

## Essential Question Preview

### Why is it important for Mexico and the United States to be good neighbors?

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Point out that because the United States and Mexico share a border, we share some of the same physical environments. Explain that Mexico generally has warmer and more tropical environments than the United States because it is located farther south.
- Ask students what languages are spoken in Mexico. Use their responses to introduce how the country's cultural geography was shaped by Spanish contact.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*What do you know about the economy of Mexico? What relationships exist between the economies of the United States and Mexico?*

*What have you heard about Mexico in the news lately? How do these issues affect the relationship between the United States and Mexico?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

## ► Explore the Online Video

### ANALYZE VIDEOS

#### Geo Quiz: Mexico City

Invite students to watch the video to learn how the influences of Mexico's past are visible throughout Mexico City today.

**History** What evidence of Mexico's past legacy is seen throughout Mexico City today? *Throughout the city, there are symbols and art that represent its Aztec past.*



Module 9

# Mexico

**Essential Question**

Why is it important for Mexico and the United States to be good neighbors?

**Explore ONLINE!**

**HISTORY**

VIDEOS, including ...

- The Peasant Revolution

✓ Document-Based Investigations

✓ Graphic Organizers

✓ Interactive Games

✓ Channel One News Video: Geo Quiz: Mexico City

✓ Channel One News Video: Day of the Dead

✓ Compare Images: Trade vs. Tradition

✓ Interactive Map: Mexico's Culture Regions

In this module, you will learn about the major physical, cultural, and economic features of Mexico.

**What You Will Learn**

**Lesson 1: Physical Geography . . . . .** 277  
The Big Idea Mexico is a large country with different natural environments in its northern, central, and southern regions.

**Lesson 2: History and Culture . . . . .** 281  
The Big Idea Native American cultures and Spanish colonization shaped Mexican history and culture.

**Lesson 3: Mexico Today . . . . .** 286  
The Big Idea Mexico has four culture regions that all play a part in the country's government and economy.

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### Lesson 1 Big Idea

Mexico is a large country with different natural environments in its northern, central, and southern regions.

#### Main Ideas

- Mexico's physical features include plateaus, mountains, and coastal lowlands.
- Mexico's climate and vegetation include deserts, tropical forests, and cool highlands.
- Key natural resources in Mexico include oil, silver, gold, and scenic landscapes.

### Lesson 2 Big Idea

Native American cultures and Spanish colonization shaped Mexican history and culture.

#### Main Ideas

- Early cultures of Mexico included the Olmec, the Maya, and the Aztecs.
- Mexico's period as a Spanish colony and its struggles since independence have shaped its culture.
- Spanish and native cultures have influenced Mexico's customs and traditions today.



**Culture** Brightly costumed dancers perform a traditional dance or ballet folklórico in Cancún.

**History** The Spanish brought Christianity to Mexico and built churches like this one.



**Geography** Much of Mexico's landscape is dry, with high plateaus and mountains.

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## Lesson 3 Big Idea

Mexico has four culture regions that all play a part in the country's government and economy.

### Main Ideas

- Mexico's democratic government has been mostly controlled by one political party.
- Government has traditionally played a large role in Mexico's economy.
- Mexico has four distinct culture regions.

## Explore the Map and Images

**Mexico: Political** Mexico is bordered by the United States to the north and by Guatemala and Belize to the south. It is a federal republic, with 31 states and 1 federal district. Its biggest cities are Mexico City, Guadalajara, and Monterrey.

**Culture** Traditional dance and costume styles vary widely between regions in Mexico. Like many large countries, Mexico can be divided into culture regions.

**History** Some Mexican churches are built from stone taken from Indian temples destroyed after the conquest of Mexico in 1521. Some churches were even built on top of Maya or Aztec pyramids.

**Geography** The Sonoran Desert of northern Mexico extends north into several U.S. states. Tell students that Texas, New Mexico, Arizona, and California, in whole or in part, were part of Mexico until 1848.

### Analyze Visuals

Have students examine the images and answer the following questions:

1. How can you tell from the picture of the church that religion was important to the Spanish? *The churches were very large and elaborate.*
2. What kind of vegetation do you think covers most of Mexico? *plants that need little water to survive, such as cacti and shrubs*
3. What are some characteristics of Mexico's geography? *high plateaus and mountains, tropical beaches, a long river on its northern border*

## ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

## ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Predict

Have students bring in brief articles from newspapers, magazines, or the Internet that describe a recent event in Mexico. Choose an article and encourage students to think about how this event might affect the culture, geography, economy, or government of Mexico in the future. Ask volunteers to tell how similar events in the past have affected societies they know about or have read about. Next, tell students to use the effects of past events to predict the future effects of the event from the article. Have students write a paragraph explaining their predictions.

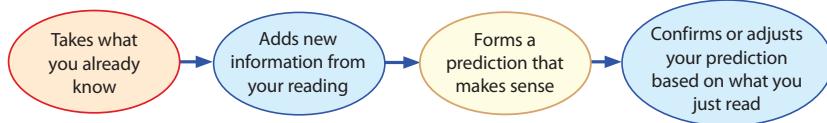
#### You Try It!

Students should use the graphic organizer to make predictions about what they will learn in Lesson 3. *What you already know—The United States is a democracy. New information—Mexico's democracy is not like democracy in the United States. Your prediction—Students' answers may vary. Check your prediction—Students' answers may vary but should include that Mexico's democracy is no longer dominated by the PRI.*

#### Predict

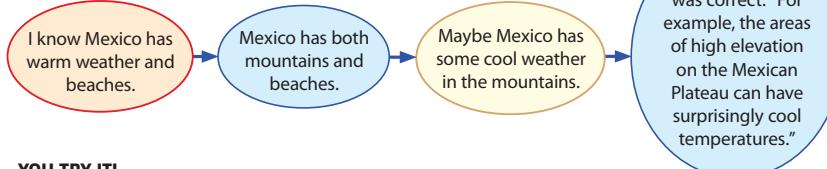
##### READING FOCUS

*Predicting* is guessing what will happen next based on what you already know. In reading about geography, you can use what you know about the place you live to help you make predictions about other countries. Predicting helps you stay involved with your reading as you see whether your prediction was right. Your mind follows these four steps when you make predictions as you read:



See how you might make a prediction from the following text:

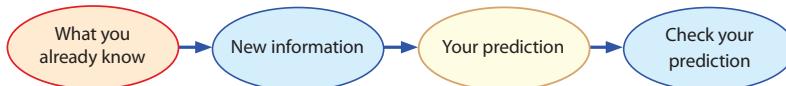
*From snowcapped mountain peaks to warm, sunny beaches, Mexico has many different climates.*



#### YOU TRY IT!

Read the following sentences. Then use a graphic organizer like the one below to help you predict what you will learn in your reading. Check the text in Lesson 3 to see if your prediction was correct.

*Mexico has a democratic government. However, Mexico is not like the United States where different political parties have always competed for power.*





# Physical Geography

- Mexico's Diverse Geography

Visuals

LESSON 1

## Big Idea

Mexico is a large country with different natural environments in its northern, central, and southern regions.

- Mexican Native Plants and Animals
- Attack of the Dinosaur-Killing Asteroid

Extend and Enrich

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

Videos

Maps,  
Graphs, and  
Charts

- Map: Mexico: Physical
- Map: Mexico: Climate

Sources

- Document-Based Investigation:  
Mexico: Climate

## ► Online Lesson 1 Enrichment Activities

### Mexican Native Plants and Animals

**Chart** Students create a chart that lists native plants and animals in each of Mexico's five climate regions.

### Attack of the Dinosaur-Killing Asteroid

**Article** Students read an article about what scientists think happened when an asteroid slammed into the Yucatán coast 66 million years ago. Then they create a timeline of the events that occurred as a result of the asteroid's impact.



# Physical Geography

## The Big Idea

Mexico is a large country with different natural environments in its northern, central, and southern regions.

## Main Ideas

- Mexico's physical features include plateaus, mountains, and coastal lowlands.
- Mexico's climate and vegetation include deserts, tropical forests, and cool highlands.
- Key natural resources in Mexico include oil, silver, gold, and scenic landscapes.

## Key Terms and Places

Río Bravo (Rio Grande)  
peninsula  
Baja California  
Gulf of Mexico  
Yucatán Peninsula  
Sierra Madre

## If YOU lived there ...

You live on Mexico's Pacific coast. Sunny weather and good beaches bring tourists year-round. Now you are on your way to visit a cousin in Puebla, in the highlands. To get there, you will have to take a bus along the winding roads of the steep Sierra Madre Occidental. This rugged mountain range runs along the coast. You have never been to the interior of Mexico before.

## What landscapes will you see on your trip?

## Physical Features

Mexico, our neighbor to the south, shares a long border with the United States. Forming part of this border is one of Mexico's few major rivers, the **Río Bravo**. In the United States, this river is called the Rio Grande. At other places along the U.S.-Mexico border, it is impossible to tell where one country ends and the other country begins.

**Bodies of Water** Locate Mexico on the map and see that, except for its border with the United States, Mexico is mostly surrounded by water. Mexico's border in the west is the Pacific Ocean. Stretching south into the Pacific Ocean from northern Mexico is a narrow **peninsula**, or piece of land surrounded on three sides by water, called **Baja California**. To the east, Mexico's border is the **Gulf of Mexico**. The Gulf of Mexico is separated from the Caribbean Sea by a part of Mexico called the **Yucatán** (yoo-kah-TAHN) **Peninsula**.

**Plateaus and Mountains** Much of the interior landscape of Mexico consists of a high, mostly rugged region called the Mexican Plateau. The plateau's lowest point is more than a half mile above sea level. Its highest point is close to two miles above sea level. The entire plateau spreads between two mountain ranges that rise still higher. One range, the Sierra Madre Oriental, lies in the east. The other, the Sierra Madre Occidental, lies in the west. Together, these two mountain ranges and another shorter one in southern Mexico make up the **Sierra Madre** (SYER-rah MAH-dray), or "mother range."

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

#### What landscapes will you see on your trip?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider the MOUNTAIN landscape of the coast:

- There are scenic views.
- There are high mountains.
- There is snow.

#### Consider the PLATEAU landscape of the interior:

- It is mostly flat.
- There is rugged terrain.
- There are dry regions.

**2. Direct Teach** Introduce the Big Idea: *Mexico is a large country with different natural environments in its northern, central, and southern regions.* Ask if any students have ever visited Mexico; if so, ask them to describe where they visited and what the area was like. Write the responses on the board. Then ask students to call out words that come to mind when they think of Mexico's environment. Add these responses to the list on the board.

**3. Practice/Assess/Inquire** Have students create a graphic organizer with an oval in the center labeled *Mexico's Physical Geography* and three ovals connected to it—one labeled *northern*, one labeled *central*, and one labeled *southern*. Have students write two questions about each region of Mexico next to the appropriate oval. Tell students to vary their questions so that they cover physical features, climate, vegetation, and natural resources.

**4. Explore (Collaborative Exploration)** Have students exchange graphic organizers to quiz a partner.

**5. Whole Group Close/Reflect** Have students use their graphic organizers to help them create at least one illustration for every region of Mexico.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Mexico

Mexico: Climate is the first of five document-based investigations that students will analyze in Mexico. Using an interactive map, students will explore the climate regions of Mexico.

## Teach the Main Idea

Mexico's physical features include plateaus, mountains, and coastal lowlands.

**Recall** What are Mexico's borders on the north, west, and east? north—*Río Bravo* (*Rio Grande*); west—Pacific Ocean; east—*Gulf of Mexico*

**Identify** What does *Sierra Madre* mean? "mother range"

**Evaluate** Why do you think people in the area of Mexico City continue to live there despite the threat of volcanic eruptions and earthquakes? Possible answer: *The area is their home, so they don't want to leave it.*

## More About ...

### Connect to History: Site of Mexico

**City** Mexico City was built on a dried-out lakebed, which adds to the instability of the soil beneath it. When the Aztecs founded the city as their capital, Tenochtitlán, in 1345, they built it on a swampy island in a lake. When the Spaniards conquered the Aztecs in 1521, they cut the aqueducts that brought water to the city. Canals that had connected the island to the mainland were filled in with rubble from the Aztec buildings.

**Misconception Alert** Some students may believe that because Mexico is a part of Latin America, it is located in Central or South America. If necessary, emphasize to students that Mexico is a part of North America, along with the United States, Canada, and the Caribbean Islands.

## ONLINE GRAPHIC ORGANIZER

### Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Cause and Effect** How have Mexico's physical features shaped its climate? *The Mexican Plateau between the two mountain ranges is mostly cooler and dry. The tropical savanna areas along the coasts have more lush vegetation.*



## ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: Río Bravo (Rio Grande), peninsula, Baja California, Gulf of Mexico, Yucatán Peninsula, Sierra Madre.

## ONLINE INTERACTIVE MAPS

### Mexico: Physical

Have students explore the map using the interactive features and answer the associated questions.

**Place** What feature extends into the Gulf of Mexico? *Yucatán Peninsula*

In print edition, see map of same title.

- Place** What feature extends into the Gulf of Mexico? *Yucatán Peninsula*
- Location** Where in Mexico would it be easiest to cross from the Pacific Ocean to the Gulf of Mexico? *at the Isthmus of Tehuantepec*

## ONLINE INTERACTIVE VISUALS

### Image Compare: Mexico's Diverse Geography

Have students explore and compare the images using the interactive slider.

### READING CHECK

**Summarize** What are Mexico's major physical features? *plateaus, mountains, and plains*



Plateaus and mountains cover much of Mexico. Here, the volcano Popocatépetl rises above a mountain valley. Many people live and farm in the mountain valleys.

Between the two ranges in the south lies the Valley of Mexico. Mexico City, the country's capital, is located there. The mountains south of Mexico City include towering, snowcapped volcanoes. Volcanic eruptions, as well as earthquakes, are a threat there. The volcano Popocatépetl (poh-puh-cah-TE-pet-uhl) near Mexico City has been erupting from time to time since 1994.

**Coastal Lowlands** From the highlands in central Mexico, the land slopes down to the coasts. Beautiful, sunny beaches stretch all along Mexico's eastern and western coasts. The plain that runs along the west coast is fairly wide in the north. It becomes narrower in the south. On the east side of the country, the Gulf coastal plain is wide and flat. The soils and climate there are good for farming.

Locate Yucatán Peninsula on the *Mexico: Physical* map. As you can see, this region is also mostly flat. Limestone rock underlies much of the area. Erosion there has created caves and sinkholes, steep-sided depressions that form when the roof of a cave collapses. Many of these sinkholes are filled with water.

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## ENGLISH LANGUAGE LEARNERS

### Taking Notes

- To help students become familiar with the lesson material and better understand class discussions, have them read the lesson and take notes before class.
- Have students read the lesson and write down ideas or terms that seem important. Notes should include information about Mexico's physical features (e.g., bodies of water, plateaus and mountains, coastal lowlands), climate and vegetation, and natural resources.

- When content is covered in class, ask students to participate in the discussion by sharing what they have written in their notes.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions



A tropical savanna climate supports lush vegetation along Mexico's southern beaches.

**Academic Vocabulary**  
vary to be different

## Climate and Vegetation

From snowcapped mountain peaks to warm, sunny beaches, Mexico has many different climates. You can see Mexico's climate regions on the map. This great variety of climates results in several different types of vegetation.

In some areas, changes in elevation cause climates to vary widely within a short distance. For example, the areas of high elevation on the Mexican Plateau can have surprisingly cool temperatures. At times, freezing temperatures reach as far south as Mexico City—even though it is located in the tropics. Mexico's mountain valleys generally have mild climates, and many people have settled there.

The valleys along Mexico's southern coastal areas also have pleasant climates. Warm temperatures and a summer rainy season support the forests that cover about 25 percent of Mexico's land area. Tropical rain forests provide a home for jaguars, monkeys, anteaters, and other animals.



## STRUGGLING READERS

### Physical Features of Mexico

- To help students who are having difficulty understanding the text, read aloud the section on physical features and have students find the features on the map as you read.
- To verify students' understanding and to strengthen their literacy skills, call on students or invite volunteers to point out each of the features on a large classroom map or by using the map in their textbooks. Finally, have students reread and paraphrase the information in the text.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 21: Map Reading

## Teach the Main Idea

Mexico's climate and vegetation include deserts, tropical forests, and cool highlands.

**Recall** What is the reason Mexico has so many types of vegetation? *great variety of climates*

**Describe** What is the climate like in the northern Yucatán Peninsula? What kind of vegetation is found there? *hot and dry; scrub forest*

**Contrast** How is the climate in most of southern Mexico different from that in northern Mexico? *southern Mexico—warm and humid; northern Mexico—hot and dry*

## More About . . .

**Cactus** Cactus is a favorite food in Mexico. In the center of the Mexican flag is a picture of an eagle with a snake in its beak, perched on a prickly pear cactus. This cactus, called *nopal* in Spanish, is not just a national symbol—it is also a delicious food used in a variety of Mexican dishes. After the prickly spikes are removed, the juicy, tender *nopales* are served in salads, main courses, and desserts.

## ONLINE DOCUMENT-BASED INVESTIGATION

### Mexico: Climate

Have students explore the map using the interactive features and answer the associated questions.

**Analyze Sources** Study the map. What conclusion could you draw about the diversity of Mexico's environment? *Possible answer: Mexico has five different climate types from tropical humid to highland. You might conclude that the native vegetation and species will vary widely across Mexico.*

In print edition, see map of same title.

- Location** Where is Mexico's desert climate located? *north*
- Region** What part of Mexico probably gets the most rain? *the south (humid tropical climate area)*

DOCUMENT-BASED INVESTIGATION MAP SOURCE

**Mexico: Climate**  
Mexico's variety of climates and physical landforms have helped create distinct regions

## READING CHECK

**Analyze Effects** Why does Mexico City sometimes experience freezing temperatures even though it is in the tropics? *It is located at a high elevation.*

## Teach the Main Idea

Key natural resources in Mexico include oil, silver, gold, and scenic landscapes.

**Identify** Which country buys most of Mexico's oil?  
*the United States*

**Recall** What mineral does Mexico produce more of than any other country in the world? *silver*

**Analyze** Why is water scarcity a serious issue, particularly in the north of Mexico? *because of the hot, dry climate*

### More About . . .

**Water in Mexico City** Just like in the time of the Aztecs, water must be brought into Mexico City. The water shortage there is made worse by leaky pipes that lose over one-third of the water in them. Sinking ground and earthquakes that break pipes and other infrastructure also exacerbate the city's water problems. The water that is available is often contaminated. Experts predict that climate change will further stress the city's water supplies.

#### READING CHECK

**Find Main Ideas** What is one of Mexico's most important resources? *petroleum (oil), water*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Describe** What is the interior of Mexico like?  
*high, rugged plateau; mountains*  
b. **Draw Conclusions** Locate Mexico on the climate map in this lesson. Do you think the Yucatán Peninsula is a good place for farming? Use your notes and the map to explain your answer. *No, the limestone, erosion, and climate are not good for farming.*
2. a. **Recall** What is the climate like in the northern part of the Yucatán Peninsula? *hot and dry*  
b. **Explain** Why can climates sometimes vary widely within a short distance? *differences in elevation*  
c. **Elaborate** How do you think climate and vegetation affect where people live in Mexico? *Fewer people live in the desert, where water and vegetation are scarce. More people live where there is enough rainfall to grow crops.*
3. a. **Identify** Where are Mexico's oil reserves located? *the southern and Gulf coastal plains and offshore in the Gulf of Mexico*

**Reading Check**  
Analyze Effects  
Why does Mexico  
City sometimes  
experience freezing  
temperatures even  
though it is  
in the tropics?

While most of southern Mexico is warm and humid, the climate in the northern part of the Yucatán Peninsula is hot and dry. The main vegetation there is scrub forest.

Like the Yucatán Peninsula in the south, most of northern Mexico is dry. The deserts in Baja California and the northern part of the plateau get little rainfall. Desert plants and dry grasslands are common in the north. Cougars, coyotes, and deer live in some areas of the desert.

### Natural Resources

Mexico is rich in natural resources. One of its most important resources is petroleum, or oil. Oil reserves are found mainly under the southern and Gulf coastal plains as well as offshore in the Gulf of Mexico. Mexico sells much of its oil to the United States.

Before oil was discovered in Mexico, minerals were the country's most valuable resource. Some gold and silver mines that were begun many centuries ago are still in operation. In addition, new mines have been developed in Mexico's mountains. Today, Mexico's mines produce more silver than any other country in the world. Mexican mines also yield large amounts of copper, gold, lead, and zinc.

Another important resource is water. The refreshing water surrounding Mexico draws many tourists to the country's scenic beaches. Unfortunately, drinking water is limited in many parts of Mexico. Water scarcity is a serious issue.

**Summary and Preview** The natural environments of Mexico range from arid plateaus in the north to humid, forested mountains in the south. Next, you will study the history and culture of Mexico.

### Lesson 1 Assessment

#### Review Ideas, Terms, and Places

1. a. **Describe** What is the interior of Mexico like?  
b. **Draw Conclusions** Locate Mexico on the climate map in this lesson. Do you think the Yucatán Peninsula is a good place for farming? Use your notes and the map to explain your answer.  
c. **Recall** What is the climate like in the northern part of the Yucatán Peninsula?  
d. **Explain** Why can climates sometimes vary widely within a short distance?  
e. **Elaborate** How do you think climate and vegetation affect where people live in Mexico?  
f. **Identify** Where are Mexico's oil reserves located?  
g. **Make Inferences** What problems might water scarcity cause for Mexican citizens?  
h. **Analyze** Look at the physical map in this lesson. Pose and answer a question about Mexico's physical features.

#### Critical Thinking

4. **Identify** Review the map at the beginning of this module, then answer the following question: What is the absolute location of Mexico's capital?
5. **Make Inferences** Review the map at the beginning of this module, then answer the following questions: Do you think Tijuana or Mérida is more influenced by the United States? Why?
6. **Categorize** Draw a chart like the one here. Using your notes, list the geographical features found in northern Mexico and southern Mexico.

Region	Geography
Northern Mexico	
Southern Mexico	

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- b. **Make Inferences** What problems might water scarcity cause for Mexican citizens?

*Possible answers: Fewer people can live in an area without water; crops cannot be grown; people may need to conserve water or bring it in from outside.*

- c. **Analyze** Look at the physical map in this lesson. Pose and answer a question about Mexico's physical features. *Students' responses will vary, but their questions and answers should be about Mexico's physical features.*

5. **Make Inferences** Review the map at the beginning of this module, then answer the following question. Do you think Tijuana or Mérida is more influenced by the United States? Why? *Tijuana, because it is closer to the United States*

6. **Categorize** Draw a chart. Using your notes, list the geographic features found in northern Mexico and southern Mexico. *northern Mexico—desert, plateau; southern Mexico—volcanoes, rain forests*

### Critical Thinking

4. **Identify** Review the map at the beginning of this module, then answer the following question. What is the absolute location of Mexico's capital? *approximately 20° North, 100° West*

## ► Online Assessment

1. Which physical feature makes up most of the interior landscape of Mexico?

- a valley
- a plateau
- a volcano
- a peninsula

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Much of the *interior landscape* of Mexico is a plateau.

2. How is the climate of most of southern Mexico different from that of the rest of the country?

- It is dry.
- It is cold.
- It is sunny.
- It is humid.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Most of the climate of (the) *southern Mexico* is different from that of the rest of the country because it is humid.

3. Which of the following does Mexico produce more of than any other country in the world?

- gold
- lead
- silver
- zinc

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Some gold and *silver* mines that were begun many centuries ago in Mexico are still in operation.

4. **Draw Conclusions** If you wanted to establish a farm in Mexico, which area would you choose? Explain your reasoning.

*I would establish a farm on the Gulf coastal plain. This wide and flat area has the types of soils and climate that are good for farming.*

5. **Cause and Effect** Where in Mexico would you most likely find forests? Explain why this is true.

*You would most likely find forests along Mexico's southern coastal areas. This is because these areas have warm temperatures and a summer rainy season that support the growth of forests.*

6. **Make Inferences** Why might it be difficult for Mexican farmers to grow crops that require large amounts of water?

*Water is in limited supply in many parts of Mexico. This situation would make it difficult for Mexican farmers to grow crops that require large amounts of water because water is needed for household use, including drinking.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 278

### ADVANCED/GIFTED

#### Volcanoes in Mexico and the Legends Behind Them

1. Have students identify the volcano shown on the physical map. *Popocatépetl* Then have them conduct outside research to find answers to the following questions: What is the name of the other volcano located close to Mexico City? What legend tells how this volcano and Popocatépetl came to be?
2. Have students use the information to write a poem or song that retells the legend, and invite students to share their songs or poems with the class.

\*Alternative Assessment Handbook, Rubrics 26: Poems and Songs; and 30: Research

continued from page 279

### COLLABORATIVE LEARNING

#### Write a Travelogue

1. Explain to students that a travelogue is a type of writing used to describe a place. Tell them travelogue writers try to make the location come alive by including personal experiences, the more adventurous the better. Point out that travelogues are often written from the first-person point of view.
2. Have pairs of students work together to write a short travelogue of an imagined trip across Mexico, based on the information in the text. Suggest that they describe such things as snowcapped volcanoes, lush tropical rain forests, and swift and powerful jaguars. Encourage students to support their descriptions with drawings or images they find online.
3. Ask selected pairs to share their travelogues with the class.

\*Alternative Assessment Handbook, Rubric 40: Writing to Describe

### SPECIAL NEEDS STUDENTS

#### Life in the Mexican Desert

1. Draw students' attention to the climate map of Mexico and point out the desert areas. Review with students that most of the desert areas are found in the northern parts of the country and in Baja California.
2. Review with students the types of vegetation that grow in the desert region, and ask them to name some of the animals that live in these desert areas.
3. Have students use modeling clay to build a model of the desert region, and encourage them to add figures of animals such as a cougar, coyote, or deer. Encourage students to think of and add other desert residents including desert tortoises, lizards, and snakes.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 18: Listening



# History and Culture

- Early Cultures of Mexico
- Life in a Spanish Mission

- **Biography:** Benito Juárez (1806–1872)
- **Geographic Feature:** Day of the Dead
- Los Niños Héroes
- Miguel Hidalgo
- Frida Kahlo
- The Peasant Revolution



## ► Online Lesson 2 Enrichment Activities

### Los Niños Héroes

**Article** Students read about the monument that honors the Boy Heroes of Mexico from the Mexican-American War, then make a commemorative poster about them.

### Miguel Hidalgo

**Article** Students read an article about Catholic priest Miguel Hidalgo, who led a rebellion against Spanish rule, and evaluate the reasons and results of his actions.



### Frida Kahlo

**Video** Students watch a video about Mexican painter Frida Kahlo and consider how her experiences influenced her artwork.

### Watch Channel One News

### The Peasant Revolution

**Video** Students watch the video about the causes of the Mexican Revolution in 1910, then write a newspaper article about it.

# History and Culture

## The Big Idea

Native American cultures and Spanish colonization shaped Mexican history and culture.

## Main Ideas

- Early cultures of Mexico included the Olmec, the Maya, and the Aztecs.
- Mexico's period as a Spanish colony and its struggles since independence have shaped its culture.
- Spanish and native cultures have influenced Mexico's customs and traditions today.

## Key Terms and Places

empire  
conquistadors  
mestizos  
mulattoes  
missions  
haciendas

### Early Cultures of Mexico



Olmec

- The Olmec made sculptures of giant stone heads.
- The heads may have represented rulers or gods.



Maya

- The Maya had a trade network between cities.
- This Maya pyramid stands in Uxmal.



Aztecs

- The Aztecs built the first empire in the Americas.
- Aztec artisans made art like this turquoise mask.

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## Teach the Main Idea

Early cultures of Mexico included the Olmec, the Maya, and the Aztecs.

**Recall** What distinctive kind of sculpture did the Olmec create? What might these sculptures have represented? *giant stone heads; rulers or gods*

**Define** What is an empire? *a land with different territories and peoples under a single ruler*

**Rank** Which ancient Mexican civilization is most interesting to you? Why? *Answers will vary. Students might say the Olmec because it is so ancient, the Maya because it was so advanced and collapsed so suddenly, or the Aztecs because it was the first empire in the Americas.*

## More About . . .

**Maya Math** The Maya are known for their pyramids and astronomy, but not as much for their mathematical skills. Yet the Maya knew something the Romans never learned—how to use zero as a placeholder. Instead of a decimal, or base 10 numerical system, the Maya used a vigesimal (base 20) system. They also counted time in units of 20 days.

**Quetzalcoatl** When Hernán Cortés entered the Aztec capital of Tenochtitlán, he was worshiped and welcomed as the great god-king Quetzalcoatl, returning to his people as had been foretold in the Aztec calendar. One of the principal creator deities of Middle American peoples, Quetzalcoatl was represented as a fair-skinned and bearded god who had left his people to go east, promising to return in 1519.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

**Will you help the strangers fight the Aztecs?**

**Why or why not?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider reasons to FIGHT the Aztecs:**

- The two groups, working together, may be able to win.
- The Aztecs had captured many of our people.
- They have treated us cruelly.

**Consider reasons NOT to fight the Aztecs:**

- They are a powerful empire.
- They may treat us even worse if we lose.
- Can we trust these strangers?

**2. Direct Teach** Introduce the Big Idea: *Native American cultures and Spanish colonization shaped Mexican history and culture.* Have students write down three things they associate with Mexican culture and food. Call on volunteers to share their ideas and write them on the board. Then ask students to speculate on the origins of these elements of Mexican culture.

**3. Practice/Assess/Inquire** Tell students to draw a timeline on their own paper. As they read through the lesson, have them create an interval for each event discussed. Encourage them to space their intervals appropriately and to label them clearly, giving the year, place, and people involved.

**4. Explore (Collaborative Exploration)** As you review the lesson's main ideas, have students compare and discuss the events they listed on their timelines. Tell students to add events to their timelines as necessary, based on the timelines of fellow students.

**5. Whole Group Close/Reflect** Have students choose one event and write about its immediate and long-term impact on Mexican history and culture.

\*Alternative Assessment Handbook, Rubrics 36: Time Lines; and 37: Writing Assignments

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Mexico

Tenochtitlán and Hidalgo Calls for Independence are two of five document-based investigations that students will analyze in Mexico. Have students examine the exhibits using the interactive features.

## Teach the Main Idea

Mexico's period as a Spanish colony and its struggles since independence have shaped its culture.

**Describe** What were missions, and why were they established? *outposts of the Roman Catholic Church; so that priests could learn the languages of the native peoples, teach them Spanish, and convert them to Catholicism*

**Recall** When did the fight for Mexican independence from Spain begin? When did it end? *1810; 1821*

**Make Judgments** Which of Mexico's struggles after independence do you think was most difficult for the Mexican people? Why? *Possible answer: the war with the United States because Mexico lost nearly half its territory*

### ► ONLINE INTERACTIVE VISUALS

#### Carousel: Early Cultures of Mexico

Have students navigate through the carousel and note the different aspects of early Mexican culture. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What were some characteristics of Mexico's early cultures? *They were skilled artisans and builders.*

### ► ONLINE DOCUMENT-BASED INVESTIGATION

#### Tenochtitlán

Mexico's capital, Mexico City, is located where the ancient city of Tenochtitlan was located. Have students explore the image and answer the associated question.

**Analyze Sources** What unique challenges might the Aztecs have faced in order to build and then to survive in their island city on a lake? *Possible answer: The Aztecs first had to overcome geographic challenges. For example, one problem was the difficulty getting to and from the city. They solved this problem by building raised roads or causeways across the lake to the mainland.*

#### DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

##### Tenochtitlán

The Aztecs' magnificent capital, Tenochtitlán, was built on an island in Lake Texcoco. Mexico's capital today, Mexico City, is located where Tenochtitlán once stood.

#### READING CHECK

**Summarize** What were some achievements of Mexico's early cultures? *domesticated corn, built permanent settlements, built temples, traded carved stone, studied the stars, developed detailed calendars, kept written records, built large cities*



The Aztecs' magnificent capital, Tenochtitlán, was built on an island in Lake Texcoco. Mexico's capital today, Mexico City, is located where Tenochtitlán once stood.

**Reading Check**  
Summarize. What were some achievements of Mexico's early cultures?

**Maya** A few hundred years later, the Maya built on the achievements of the Olmec. Between about AD 250 and 900, the Maya built large cities in Mexico and Central America. They built stone temples to worship their gods. They studied the stars and developed a detailed calendar. They also kept written records that scholars still study to learn about Maya history. However, scholars do not fully understand why the Maya civilization suddenly collapsed sometime after 900.

**Aztecs** After the decline of the Maya civilization, people called the Aztecs moved to central Mexico from the north. In 1325 they built their capital on an island in a lake. Known as Tenochtitlán (tay-nawch-teet-LAHN), this capital grew into one of the largest and most impressive cities of its time.

The Aztecs also built a large, powerful empire. An **empire** is a land with different territories and peoples under a single ruler. The Aztecs built their empire through conquest. They defeated their neighboring tribes in war. Then they forced the other people to pay taxes and to provide war captives for sacrifice to the Aztec gods.

#### Colonial Mexico and Independence

In spite of its great size and power, the Aztec Empire did not last long after the first Europeans landed in Mexico. In 1519 Hernán Cortés, a Spanish soldier, arrived in Mexico with about 600 men. These **conquistadors** (kahn-KEE-stuh-dawrz), or conquerors, gained allies from other tribes in the region. They also had guns and horses, which the Aztecs had never seen before. The new weapons terrified the Aztecs and gave the Spanish an advantage.

The Spanish also unknowingly brought European diseases such as smallpox. The Aztecs had no resistance to these diseases, so many of them died. Greatly weakened by disease, the Aztecs were defeated. In 1521 Cortés claimed the land for Spain.

**Colonial Times** After the conquest, Spanish and American Indian peoples and cultures mixed. This mixing formed a new Mexican identity. Spaniards called people of mixed European and Indian ancestry **mestizos** (me-STEE-zohs). When Africans were brought to America as slaves, they added to this mix of peoples. The Spaniards called people of mixed European and African ancestry **mulattoes** (muh-LAH-tohs). Africans and American Indians also intermarried.

Life in colonial Mexico was greatly influenced by the Roman Catholic Church. Large areas of northern Mexico were left to the church to explore and to rule. Church outposts known as **missions** were scattered throughout the area. Priests at the missions learned native languages and taught the Indians Spanish. They also worked to convert the American Indians to Catholicism.

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### ► ONLINE GRAPHIC ORGANIZER

#### History and Culture

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Cause and Effect** How has Mexico's history influenced its culture? *Many aspects of the native Indian civilizations and the Spanish cultures have blended to form a unique Mexican culture.*

### ► ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **empire, mestizos, mulattoes, missions, haciendas.**

In addition to spreading Christianity, the Spaniards wanted to find gold and silver in Mexico. American Indians and enslaved Africans did most of the hard physical labor in the mines. As a result, many died from disease and overwork.

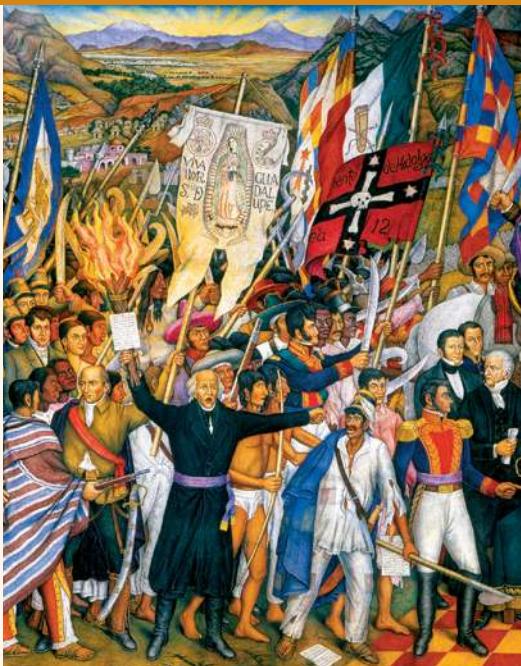
Like mining, agriculture became an important part of the colonial economy. After the conquest, the Spanish monarch granted **haciendas** (hah-see-EN-duhs), or huge expanses of farm or ranch land, to some favored people of Spanish ancestry. Peasants, usually Indians, lived and worked on these haciendas. The haciendas made their owners very wealthy.

**Independence** Spain ruled Mexico for almost 300 years before the people of Mexico demanded independence. The revolt against Spanish rule was led by a Catholic priest named Miguel Hidalgo. In 1810 he gave a famous speech calling for the common people to rise up against the Spanish. Hidalgo was killed in 1811, but fighting continued until Mexico won its independence in 1821.

#### Link to the Arts

##### Hidalgo Calls for Independence

Miguel Hidalgo (center, in black) calls for independence from Spain in 1810. The famous Mexican painter Juan O'Gorman painted this image.



##### Analyze Visuals

What kinds of people joined Hidalgo in his revolt?

#### ONLINE DOCUMENT-BASED INVESTIGATION

##### Hidalgo Calls for Independence

Invite students to examine the image, then answer the associated question.

In print edition, see visual of same title.

**Analyze Sources** What kinds of people joined Hidalgo in his revolt? *peasants, Indians, soldiers, priests*

#### ONLINE INTERACTIVE VISUALS

##### Image with Hotspots: Life in a Spanish Mission

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How do you think early missions changed the environment in some areas of Mexico? *They used irrigation to grow crops and keep livestock. These techniques helped feed the missions' population and allowed them to grow larger in the surrounding areas.*

#### SPECIAL NEEDS STUDENTS

##### Murals Tell a Story

- Find books or websites that show the works of Mexican muralists, and bring in five or six murals to share with the students. Explain to students that Mexican murals often tell a story about Mexican history or politics and that the muralists wanted all Mexicans, including those who could not read, to know about their past.
- Display the murals one at a time, and ask students to talk generally about what they see in the mural and the story it appears to tell.

- Organize the class into small groups, and assign one mural to each group. Ask students to talk more in-depth about the story that the mural tells, focusing on the characters, objects, colors, proportion, perspective, and so on.
- Invite a volunteer from each group to show the mural to the class and to share the details that the group discussed.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 11: Discussions

## Teach the Main Idea

Spanish and native cultures have influenced Mexico's customs and traditions today.

**Recall** What identifies a person as Indian in Mexico?  
*speaking an American Indian language*

**Describe** How do many Mexican families celebrate Day of the Dead? *They gather in graveyards to clean and decorate graves of their loved ones and set out food and drink.*

**Evaluate** Why do you think the beliefs of the Mexican Indians survive today? *Possible answers: because they were ancient beliefs, deeply rooted in the Indian culture; because many Mexican Indian beliefs have common elements with Christian religion, making it easy for the two to blend*

### ► ONLINE ANALYZE VIDEOS

#### The Mexican-American War

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What major unpredicted economic event happened after the Mexican-American War ended? *Gold was discovered in California, and Mexico did not reap the benefits of its mineral wealth.*

### BIOGRAPHY

#### Benito Juárez

Have students read the biography of Benito Juárez and then answer the associated question.

**Draw Conclusions** How may Juárez's heritage have affected his efforts for Mexico's citizens? *He was of Indian heritage, which was a group that had not enjoyed many rights or privileges.*

### READING CHECK

**Sequence** What events occurred after Mexico gained independence? *Texas broke away from Mexico, resulting in a war with the United States; France tried to invade Mexico; the Mexican Revolution*

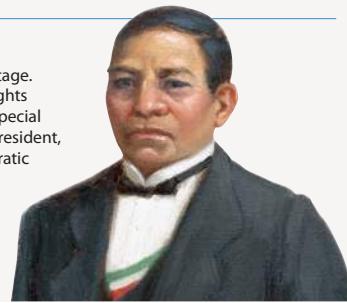
### BIOGRAPHY

#### Benito Juárez (1806–1872)

Benito Juárez was Mexico's first president of Indian heritage. A wise and passionate leader, Juárez stood up for the rights of all Mexicans. As the minister of justice, he got rid of special courts for members of the church and the military. As president, he passed reforms that laid the foundation for a democratic government. Today, he is considered a national hero in Mexico.

#### Draw Conclusions

How may Juárez's heritage have affected his efforts for Mexico's citizens?



**Later Struggles** Fifteen years after Mexico gained its independence, a large area, Texas, broke away. Eventually, Texas joined the United States. As a result, Mexico and the United States fought over Texas and the location of their shared border. This conflict led to the Mexican-American War, in which Mexico lost nearly half its territory to the United States.

In the mid-1800s Mexico faced other challenges. During this time, the popular president Benito Juárez helped Mexico survive a French invasion. He also changed Mexican society by making reforms that reduced the privileges of the church and the army.

In spite of these reforms, in the early 1900s President Porfirio Diaz helped the hacienda owners take land from peasants. Also, foreign companies owned huge amounts of land in Mexico and, in turn, influenced Mexican politics. Many Mexicans thought the president gave these large landowners too many privileges.

As a result, the Mexican Revolution broke out in 1910. The fighting lasted ten years. One major result of the Mexican Revolution was land reform. The newly formed government took land from the large landowners and gave it back to the peasant villagers.

#### Culture

Mexico's history has **influenced** its culture. For example, one major influence from history is language. Most Mexicans speak Spanish because of the Spanish influence in colonial times. Another influence from Spain is religion. About 90 percent of all Mexicans are Roman Catholic.

However, Mexico's culture also reflects its American Indian heritage. For example, many people still speak American Indian languages. In Mexico, a person's language is tied to his or her ethnic group. Speaking an American Indian language identifies a person as Indian.

Mexicans also have some unique cultural practices that combine elements of Spanish influence with the influence of Mexican Indians. One example is a holiday called Day of the Dead. This holiday is a day to remember and honor dead ancestors.

#### Reading Check

**Sequence** What events occurred after Mexico gained independence?

#### Academic Vocabulary

**influence** change or have an effect on

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### LINK TO LANGUAGE ARTS

#### Persuasive Writing

1. Review with students the causes of the Mexican Revolution of 1910. Ask students to imagine that they are living in Mexico in 1909. Have them write a letter to President Porfirio Díaz asking the government to treat the peasants more fairly. As an alternative, students may wish to write a political speech.
2. Ask volunteers to read their letters or speeches to the class. Have the rest of the class write down any two- or three-word phrases that they thought were especially persuasive.

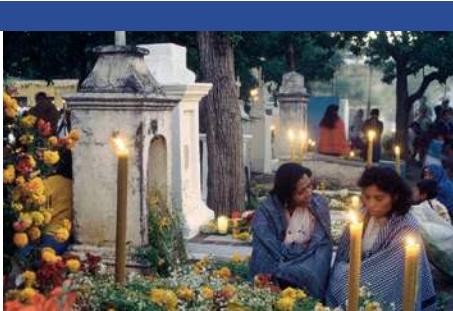
3. Help students choose the phrases that were most effective. Have students work in groups to design political posters promoting the revolution that use the most effective phrases chosen by the class.

\*Alternative Assessment Handbook, Rubric 43:  
Writing to Persuade

### Focus on Culture

#### Day of the Dead

Everyone is sad when a loved one dies. But during Day of the Dead, Mexicans celebrate death as part of life. This attitude comes from the Mexican Indian belief that the souls of the dead return every year to visit their living relatives. To prepare for this visit, Mexican families gather in graveyards. They clean up around their loved one's grave and decorate it with flowers and candles. They also set out food and drink for the celebration. Favorite foods often include sugar candy skulls, chocolate coffins, and sweet breads shaped like bones.



#### Summarize

Why do Mexicans celebrate Day of the Dead?

#### Reading Check

Categorize What aspects of Mexican culture show the influence of Spanish rule?

Mexicans celebrate Day of the Dead on November 1 and 2. These dates are similar to the dates that the Catholic Church honors the dead with All Saints' Day and All Souls' Day. The holiday also reflects native customs and beliefs about hopes of life after death.

**Summary and Preview** Mexico's early cultures formed great civilizations, but after the conquest of the Aztec Empire, power in Mexico shifted to Spain. Spain ruled Mexico for nearly 300 years before Mexico gained independence. Mexico's history and its mix of Indian and Spanish backgrounds have influenced the country's culture. In the next lesson, you will learn about life in Mexico today.

### Lesson 2 Assessment

#### Review Ideas, Terms, and Places

1. a. **Recall** Where in Mexico did the Olmecs live?  
b. **Explain** How did the Aztecs build and rule their empire?  
c. **Elaborate** Why do you think scholars are not sure what caused the end of Maya civilization?
2. a. **Identify** Who began the revolt that led to Mexico's independence?  
b. **Evaluate** What social contributions did Benito Juárez make to Mexican society?  
c. **Predict** How might history have been different if the Aztecs had defeated the Spanish?
3. a. **Identify** What Mexican holiday honors dead ancestors?  
b. **Summarize** How did Mexico's colonial past shape its culture?

#### Critical Thinking

4. **Sequence** Draw a sequence diagram like the one below. Then, using your notes, list the major events in Mexico's history in the order they happened.



1821—Mexico wins independence from Spain

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### GEOGRAPHIC FEATURE

#### Day of the Dead

Have students read about Day of the Dead and then answer the associated question.

In print version, see feature of the same title.

**Analyze Visuals** Why do Mexicans celebrate Day of the Dead? *to remember and honor their dead ancestors*

### ONLINE ANALYZE VIDEOS

#### Day of the Dead

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** From the video, what is the mood of the Day of the Dead parade? *joyful; they celebrate death as a natural part of life as they honor their dead ancestors*

### READING CHECK

**Categorize** What aspects of Mexican culture show the influence of Spanish rule? *language, Roman Catholic beliefs*

## PRINT ASSESSMENT

### Review Ideas, Terms, and Places

1. a. **Recall** Where in Mexico did the Olmecs live? *the southern coast of the Gulf of Mexico*  
b. **Explain** How did the Aztecs build and rule their empire? *warfare, taxes, taking captives for sacrifice to the gods*  
c. **Elaborate** Why do you think scholars are not sure what caused the end of Mayan civilization? *It collapsed suddenly.*
2. a. **Identify** Who began the revolt that led to Mexico's independence? *Miguel Hidalgo*  
b. **Evaluate** What social contributions did Benito Juárez make to Mexican society? *He reduced the privileges of the church and army and passed reforms that laid the foundation for democracy.*
3. a. **Identify** What Mexican holiday honors dead ancestors? *Day of the Dead*  
b. **Summarize** How did Mexico's colonial past shape its culture? *Spanish colonists brought their language, culture, and religious beliefs.*

### Critical Thinking

4. **Sequence** Draw a sequence diagram. Then, using your notes, list the major events in Mexico's history in the order they happened. *1500 BC—the Olmecs arrive in Mexico; 900—the Mayan civilization collapses; 1325—the Aztecs build their capital; 1521—the Spanish conquer the Aztecs; 1821—Mexico wins independence from Spain; 1845—Mexico loses nearly half of its land in war with the United States; 1910—the Mexican Revolution begins*

## ► Online Assessment

1. How were the Aztecs able to build a large, powerful empire in what is now Mexico?
  - by buying neighboring lands with jade
  - by defeating neighboring tribes in war
  - by uniting with neighboring tribes through trade
  - by uniting with neighboring tribes through religion

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

After the Aztecs built their empire through conquest, they forced the other people to **pay taxes**   and to provide war captives for sacrifice to the Aztec gods.

2. Why were missions established in Mexico?
  - to teach French
  - to teach ranching
  - to manage mines
  - to spread Catholicism

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

In colonial Mexico, the Roman Catholic Church established outposts known as **missions**   to teach Spanish and to convert the American Indians to Catholicism.

3. How does Mexico's culture reflect its American Indian heritage?
  - Many people live in Olmec villages.
  - Many people use the Maya calendar.
  - Many people still speak American Indian languages.
  - Many people still construct American Indian temples.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

In Mexico, a person's **language**   is tied to his or her ethnic group.

4. **Make Inferences** Why did farming allow people to build the first permanent settlements in the Americas?

*Before the development of farming in the Americas, people moved from place to place to get enough food to survive. The development of farming allowed people to stay in one place and build permanent settlements.*

5. **Cause and Effect** Why did the Mexican Revolution begin in 1910, and what changed as a result of it?

*The Mexican Revolution began because the president of the country at the time helped hacienda owners take land from peasants, which undid land reforms that were put in place in the mid-1800s. As a result of the Mexican Revolution, the newly formed government took land away from wealthy landowners and gave it back to peasants.*

6. **Summarize** How does Day of the Dead reflect a blending of Mexican Indian and Spanish cultures?

*Day of the Dead is a Mexican holiday to remember and honor dead ancestors. This holiday is celebrated on dates that are similar to the ones on which the Catholic Church honors the dead with All Soul's Day. Day of the Dead reflects native beliefs about life after death.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 282

### STRUGGLING READERS

#### Three Different Civilizations

1. Have students reread the information and examine the images of the Olmec, Maya, and Aztecs. Then have students take out three sheets of paper and write the name of one culture/civilization at the top of each sheet.
2. On each sheet of paper, have students write at least two important words that help to describe the culture. Have students write a definition or explanation for each word, using their own language, common vocabulary, and paraphrases. Remind students to use both the glossary in their textbooks and dictionaries to find definitions.
3. Have students draw a picture illustrating at least one of the defined words. Direct students to write a caption describing each illustration. Illustrations should be different from those that appear in the text. Captions can be just a few words or two or three short sentences.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 9: Comparing and Contrasting

More About . . .

**Emiliano Zapata (c. 1879–1919)** A tenant farmer from the south of Mexico, Emiliano Zapata took up arms with a cry of “land and liberty” in 1910. Zapata fought for almost a decade for the simple idea that the land should belong to the people, not a few powerful landowners. He was, and still is, a hero to the native Indian people. Today, revolutionaries fighting for land reform in Mexico call themselves *zapatistas*.

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More About . . .

**Connect to History: Destruction of Native Temples** After the conquest of Mexico in 1521, the Spanish destroyed many Indian temples and, in some cases, used their stones to build Catholic churches. Some churches were even built on top of pyramids, with the pyramids serving as a base. The widest pyramid in the world, the Great Pyramid of Cholula, located near the city of Puebla, has a colonial church at its top.

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More About . . .

**Connect to History: The Virgin of Guadalupe** The patron saint of Mexico, the brown-skinned Virgin of Guadalupe, is an example of the combination of the Mexican Indian and Catholic cultures. She is believed by Catholics to have appeared to Juan Diego, a Mexican Indian convert, at the site of a demolished shrine of an Aztec goddess in 1531. Her image is believed to have been miraculously imprinted on Juan Diego’s garment, which hangs today in the Basilica de Guadalupe in Mexico City.

### ADVANCED/GIFTED

#### The Struggle for Independence

1. Tell students that Mexico’s struggle for independence was not as straightforward as the one that took place in the United States. Assign students to conduct research on the events that occurred in Mexico beginning with the 1810 revolt against Spain led by Miguel Hidalgo and ending in 1848 when the United States and Mexico signed the Treaty of Guadalupe Hidalgo, ending the war between the two countries.
2. Direct students to create a series of posters showing the events and leaders during this time period. Students should include captions describing how the event or leader was significant to the cause of independence.
3. Have students display their posters for the class and explain why they chose the people and events they did.

\*Alternative Assessment Handbook, Rubrics 28: Posters; and 30: Research

continued from page 285

### ENGLISH LANGUAGE LEARNERS

#### Venn Diagram of Mexican Culture

1. To help students understand the influences that have shaped Mexican culture, have them draw a Venn diagram (two large, overlapping circles).
2. Ask students to label the first circle *Spanish Influences* and the other circle *American Indian Influences*.
3. In the first circle, have students list elements of Mexican culture that came from Spanish influences during colonial times (e.g., Spanish language, Roman Catholic religion). In the second circle, have students list elements of Mexican culture that came from American Indian influences (e.g., American Indian languages). In the overlapping section of the circle, have students list elements of Mexican culture that combine influences from both sources (e.g., Day of the Dead).
4. Have students look for information in books or on the Internet to find additional examples (e.g., food, holidays).

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 13: Graphic Organizers

## Lesson 3 Planner



# Mexico Today

- Mexico's System of Government
- Agricultural Fires in Southern Mexico
- Monarch Butterfly Biosphere Reserve

- Help Save the Monarchs
- Whale Watching!



## ► Online Lesson 3 Enrichment Activities

### Help Save the Monarchs

**Video** Students watch a video about the migratory journey of the monarch butterfly and then conduct additional research on the topic.

### Watch Channel One News



▶ PLAY VIDEO 2:48  
Monarch Butterflies

1 Channel One News

### Whale Watching!

**Article** Students read an article about a visit to the gray whales' winter sanctuary in Mexico's Baja Peninsula, then complete an activity to learn more about the sanctuary.

## Mexico Today

### Teach the Big Idea

#### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

**How do you feel about moving to the city?**

Review the scenario with students and lead a class discussion around the responses. You may wish to review the following points to frame your discussion.

##### Consider reasons to MOVE to the city:

- Many others from the village are now there.
- There are more jobs in the city.
- It would be a change of scenery.

##### Consider reasons to STAY in your village:

- Cities are crowded and noisy.
- There is more open space in the village.
- Cities can be expensive.

#### 2. Direct Teach

Introduce the Big Idea: *Mexico has four culture regions that all play a part in the country's government and economy.* Students may believe that Mexico is relatively homogeneous, but that is not the case. Discuss the idea of a culture region with students. Then ask students to use this knowledge to make predictions about the diverse nature of Mexican culture.

#### 3. Practice/Assess/Inquire

Have students create a chart with two columns labeled *Government* and *Economy* and four rows labeled *Greater Mexico City, Central Mexico, Northern Mexico, and Southern Mexico*. Have them complete the chart with information on how Mexico's government and economy influence and are influenced by each of its four culture regions.

#### 4. Explore (Collaborative Exploration)

Ask students to exchange their charts with each other to review the section.

#### 5. Whole Group Close/Reflect

Have students use the information in their charts to draw sketches of each of the four culture regions.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 7: Charts

If **YOU** lived there . . .

For many years, your family has lived in a small village in southern Mexico. Jobs are scarce there. Your older brother and sisters talk about moving to a larger city. Big cities may provide some more opportunities, but they can be crowded and noisy. Many people from your village have already gone to the city.

**How do you feel about moving to the city?**

### Government

Today people in Mexico can vote in certain elections for the first time. People can find jobs in cities and buy their families a home. More children are able to attend school. In recent years, changes in Mexico's government and economy have made improvements like these possible.

Mexico has a democratic government. However, Mexico is not like the United States where different political parties have always competed for power. In Mexico the same political party, the Institutional Revolutionary Party (PRI), controlled the government for 71 years. But this control ended in 2000 when Mexicans elected Vicente Fox their president. Fox represented a different political party. However, in 2012 the PRI regained the office of president when Mexicans elected Enrique Peña Nieto. As president, Peña Nieto worked to improve Mexico's economy and reduce drug-related violence.

### Economy

Mexico is a developing country. It has struggled with debts to foreign banks, unemployment, and inflation. **Inflation** is a rise in prices that occurs when currency loses its buying power. When inflation occurs, the average person earns the same amount of money, but the price of goods—like food or gasoline—may cost much more. Therefore, they may not be able to afford to buy some things that they could before.

Although living standards in Mexico are lower than in many other countries, Mexico's economy is growing. The North American Free Trade Agreement (NAFTA), which took effect in 1994, has made trade among Mexico, the United States, and

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### Teach the Main Idea

Mexico's democratic government has been mostly controlled by one political party.

**Identify** Which political party has traditionally held power in Mexico for most of the past 80 years? *the Institutional Revolutionary Party (PRI)*

**Recall** What changed in Mexican politics when Vicente Fox was elected president in 2000? *The party that had controlled the government for 71 years lost power.*

### More About . . .

**Vicente Fox** Vicente Fox was raised in Guanajuato in central Mexico. Before becoming president of Mexico, he was a businessman who helped run Coca-Cola in Mexico. As member of the National Action Party (PAN), he served as president from 2000 to 2006. During that time, he worked closely with leaders of the United States on the issue of drug-trafficking.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Mexico

Trade vs. Tradition and Mexico's Culture Regions are the last of five document-based investigations that students will analyze in Mexico. Students explore the images and map using the interactive features.

#### READING CHECK

**Draw Conclusions** What might a negative effect be if Mexico always elects the same political party? *Without any competition between parties, many people in the country might not be able to elect representatives who share their point of view.*

Canada easier. Mexico's agricultural and industrial exports have increased since NAFTA went into effect.

However, not all Mexicans supported the NAFTA agreement. The same day it took effect, a rebellion by a group called the Zapatistas broke out in a rural area in southern Mexico. The Zapatistas believed the trade deal would not benefit the poor **indigenous** Indians who mostly farm on communal lands. The Zapatistas continue to support greater political and cultural power for the Indian people.

**Agriculture** Agriculture has long been a key part of the Mexican economy. This is true even though just 13 percent of the land is good for farming. Many farmers in southern Mexico practice **slash-and-burn agriculture**, which is the practice of burning forest in order to clear land for planting.

The high market demand for food in the United States has encouraged many farmers in Mexico to specialize by growing cash crops. A **cash crop** is a crop that farmers grow mainly to sell for a profit. Trucks bring cash crops like fruits and vegetables from Mexico to the United States.

**Industry** Oil is also an important export for Mexico. Many Mexicans work in the oil, mining, and manufacturing industries. These industries are growing.

The fastest-growing industrial centers in Mexico lie along the U.S. border. Because wages are relatively low in Mexico, many U.S. and foreign companies have built factories in Mexico. Mexican workers in these

## Teach the Main Idea

Government has traditionally played a large role in Mexico's economy.

**Define** How has high market demand for food in the United States affected Mexican farmers?  
*Many farmers now grow cash crops to sell for profit.*

**Explain** What is NAFTA? Which countries participate in NAFTA? *NAFTA (the North American Free Trade Agreement) is a trade agreement between Mexico, the United States, and Canada.*

**Rank** Why do Mexico's fastest-growing industrial centers lie along its border with the United States? *Foreign companies have built factories there to export goods to the United States.*

### Agricultural Fires in Southern Mexico

Many people in Mexico are subsistence farmers. They do not own much land and grow only enough food to feed their families. To gain more land, farmers in southern Mexico burn patches of forest. The fires clear the trees and kill weeds. The ash from the fires fertilizes the soil. The problem is that growing the same crops year after year drains valuable nutrients from the soil. So, farmers have to burn new forest land.

In this satellite image, agricultural fires appear as red dots. As you can see, the fires create a lot of smoke. The wind can blow the smoke great distances. Every few years, when the conditions are right, smoke from agricultural fires in Mexico reaches as far as the southern United States. The smoke can cause health problems for some people.

#### Analyze Effects

What direction is the wind blowing in this image?



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### ONLINE INTERACTIVE VISUALS

#### Mexico's System of Government

Have students explore the image by revealing additional information using the interactive slider.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Image Compare: Trade vs. Tradition

Have students explore and compare the images using the interactive slider and answer the associated question.

**Analyze Sources** What are some causes of the economic differences between northern and southern Mexico? *Possible answer: Northern Mexico is closer to the U.S. It has more jobs and trade strengthens its local economy. Southern Mexico is more isolated and agricultural. Its native people follow more traditional ways. They have not been able to share in much of the economic benefit from NAFTA.*

#### DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

##### Trade vs. Tradition

Mexico has seen an increase in trade with the United States and Canada since the three parties signed the North American Free Trade Agreement (NAFTA). However, the trade has not benefited many of its people.

### ONLINE INTERACTIVE VISUALS

#### Agricultural Fires in Southern Mexico

Have students study the image and answer the associated question.

In print edition, see feature of the same title.

**Analyze Effects** What direction is the wind blowing in this image? *The wind is blowing to the north.*

### ONLINE GRAPHIC ORGANIZER

#### Mexico Today

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Summarize** How does Mexico's geography affect its culture regions? *Northern Mexico is closer to the United States and has more industrial development. Southern Mexico is more isolated and practices more traditional native Indian ways. The mountains around Mexico City trap pollution and make the air quality worse. Central Mexico is closer to Mexico City and shows more Spanish colonial influences.*

For additional instruction, go to end of lesson.

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **inflation**, **indigenous**, **slash-and-burn agriculture**, **cash crop**, **Mexico City**, **smog**, **maquiladoras**.

### ONLINE INTERACTIVE VISUALS

#### Agricultural Fires in Southern Mexico

Have students study the image and answer the associated question.

In print edition, see feature of the same title.

**Analyze Effects** What direction is the wind blowing in this image? *The wind is blowing to the north.*

## Teach the Main Idea

Mexico has four distinct culture regions.

**Compare** Where do the poor in Mexico City live?

How is this different from where the poor in the United States live? *in large urban slums; the slums are often right next to modern buildings*

**Interpret** What are some architectural

characteristics of colonial cities and towns?  
*colonial church, main central square*

**Contrast** How are northern Mexico and southern

Mexico different economically? *northern Mexico—one of country's richest areas, industrialized, has many foreign-owned factories; southern Mexico—has many subsistence farmers, little industrialization, produces oil and agricultural products*

More About . . .

**The Zócalo** Mexico City's main square, known as the *Zócalo*, is the vibrant heart of the city. The second-largest public square in the world (after Red Square in Moscow), it was built on the ruins of the Aztec palaces and temples. Every day, Mexicans from all over the country congregate at the Zócalo for political protests, patriotic or civic celebrations, buying and selling goods, and entertainment by Mexican Indian dancers and musicians.

### ▶ ONLINE ANALYZE VIDEOS

#### Mexico City Sinking

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Video** What is causing Mexico City to sink? *The Spanish drained the Aztec lake and built Mexico City on land filled in on top of it. Today, too much water is pumped out of the aquifer beneath the city. So the weight of the structures and lower water level causes the clay soil to compress.*



#### READING CHECK

**Summarize** What effect has NAFTA had on Mexico's economy? *Since NAFTA took effect, Mexico's agricultural and industrial exports have increased.*

**Reading Check**  
Summarize What effect has NAFTA had on Mexico's economy?

factories assemble goods for export to the United States and other countries. Some Mexican workers also come to the United States to look for jobs that pay more than they can make at home.

**Tourism** Tourism is another important part of Mexico's economy. Many tourists visit old colonial cities and Maya and Aztec monuments. Coastal cities and resorts such as Cancún and Acapulco are also popular with tourists.

#### Mexico's Culture Regions

Although all Mexicans share some cultural characteristics, we can divide Mexico into four regions based on regional differences. These four culture regions differ from each other in their population, resources, climate, and other features.

**Greater Mexico City** Greater Mexico City includes the capital and about 50 smaller cities near it. With a population of about 20 million, **Mexico City** is one of the world's largest and most densely populated urban areas. Thousands of people move there every year looking for work.

While this region does provide job and educational opportunities not so easily found in the rest of the country, its huge population causes problems. For example, Mexico City is very polluted. Factories and cars release exhaust and other pollutants into the air. The surrounding mountains trap the resulting **smog**—a mixture of smoke, chemicals, and fog. Smog can cause health problems like eye irritation and breathing difficulties.

Another problem that comes from crowding is poverty. Wealth and poverty exist side by side in Mexico City. The city has large urban slums. The slums often exist right next to modern office buildings, apartments, museums, or universities.

**Central Mexico** North of greater Mexico City lies Mexico's central region. Many cities in this region were established as mining or ranching centers during the colonial period. Mexico's colonial heritage can still be seen today in these cities and towns. For example, small towns often have a colonial-style church near a main central square. The central square, or plaza, has served for hundreds of years as a community meeting spot and market area.

In addition to small colonial towns, central Mexico has many fertile valleys and small family farms. Farmers in this region grow vegetables, corn, and wheat for sale, mostly to cities in Mexico.

While central Mexico has always been a mining center, in recent years the region has also attracted new industries from overcrowded Mexico City. As a result, some cities in the region, such as Guadalajara, are growing rapidly.

**Northern Mexico** Northern Mexico has become one of the country's richest and most modern areas. Trade with the United States has helped the region's economy grow. Monterrey and Tijuana are now major cities there. Many U.S.-and foreign-owned factories called **maquiladoras** (mah-kee-lah-DORH-ahs) have been built along Mexico's long border with the United States.

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#### COLLABORATIVE LEARNING

##### Life in the Big City

- Divide the class into groups. Ask students to imagine that they are new arrivals to Mexico City from the countryside. Tell students to write descriptions of how a new arrival's life would be different in the city in these three ways: environmentally, socially, and economically.
- Give the groups time to brainstorm and record their ideas. Encourage them to support their ideas by giving specific examples. For example, they might describe how hard it would be to go from the quiet in villages to the noise and traffic congestion in the city.

- Have the groups present their descriptions to the class and lead a class discussion on life in Mexico City. Guide the discussion so that students are focusing on the particulars of adapting to life in Mexico City with its congestion, poverty, and pollution—not just making generalizations about differences between urban and rural life.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 24: Oral Presentations

For additional instruction, go to end of lesson.

**Academic Vocabulary**  
affect to change or influence

Northern Mexico's closeness to the border has **affected** the region's culture as well as its economy. American television, music, and other forms of entertainment are popular there. Many Mexicans cross the border to shop, work, or live in the United States. While many people cross the border legally, the U.S. government tries to prevent Mexicans and others from crossing the border illegally.

**Southern Mexico** Southern Mexico is the least populated and industrialized region of the country. Many people in this region speak Indian languages and practice traditional ways of life. Subsistence farming and slash-and-burn agriculture are common.



## SPECIAL NEEDS STUDENTS

### Images of Mexico

1. Draw students' attention to each of the images reflecting the four culture regions of Mexico. Ask students to identify and describe what is going on in each picture. As you do so, emphasize the region to which the image belongs.
2. Then ask students what the pictures reveal about life in Mexico, comparing and contrasting the information conveyed in each image.

3. Have students look at the map and trace with their finger the culture region associated with each image.

\*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting

## ONLINE INTERACTIVE VISUALS

### Monarch Butterfly Biosphere Reserve

Have students read about the Monarch Butterfly Biosphere Reserve, then answer the associated question.

**Analyze Sources** How might ecotourism benefit the local communities? *It can provide money for local communities and create new jobs.*

GEOGRAPHY AND THE ENVIRONMENT

#### Monarch Butterfly Biosphere Reserve

The monarch butterflies have brought worldwide attention to the clash between the environment and the economy.



## ONLINE DOCUMENT-BASED INVESTIGATION

### Mexico's Culture Regions

Have students explore the map using the interactive features and answer the associated question.

In print edition, see map of same title.

**Analyze Sources** How does life in greater Mexico City differ from life in Northern Mexico? *Possible answer: Northern Mexico is dry and ranching is important. Greater Mexico City provides job and educational opportunities not found elsewhere in the country. Both regions have their advantages and disadvantages.*

DOCUMENT-BASED INVESTIGATION MAP SOURCE

#### Mexico's Culture Regions

Mexico's diverse geography as well as the influence of Spanish and native peoples have created four unique culture regions.

- +

## READING CHECK

**Compare and Contrast** What similarities and differences exist between greater Mexico City and southern Mexico? *similarities—Both are vital to the economy; both have poverty; differences—Mexico City is densely populated and highly industrialized; southern Mexico is the least populated and least industrialized of Mexico's regions.*

**Reading Check**  
Compare and Contrast What similarities and differences exist between greater Mexico City and southern Mexico?

However, southern Mexico is vital to the country's economy. Sugarcane and coffee, two major export crops, grow well in the region's warm, humid climate. Also, oil production along the Gulf coast has increased in recent years. The oil business has brought more industry and population growth to this coastal area of southern Mexico.

Another place in southern Mexico that has grown in recent years is the Yucatán Peninsula. Maya ruins, beautiful sunny beaches, and clear blue water have made tourism a major industry in this area. Many cities that were just tiny fishing villages only 20 years ago are now booming with new construction for the tourist industry.

Mexico has a democratic government and a growing economy. Mexico will continue to change in the future. Changes are likely to bring more development. However, maintaining the country's unique regional cultures may be a challenge as those changes take place.

**Summary and Preview** Mexico has a democratic government and a growing economy. It also has distinct regions with different cultures, economies, and environments.

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Compare and Contrast** How is Mexico's government similar to and different from the government of the United States? *It is similar in that it is a democracy headed by a president. It is different because Mexico was ruled for 71 years by one political party and the government controlled the economy.*
- b. **Identify** Who is allowed to vote in Mexico? *Voting is compulsory—or required—by any citizen who is 18 or older.*
2. **Define** What is the term for the practice of burning forest in order to clear land for planting? *slash-and-burn agriculture*
3. a. **Identify** What is an environmental problem found in Mexico City? *pollution*  
b. **Make Inferences** What conditions in Mexico lead some Mexicans to cross the border into the United States? *poverty and the lack of jobs that pay enough to live*  
c. **Develop** If you were to start a business in Mexico, what type of business would you start and where would you start it? Explain your decisions. *Answers will vary but should reflect knowledge of Lesson 3 content.*

### Critical Thinking

4. **Find Main Ideas** Review your notes on Mexico's economy. Then make a chart to identify the geographic factors responsible for the location of economic activities in each region of Mexico. *greater Mexico City—central location, capital city provides jobs and education; central Mexico—fertile valleys for farming, ranching, and mining; northern Mexico—borders with the U.S., maquiladoras provide jobs; southern Mexico—warm, humid climate good for agriculture, oil in Gulf of Mexico, beautiful beaches attract tourists*

### Lesson 3 Assessment

#### Review Ideas, Terms, and Places

1. a. **Compare and Contrast** How is Mexico's government similar to and different from the government of the United States?  
b. **Identify** Who is allowed to vote in Mexico?
2. **Define** What is the term for the practice of burning forest in order to clear land for planting?
3. a. **Identify** What is an environmental problem found in Mexico City?  
b. **Make Inferences** What conditions in Mexico lead some Mexicans to cross the border into the United States?

- c. **Develop** If you were to start a business in Mexico, what type of business would you start and where would you start it? Explain your decisions.

#### Critical Thinking

4. **Find Main Ideas** Review your notes on Mexico's economy. Then use a chart like this one to identify the geographic factors responsible for the location of economic activities in each region of Mexico.

Greater Mexico City	Central Mexico	Northern Mexico	Southern Mexico

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### ENGLISH LANGUAGE LEARNERS

#### Posters of Mexico's Culture Regions

1. To help students demonstrate their understanding of Mexico's culture regions, organize them into four groups. Assign each group one of Mexico's culture regions.
2. Have each group work together to create a poster that includes information about the assigned culture region. Posters could include information about the economy, housing, crops, and any distinguishing features about that region's culture.

3. When the groups have finished their posters, have students present them to the rest of the class.

\*Alternative Assessment Handbook, Rubrics 28: Posters; and 29: Presentations

## ► Online Assessment

1. Why was it difficult to make political changes in Mexico for most of the 20th century?
  - Elections were held infrequently.
  - The country lacked a powerful leader.
  - The government lacked a legislative branch.
  - One political party controlled the government.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

During the 20th century, one **political party** controlled the Mexican government.

2. How has the North American Free Trade Agreement (NAFTA) helped the Mexican economy?
  - It has increased exports.
  - It has decreased inflation.
  - It has increased the number of landowners.
  - It has decreased the planting of cash crops.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Mexico's **export industries** have benefited the most from the North American Free Trade Agreement (NAFTA).

3. How has the economy of central Mexico changed in recent years?
  - It has become more industrial.
  - It is more dependent on mining.
  - It is more dependent on tourism.
  - It has become more agricultural.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

While **central Mexico** has always been a mining center, in recent years the region has also attracted new industries.

4. **Draw Conclusions** Why might some Mexican citizens not have been pleased with Enrique Peña Nieto's being elected president in 2012?

*The election of Enrique Peña Nieto to the presidency of Mexico in 2012 marked the PRI's return to power. This political party controlled the Mexican government for 71 years. Some Mexican citizens might be concerned that the election of Peña Nieto means that other political parties would no longer be able to influence the Mexican government.*

5. **Cause and Effect** Why do the fastest-growing industrial centers in Mexico lie along the U.S. border?

*Many U.S. companies have built factories in this area of Mexico because they can pay workers less than they would pay workers in the United States.*

6. **Make Generalizations** Why is southern Mexico important to the country's economy? Describe two reasons.

*Sugarcane and coffee, which are two of the country's major exports are grown in this region. Oil production along the Gulf coast has increased in recent years, and this has brought more industry to the region.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 287

### More About . . .

**Slash-and-Burn Agriculture** One environmental issue affecting the Americas is smoke from the practice of slash-and-burn agriculture. In 1998 wildfires started by Mexican farmers created a haze of smoke that drifted north into the United States—even reaching as far as Chicago and Detroit.

**Mexico's Tourism Industry** Despite drug-related violence, a new record was set in 2016 for Mexico's tourism industry. Approximately 35 million international tourists visited the country. However, most revenue from tourism comes from domestic travelers.

### TIERED ACTIVITY

#### Examine Mexico's Government and Politics

**Below Level**—Have students research the three main political parties of Mexico: the National Action Party (PAN), Party of the Democratic Revolution (PRD), and Institutional Revolutionary Party (PRI). Have students summarize the basic positions of each party and create a map indicating which party governs each Mexican state.

**At Level**—Going beyond the Below Level activity, students should:

- identify the leaders of each of Mexico's three main political parties and write a brief biography of each that compares and contrasts their backgrounds and viewpoints.

**Above Level**—Going beyond the Below and At Level activities, students should:

- research the influence of the PRI, Mexico's dominant political party for many years. Have students discuss how the PRI has affected Mexico's freedoms of speech, assembly, the press, elections, and the economy.
- speculate on the future of Mexican politics and on strategies other parties may use to emerge from the dominance of the PRI.

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### More About . . .

**Connect to History: Monterrey** Mexico's third-largest city and a leading industrial center, Monterrey has long had interaction with the United States. In 1846, during the Mexican War, it was invaded by American troops. During the Civil War, the Confederacy used it as a staging post for its cotton exports. Today, many of the city's residents are bilingual, baseball is the most popular sport, and modern parts of the city look much like cities in Texas or California.

### More About . . .

**American Immigration to Mexico** More and more Americans are choosing to settle permanently in Mexico, attracted by the low cost of living, warm climate, and relaxed way of life. For example, many Americans have made San Miguel de Allende, a picturesque, historic colonial town in central Mexico, home. The U.S. State Department estimates that the number of Americans living in Mexico rose from 200,000 in 1995 to around 1 million in 2017.

### STRUGGLING READERS

#### Mexico City: Megalopolis

1. Read aloud the information about greater Mexico City to students or have them reread the text with a partner.
2. Have students work in pairs to create a list of the problems in the greater Mexico City region. Then have them transfer the information from their list to a chart entitled "Pros and Cons of Living in the Mexico City Megalopolis."
3. Have students illustrate their charts with drawings showing the advantages and disadvantages.
4. Invite volunteers to share their work with the class, and guide students in a discussion of the pros and cons of living in a giant urban area.

\*Alternative Assessment Handbook, Rubrics 7: Charts; and 9: Comparing and Contrasting

### ADVANCED/GIFTED

#### Maquiladoras in Mexico

1. Remind students that a *maquiladora* is a factory located in Mexico run by a company whose home is in a foreign country and whose exports, usually finished products, are sold back in the home country of the company.
2. Direct students to use the library or the Internet to research maquiladoras located in Mexico.
3. Have students use the information gathered from their research to create a fact sheet on the following topics: location and number of maquiladoras; countries that built them; goods they produce; number of Mexican workers employed in maquiladoras; wages and working conditions; the impact of the maquiladoras on the environment.
4. Have students present and share their fact sheets with the class.

\*Alternative Assessment Handbook, Rubrics 20: Research; and 42: Writing to Inform

continued from page 290

### More About . . .

**Connect to Art: Indian Influences** The southern states of Oaxaca and Chiapas are two states in Mexico with a strong Indian influence and presence. Both states have magnificent ruins built by ancient civilizations—the Zapotec and Mixtec in Oaxaca and the Maya in Chiapas. The descendants of these and other Indian groups still live in the regions, following traditional ways of life. Some make a living by creating intricate textiles, pottery, and other folk art that is becoming increasingly sought after by tourists.

# Social Studies Skills

## Take Notes

### Define the Skill

Taking notes can help you remember what you have learned from your textbook or in class. To be effective, your notes must be clear and organized. One good way to organize your notes is in a chart like the one here. Use the following steps to help you take useful notes:

Recall	Notes
New Mexican identity	-Spanish and American Indian cultures mixed. -mestizos -Africans came as slaves.
Influence on Catholic Church	-Life in colonial Mexico was influenced by the Roman Catholic Church. -missions -Priests taught Spanish.
Economy: mining and agriculture	-Spaniards were interested in gold and silver. -American Indians and enslaved Africans worked in mines. -Agriculture was important. -haciendas

#### Before you read or listen:

- Divide a page in your notebook into two columns as shown.

#### While you read or listen:

- Write down your notes in phrases or sentences in the large column on the right.

#### After you read or listen:

- Review your notes. Then in the small column on the left, jot down ideas, key terms, or questions in your own words based on the notes you took.

### Learn the Skill

Answer the following questions about taking notes.

- Where should you write your notes while you read or listen in class?
- How can jotting down key ideas, terms, and questions help you clarify your notes after you take them?

### Practice the Skill

Look back at Lesson 1 of this module. Divide your paper into two columns and take notes on the lesson using the suggestions in the left column. Then answer the following questions.

- What ideas or questions did you write in the Recall column on the left?
- What are some advantages of taking notes?

# Social Studies Skills

## Take Notes

### Notes from an Interview

Ask students to interview a family member or someone in the community or at school. Tell them that they can focus their interview on the person's life or achievements or on special knowledge the person has. Have students prepare a list of five to ten questions to ask. Encourage them to take detailed notes on the answers. If the interviewee allows it, students may want to record their interviews and then take notes using the audio or video recording. Have students use their notes to write a two-paragraph article about the person they interviewed.

\*Alternative Assessment Handbook, Rubric 7: Charts

## Answers

### Learn the Skill

Answer the following questions about taking notes.

- Where should you write your notes while you read or listen in class? *in the large column on the right*
- How can jotting down key ideas, terms, and questions help you clarify your notes after you take them? *by organizing the notes to remember the most important information*

### Practice the Skill

Look back at Lesson 1 of this module. Divide your paper into two columns and take notes on the lesson using the suggestions in the left column. Then answer the following questions.

- What ideas or questions did you write in the Recall column on the left? *Students' ideas or questions should include information about Mexico's physical features, climate and vegetation, and natural resources.*
- What are some advantages of taking notes? *remembering what you have learned from a textbook or in class; being better prepared for tests*

## Module 9 Assessment

### Print Assessment

#### Review Vocabulary, Terms, and Places

Unscramble each group of letters below to spell a term that matches the given definition.

1. pmreie—a land with different territories and peoples under a single ruler **empire**
2. tflinnaoi—a rise in prices that occurs when currency loses its buying power **inflation**
3. mogs—a mixture of smoke, chemicals, and fog **smog**
4. snipluane—a piece of land surrounded on three sides by water **peninsula**
5. ztosemsi—people of mixed European and Indian ancestry **mestizos**
6. hacs rpoc—a crop that farmers grow mainly to sell for a profit **cash crop**
7. ssnmiosi—church outposts **missions**
8. dqamiuarsloa—U.S. and foreign-owned factories in Mexico **maquiladoras**
9. ndhceiasa—expanses of farm or ranch land **hacienda**
10. dingsounie—produced, growing, living, or occurring naturally in a particular region or environment **indigenous**
11. tulmato—a person of mixed European and African ancestry **mulatto**

#### Comprehension and Critical Thinking

##### LESSON 1

12. a. **Define** What is the Mexican Plateau? What forms its edges? *a high, mostly rugged region in the interior of Mexico; three mountain ranges—one along the east, one along the west, and one along the south*
- b. **Contrast** How does the climate of Mexico City differ from the climate in the south? *Mexico City—mild climate with some freezing; south—mostly warm and humid*
- c. **Evaluate** What do you think would be Mexico's most important resource if it did not have oil? Explain your answer. *Answers will vary, but students may cite minerals or tourist destinations and should provide an explanation.*

##### LESSON 2

13. a. **Recall** What early civilization did the Spanish conquer when they came to Mexico? *Aztec*
- b. **Analyze** How did Spanish rule influence Mexico's culture? *Spanish rule brought Spain's language, religion, and culture.*
- c. **Evaluate** Which war—the war for independence, the Mexican War, or the Mexican Revolution—do you think changed Mexico the most? Explain your answer. *Possible answers: the war for independence, because it created the Mexican nation; the Mexican War, because Mexico lost so much of its territory to the United States; the Mexican Revolution, because it brought land reform*

#### Review Vocabulary, Terms, and Places

Unscramble each group of letters below to spell a term that matches the given definition.

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2. tflinnaoi—a rise in prices that occurs when currency loses its buying power **inflation**
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9. ndhceiasa—expanses of farm or ranch land **hacienda**
10. dingsounie—produced, growing, living, or occurring naturally in a particular region or environment **indigenous**
11. tulmato—colonial Spanish term for a person of mixed European and African ancestry **mulatto**

#### Comprehension and Critical Thinking

##### Lesson 1

12. a. **Define** What is the Mexican Plateau? What forms its edges?  
**What** forms its edges?
- b. **Contrast** How does the climate of Mexico City differ from the climate in the south?  
**Mexico City**—mild climate with some freezing; south—mostly warm and humid
- c. **Evaluate** What do you think would be Mexico's most important resource if it did not have oil? Explain your answer.  
**Mexico**'s most important resource if it did not have oil? Explain your answer.

##### Lesson 2

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**Spanish rule** influenced Mexico's culture?
- c. **Evaluate** Which war—the war for independence, the Mexican War, or the Mexican Revolution—do you think changed Mexico the most? Explain your answer.  
**War**—the war for independence, the Mexican War, or the Mexican Revolution—do you think changed Mexico the most? Explain your answer.

##### Lesson 3

14. a. **Describe** What are Mexico's four culture regions? Describe a feature of each.  
**Regions**? Describe a feature of each.
- b. **Analyze** What regions do you think are the most popular with tourists? Explain your answer.  
**Regions** do you think are the most popular with tourists? Explain your answer.
- c. **Evaluate** What are two major drawbacks of slash-and-burn agriculture?  
**Drawbacks** of slash-and-burn agriculture?

292 Module 9



#### ONLINE DOCUMENT-BASED INVESTIGATION

##### Mexico

Have students complete and review all the DBI activities in **Part 1**.

Use this Compare/Contrast Essay Rubric to score students' work in **Part 2**.

##### RUBRIC

- Students' essays should
- identify similarities and differences appropriate to the topic
  - attempt comparisons from parallel categories of items
  - cite at least three sources of appropriate text evidence from **Part 1** in support of their comparisons

- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

##### Write a Compare and Contrast Essay

Using the exhibits in Part 1 and your knowledge of the history and geography of Mexico, write a compare and contrast essay that answers the following question: How has Mexico's diverse culture, history, and environment created places that are both similar and different within the same country? Be sure to cite specific evidence at least three sources in your response.

## Module 9 Assessment, continued

### Reading Skills

15. **Predict** Use the Reading Skills taught in this module to complete the following activity. Use your predicting skills to think about events that might happen in the future. Reread the text about Mexico's economy in Lesson 3. Write three or four sentences about how you think the economy might change in the future.

### Social Studies Skills

16. **Take Notes** Use the Social Studies Skills taught in this module to complete the following activity. With a partner read aloud to each other about Mexico's government and economy in Lesson 3. As you listen to your partner, use a chart like the one below to take notes on the information in your book.

Recall	Notes

### Map Activity

17. **Mexico** On a separate sheet of paper, match the letters on the map with their correct locations.

- Gulf of Mexico
- Baja California
- Río Bravo (Rio Grande)
- Tijuana
- Yucatán Peninsula
- Mexico City



Mexico 293

## Essential Question ESSAY

Why is it important for Mexico and the United States to be good neighbors?

#### RUBRIC

- Students' essays should:
- respond to the Essential Question with a specific position
  - illustrate valid reasoning supporting their position
  - cite persuasive evidence supporting their position
  - identify key people, events, and/or turning points that demonstrate understanding of the module content
  - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about how Mexico's physical geography, culture, and economics have affected its relationship with the United States. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

### Focus on Writing

18. **Write an "I Am" Poem** Countries have stories to tell, just like people do. Review what you have learned about Mexico. Then, write a poem. Title your poem "I Am Mexico" and make it six lines long. Use each line to give details about Mexico, such as "I have towering, snowcapped volcanoes." Make sure at least one line deals with physical geography, one line with history and culture, and one line with Mexico today. Your poem does not need to rhyme, but you should try to use vivid language. With a partner recite your poems to each other.

### LESSON 3

14. a. **Describe** What are Mexico's four culture regions? Describe a feature of each. *greater Mexico City—world's second-largest urban area, densely populated, polluted, poverty, economy offers job and educational opportunities; central Mexico—colonial heritage, fertile farmland, growing industrialization; northern Mexico—industrialized, modern, rich, influenced by U.S. culture and economy; southern Mexico—least populated and industrialized, large Indian population, growing oil production and tourism*
- b. **Analyze** What regions do you think are the most popular with tourists? Explain your answer. *Possible answers: Mexico City, because it is the capital and a great city of the world; central Mexico, for its history; northern Mexico, because it is close to the U.S.; southern Mexico, because of its Indian culture and beautiful tourist areas*
- c. **Evaluate** What are two major drawbacks of slash-and-burn agriculture? *The soil is drained of valuable nutrients; fires create smoke that is harmful to people.*

### Reading Skills

15. **Predict** Use the Reading Skills taught in this module to complete the following activity. Use your predicting skills to think about events that might happen in the future. Reread the text about Mexico's economy in Lesson 3. Write three or four sentences about how you think the economy might change in the future. *Possible answer: The economy will continue to grow because of NAFTA, industrialization, and the tourist industry. U.S. factories built in Mexico will increase Mexico's economic ties to the United States. Mexican workers will continue to travel to the United States if opportunities for work are greater there than in Mexico.*

### Social Studies Skills

16. **Take Notes** Use the Social Studies Skills taught in this module to complete the following activity. With a partner, read aloud to each other about Mexico's government and economy in Lesson 3. As you listen to your partner, use a chart to take notes on the information in your book. *Students should listen carefully as their partner reads. Their charts should provide accurate information about Mexico today, its government and economy, and its culture regions.*

## Print Assessment (*continued*)

### Map Activity

17. **Mexico** On a separate sheet of paper, match the letters on the map with their correct labels.

Gulf of Mexico                    Baja California

Río Bravo (Rio Grande)        Tijuana

Yucatán Peninsula                Mexico City

A. *Yucatán Peninsula*

B. *Mexico City*

C. *Baja California*

D. *Tijuana*

E. *Gulf of Mexico*

F. *Río Bravo (Rio Grande)*

### Focus on Writing

18. **Write an "I Am" Poem** Countries have stories to tell, just like people do.

Review what you have learned about Mexico. Then, write a poem. Title your poem "I am Mexico" and make it six lines long. Use each line to give details about Mexico, such as "I have towering, snowcapped volcanoes." Make sure at least one line deals with physical geography, one line with history and culture, and one line with Mexico today. Your poem does not need to rhyme, but you should try to use vivid language. With a partner, recite your poems to each other.

**RUBRIC:** Students' "I Am" poems should

- be six lines long
- describe a different detail about Mexico in each line
- include details from all three lessons

## ► Online Assessment

1. Drag the name of the physical feature into the box next to its description.

a mountain range that lies to the east of the Mexican Plateau	the Sierra Madre Oriental
a mountain range that lies to the west of the Mexican Plateau	the Sierra Madre Occidental
a peninsula that separates the Gulf of Mexico from the Caribbean Sea	Yucatán Peninsula
a narrow peninsula that stretches south into the Pacific Ocean from northern Mexico	Baja California

2. Which landform in Mexico is most likely to have a mild climate?

- a coastal plain
- a coastal valley
- a mountain peak
- a mountain valley

3. Which natural resource's limited supply poses a serious threat in Mexico?

- copper
- lead
- oil
- water

4. Choose the correct button in the table to show whether the statement correctly describes the Olmec, the Maya, or the Aztecs.

	the Olmec	the Maya	the Aztecs
They built a large, powerful empire.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
They built large cities in Mexico and Central America.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
They kept written records that scholars still study today.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
They lived on the humid southern coast of the Gulf of Mexico.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
They traded carved stones such as jade and obsidian with other cultures in eastern Mexico.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Why is Miguel Hidalgo an important figure in Mexican history?

- He established the first mission.
- He decreed important land reforms.
- He led the revolt against Spanish rule.
- He built the first Roman Catholic church.

6. Which of the following are major Spanish influences that affect Mexican culture today?  
Select the **two** correct answers.

- democracy
- language
- medicine
- religion
- warfare

7. Why did the Institutional Revolutionary Party (PRI) lose control of the Mexican government after being in power for 71 years?

- because of a natural disaster
- because of an economic crisis
- because of an electoral defeat
- because of a political revolution

8. Why did the Zapatistas start a revolt the same day the North American Free Trade Agreement (NAFTA) took effect?

- They believed NAFTA would increase inflation.
- They believed NAFTA would increase foreign debt.
- They believed NAFTA would harm American Indians.
- They believed NAFTA would harm the Roman Catholic Church.

9. Drag the letter that identifies the culture region on the map into the box next to its description.

**Mexico's Culture Regions**



It is the least populated and industrialized region of the country.

D

Trade with the United States has helped the region's economy grow.

A

Many cities in this region were established as mining or ranching centers during the colonial period.

B

This region does provide job and educational opportunities not so easily found in the rest of the country, but its huge population causes problems.

C

## ► Online Multimedia Connections

In this Multimedia Connection, students will learn about several key events in the history of Mexico, beginning with the ancient civilizations of Mexico. They will watch and discuss short video clips about the arrival of the Spanish, Miguel Hidalgo's leadership in the war against Spain, and Mexico in the modern era.



## MULTIMEDIA CONNECTIONS

A photograph of the Pyramid of the Sun at Teotihuacan, Mexico. The pyramid is a massive stone structure with multiple levels and a broad base. In the foreground, there are other smaller pyramids and ruins. The sky is blue with some clouds. Overlaid on the lower right portion of the image is the word "MEXICO" in large, bold, red letters with a yellow outline.

**Teotihuacán, established around 200 BC, was the first great civilization of ancient Mexico.** At its height around the middle of the first millennium AD, the "City of the Gods" was one of the largest cities in the world. It covered 12 square miles and was home to some 200,000 people. The Pyramid of the Sun, above, was the largest building in Teotihuacán.  
For centuries after the fall of Teotihuacán, present-day Mexico was home to a number of great empires, including

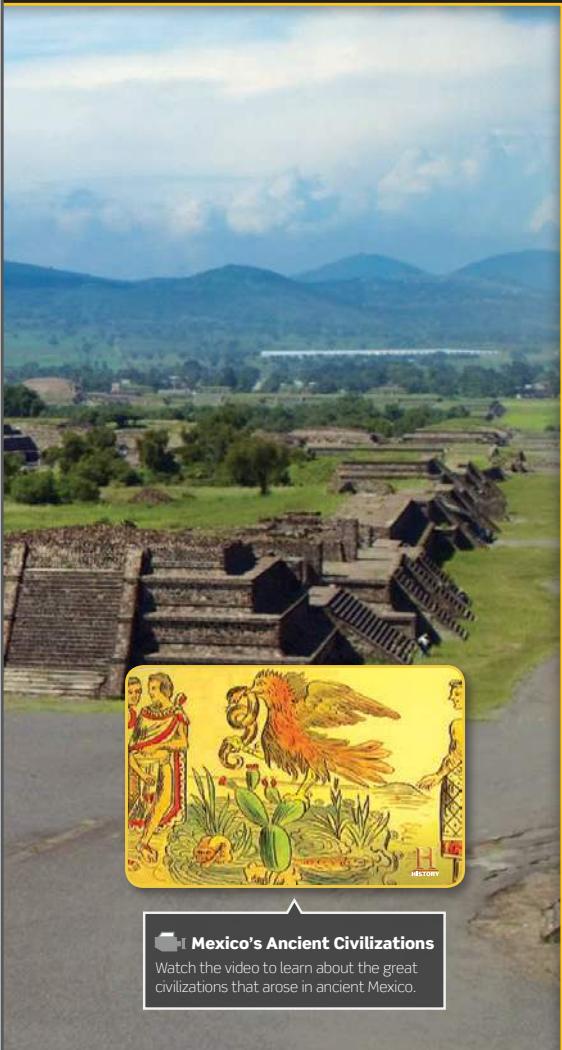
the highly sophisticated Aztec civilization. The arrival of the Spanish in the early 1500s forever changed life for Mexico's ancient peoples, and Mexican culture today is dominated by a blend of indigenous and Spanish cultures.

Explore the history of Mexico from ancient to modern times online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

293MC1 MULTIMEDIA CONNECTIONS



Go online to view these and other HISTORY® resources.



**The Arrival of the Spanish**

Watch the video to learn how the arrival of the conquistadors led to the fall of the Aztec Empire.



**Miguel Hidalgo's Call to Arms**

Watch the video to learn about Miguel Hidalgo's path from priest to revolutionary leader.



**Mexico in the Modern Era**

Watch the video to learn about the role of oil in the industrialization of Mexico's economy.