the criteria for the grade:

- Did they use correct sentence structure?..... 5 points
- Did they use correct punctuation? 3 points
- Did they use a capital at the beginning of the sentence?..... 3 points
- Were there main ideas in the sentences?..... 5 points
- Were they accurate in their information? 5 points
- Total possible points 21 points**

Lesson 5: *Carlos Digs to China* **Diversity in Counting**

What will students be learning?

STANDARDS

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

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

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

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

BENCHMARKS

Learners will listen to and understand a variety of materials.

Learners will understand that literature can be a reflection of human life.

Learners will develop an understanding of the relative magnitude of numbers.

Learners will understand that societies are diverse and that numbers can be represented through those cultures.

OBJECTIVES

Students will recognize that societies are diverse.

Students will learn to count to 10 in Spanish and Chinese.

Students will be introduced to China and locate that country on the globe.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Discussion

Charts

Worksheets

Individual and Group Work

Working with Numbers

PRELIMINARY LESSON PREPARATION

Prepare charts of the numbers one to 10 in Spanish and Chinese. Make flash cards with the numbers one to 10 in English, Chinese, and Spanish.

SPECIFIC

This was the last book that Ms. Stevens wrote and it was published the year after she died. In the book, Carlos learns about a different culture, and is anxious to visit because he is bored with his own culture. This book shows the diversity of our society today, an experience Ms. Stevens related to. Share her letter in the back of the book that she wrote to her editor about when she was a child and wanted to dig to the core of the earth.

ACTIVITIES

Introduce the last book that Ms. Stevens wrote, *Carlos Digs to China*. This book will make children aware that our country is made up of a variety of cultures. In this book they will specifically see two different cultures in our society. Carlos thinks that he would be happier living in a different place, eating different food, and seeing different things. Could what he does really happen and is it probable? Make this a teacher-led discussion. Have books on China and Mexico to share pictures and information with the class. After discussing this with the class, tell them they will learn to count and write numbers one to 10 in three languages! Copy the chart of English, Spanish and Chinese numbers onto chart paper. Discuss the differences. Hand out the Counting in English worksheet and have the children draw sets of objects to match each number (example: Two = $\triangle\triangle$). When this one is completed, pass out the Counting in Spanish worksheet and have the students interpret each number by drawing sets of objects to match the numbers, then draw two objects that are indigenous to the Spanish speaking culture (example: sombrero, basket, etc.). Finally, pass out the Counting in Chinese worksheet and have the students write the interpretation of each number in English and then draw their corresponding Chinese symbols. All three worksheets together will make a booklet “Diversity in Counting.”

VOCABULARY

Uno.....	One in Spanish
Dos	Two in Spanish
Tres	Three in Spanish
Quatro	Four in Spanish
Cinco.....	Five in Spanish
Seis	Six in Spanish
Siete.....	Seven in Spanish
Ocho.....	Eight in Spanish
Nueve	Nine in Spanish
Diez.....	Ten in Spanish
Yee.....	One in Chinese
Uhr	Two in Chinese
Sahn	Three in Chinese
Suh	Four in Chinese
Woo.....	Five in Chinese
Lyo	Six in Chinese
Chee	Seven in Chinese
Bah	Eight in Chinese
Jo.....	Nine in Chinese
Shur.....	Ten in Chinese
China	An Asian country
Mexico	Country south of the United States

RESOURCE/MATERIALS

Carlos Digs to China by Jan Romero Stevens

Charts of English, Spanish, and Chinese numbers

Counting in English, Counting in Spanish, and Counting in Chinese worksheets

Books on China with pictures to share

Crayons, pencils

Manipulatives for counting

ASSESSMENT

Using the prepared charts for the children to refer to, use a counting activity as an assessment. Each child needs at least 10 manipulatives. Say a number from one of the languages such as one, uno, or yee and see if they can figure out the correct amount. Do this until all the numbers have been used from all three languages. As you are doing this you will need to move around to check to see if the children are able to give the correct amount.

Chart of English, Spanish, and Chinese Numbers

Number	English	Spanish	Chinese	Chinese Symbols
1	one	uno	yee	一
2	two	dos	uhr	二
3	three	tres	sahn	三
4	four	quatro	suh	四
5	five	cinco	woo	五
6	six	seis	lyo	六
7	seven	siete	chee	七
8	eight	ocho	bah	八
9	nine	nueve	jo	九
10	ten	dies	shur	十

Name _____

Counting in English


Draw sets of objects to match each number. For example: Two = $\triangle \triangle$

Examples of objects to draw: $\blacklozenge \triangle \bullet \blacksquare \text{😊} \square \bigcirc \nabla \blacktriangle$

one	=
two	=
three	=
four	=
five	=
six	=
seven	=
eight	=
nine	=
ten	=

Name _____

Counting in Spanish

Interpret each number by drawing sets of objects to match each number. For example: Dos = 

Examples of objects to draw:         

uno =
dos =
tres =
quatro =
cinco =
seis =
siete =
ocho =
nueve =
diez =

Draw two objects that are indigenous to the Spanish speaking culture (example: sombrero, basket, etc.).

--	--

Name _____

Counting in Chinese

Write the interpretation of each number in English and then draw their corresponding Chinese symbols.

Chinese	Number in English	Chinese symbol
yee =		
uhr =		
sahn =		
suh =		
woo =		
lyo =		
chee =		
bah =		
jo =		
shur =		

Lesson 6: **Illustrado—Jeanne Arnold** **“Let’s Become Illustrators!”**

What will students be learning?

STANDARDS

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

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

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)

BENCHMARKS

Learners will listen to and discuss quality literature that reflects the human experience.

Learners will use reading, writing, listening, and viewing to learn about topics of interest.

Learners will tell imaginative stories and retell familiar ones for a variety of purposes and audiences.

OBJECTIVES

Students will learn about the illustrator Jeanne Arnold.

Students will learn what an illustrator does in books.

Students will create a piece of literature with their own illustrations.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Small Groups

Discussion

Shared Writing

Art Activity/Illustrations

Visuals

Publishing

PRELIMINARY LESSON PREPARATION

Gather all books by Jan Romero Stevens and the additional books listed to share as visuals.

Have paper and markers/crayons available.

SPECIFIC

Jeanne Arnold is the illustrator for the Carlos series of books. She is a freelance illustrator and painter who lives in Salt Lake City, Utah. According to Ms. Arnold, she used such artists as Diego Rivera, and other Latin American artists to give her the feel of the Southwest and the culture. She loves the Southwest desert region and spends time there hiking and backpacking.

She and Ms. Stevens never met! It is the publisher's job to find the illustrator and carry out all the communication between the two. Ms. Arnold did get to see the sketches and have some input, however the publisher has the final approval. Jan Stevens would sometimes furnish photos of things she might want in the book.

ACTIVITIES

This particular lesson needs to be done in a small group of five or six students. Share the Carlos books and talk about the pictures. Ask students if they know what an illustrator does. The "Illustrado" in the Carlos books is Jeanne Arnold. Share information about her to the group. Share some additional books listed in the resource section and talk about the pictures. How are they different? Who are the illustrators? What visuals do they prefer? In the Carmen Lomas Garza books, talk about how she is both the author and the illustrator. Share the pictures and some stories. Share with the children that they are going to write a short adventure featuring Carlos and Gloria, the characters that they have come to know. As a group, write the story using different sheets of paper. When the story is completed, have the children become the illustrators. There should be enough pages so that every child will have one or two to illustrate. Discuss how the picture must depict what is being said on that page, and it must reflect the characters and their environment. When the books are completed, have them "published" to share with the rest of the class, or even placed in the library for all to enjoy!

VOCABULARY

Illustrado Illustrator

Illustrator Person who does the visuals for a piece of literature

Visual Impressions, images, or pictures

RESOURCE/MATERIALS

Carlos and the Squash Plant, *Carlos and the Cornfield*, *Carlos Digs to China*, *Carlos and the Skunk*, and *Carlos and the Carnival* by Jan Romero Stevens

Family Pictures and *In My Family* by Carmen Lomas Garza

Books like *Dear Peter Rabbit* (Leslie Tryon), *A Snowy Day* (Ezra Jack Keats), *Pablo's Tree* (Cecily Lang), *Gathering the Sun* (Simon Silva)

Paper, markers/crayons

ASSESSMENT

This writing piece should be done during writing time or part of a writer's workshop. Each student will choose one of the illustrators you have shared. They will write why they liked that particular illustrator's pictures. They need to explain one the of following:

- How the pictures were made?
- Did they do a good job of depicting the story?
- Were they colorful or pleasing?
- Were the characters like the story described?

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

After completing the lessons in this unit students should be able to complete the following activity with proficiency:

Since Jan Romero Stevens was a newspaper columnist/reporter/editor, the assessment will become a newspaper written by the children. Each child will write or illustrate one or two things they learned about Jan Romero Stevens. With the teacher’s help, the “articles” will be put into a newspaper format and a copy printed for all the class. Children should demonstrate knowledge of the author and her books, and this will be reflected in their “article.”

SCORING RUBRIC

Rubric Points	Description
4.....	Shows above-average knowledge of author/books
3.....	Shows average knowledge of author/books
2.....	Shows some knowledge
1.....	Shows little or no knowledge

Bibliography

Video:

"American Cultures for Children, Mexican American Heritage." Schlessinger Video Productions, Wynnewood, PA., 1997.

Books:

Ada, Alma Flor. *Dear Peter Rabbit*. Aladdin Paperbacks, NY, NY, 1997.

Letters are written between storybook characters like Little Red Riding Hood, the Three Pigs, Peter Rabbit, and more.

Ada, Alma Flor. *Gathering the Sun*. Rayo/Harper Collins, Publishers Inc., 1997.

A beautiful story of migrants, and Cesar Chavez, through the alphabet in Spanish and English.

Aliki. *Corn Is Maize: The Gift of the Indians*. Harper and Row, Publishers, New York, 1976.

The history of corn, its uses in various cultures, and its place in today's society.

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

This book gives biographies, pictures, and descriptions of books written by Latino and Latina authors.

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

This book describes the author's childhood memories growing up in Texas and uses her paintings to depict these memories.

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

This book continues the author's memories of growing up and her family.

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

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

Mora, Pat. *Pablo's Tree*. Simon and Schuster, NY, NY, 1994.

Every year on his birthday, a young Latino boy can't wait to see how his grandfather has decorated the tree he planted on the day the boy was adopted.

Paulsen, Gary. *The Tortilla Factory*. Harcourt Brace and Company, San Diego, CA, 1995.

Story describes the cycle of the corn beginning with the plant and then the seed to a final food product, the tortilla.

Stevens, Jan Romero. *Carlos and the Carnival*. Rising Moon/Northland Publishing, Flagstaff, AZ, 1999.

This book tells the story of Carlos and Gloria going to the carnival. Children learn that "a fool and his money are soon parted."

Stevens, Jan Romero. *Carlos Digs to China*. Rising Moon/Northland Publishing, Flagstaff, AZ, 2001.

This story is about Carlos wanting to try another culture, China, and digging his way to the other side of the earth. His adventure brings neighbors and friends out to cheer and watch.

Stevens, Jan Romero. *Carlos and the Cornfield*. Rising Moon/Northland Publishing, Flagstaff, AZ, 1995.

In this story "you reap what you sow" is significant since Carlos tries to find an easy way to plant the corn so that he can buy that special pocket knife.

Stevens, Jan Romero. *Carlos and the Skunk*. Rising Moon/Northland Publishing, Flagstaff, AZ, 1997.
Gloria has been Carlos's best friend since they were little, and now he sees her as someone he would like to impress. But trying to impress her by not being afraid of a skunk is not the way and he soon learns that!

Stevens, Jan Romero. *Carlos and the Squash Plant*. Rising Moon/Northland Publishing, Flagstaff, AZ, 1993.

Carlos is introduced to readers in this story about how a squash plant grows from his ear when he refuses to wash them.

Websites:

<http://www.azpressclub.org>

<http://www.u.arizona.edu/ic/swchildlit/pages/cas3.html>

<http://www.newton.mec.edu>

<http://www.state.nm.us>

<http://www.newmexico.org>

<http://www.governor.state.az.us/kids/facts.cfm>

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