Grade 06 Social Studies Unit 01 Exemplar Lesson 03: Mexico

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

This lesson helps students understand Mexico’s government and economy. Students learn about cultural traits in Mexico and how they are both similar to and different from the U.S. While countries can be part of the same geographic region, their national cultures may be very different. One area that contributes to a nation’s culture is its level of economic development, which is dependent on many factors and can look very different in different countries even when factors of production are similar. Students look at the nation’s artwork and how it contributes to its culture, learning about and viewing examples of murals and their significance to Mexican culture.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

6.4 Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:

6.4C Explain ways in which human migration influences the character of places and regions.

6.8 Economics. The student understands the factors of production in a society’s economy. The student is expected to:

6.8A Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.

6.8B Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.

6.10 Economics. The student understands categories of economic activities and the data used to measure a society’s economic level. The student is expected to:

6.10A Define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.

6.10B Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.

6.16 Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

6.16A Identify institutions basic to all societies, including government, economic, educational, and religious institutions.

6.18 Culture. The student understands the relationship that exists between the arts and the
societies in which they are produced. The student is expected to:

6.18A Explain the relationships that exist between societies and their architecture, art, music, and literature.

6.18B Relate ways in which contemporary expressions of culture have been influenced by the past.

6.18C Describe ways in which contemporary issues influence creative expressions.

Social Studies Skills TEKS

6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

6.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 06 Social Studies Unit 01 PI 03
Using corn as the vehicle for illustration, create a Diego Rivera-style mural that explains the interaction between factors of production, government, and economic systems. Explain the mural using call-out boxes

Standard(s): 6.8A , 6.18A , 6.21B

ELPS c.1E , ELPS c.5G

Key Understandings

- Interaction between a country’s government, its economic system, and the factors of production often determines the level of economic development in a country.
  - How do a country’s government, its economic system, and the factors of production contribute to the level of economic development in a country?
  - How do factors of production influence the economy of a society?
  - What are possible effects when factors of production are in short supply?

Vocabulary of Instruction

- government
- economy
- standard of living
- interdependence
- mural

Materials

- Completed Handout: Culture Traits from North American Cultures (from Lesson 2 and Explore)
- Completed Handout: Culture Traits of the United States (from Lesson 1)
- Handout: Culture Traits of Canada (from Lesson 2)
- Handout: Postcard Template (from lesson 1)
- Index cards, large, blank (at least 1 per student)
- Teacher Resource: PowerPoint: Mexico
- Information about Mexico
- Information on Mexican muralism
**Resources**


**Advance Preparation**

1. Become familiar with content and procedures for the lesson, including factors of production, muralism, and Diego Rivera.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.

**Background Information**

Mexico has a rich and colorful history with much of it illustrated through murals. The country has been involved in multiple revolutions leading to their independence from Spain and France. It is rich in resources and filled with beautiful historical attractions. With its northern border to the United States, much of the Mexican culture has diffused into the southern regions of the U.S. Relations between the two countries has fluctuated in the past but both countries have made huge strides in building stronger economic ties by enacting multiple trade agreements.

For years Mexico has been engulfed in political corruption which has eventually led to a downward economic trend. High rates of unemployment and a dramatic increase in crime and drug wars have led many people to want to flee to safer more secure neighboring countries, especially to the United States.

**GETTING READY FOR INSTRUCTION**

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

**INSTRUCTIONAL PROCEDURES**

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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</thead>
<tbody>
<tr>
<td>ENGAGE – Murals Tell A Story</td>
<td>NOTE: 1 Day = 50 minutes</td>
</tr>
<tr>
<td>1. Project slide #2 from the Teacher Resource: <strong>PowerPoint: Mexico</strong></td>
<td>Suggested Day 1 – 5 minutes</td>
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<tr>
<td>2. Students study the image.</td>
<td>Attachments:</td>
</tr>
<tr>
<td>3. With a partner, students write ten words that describe what they</td>
<td>- Teacher Resource: <strong>PowerPoint: Mexico</strong></td>
</tr>
</tbody>
</table>
see. To prompt students through this activity, ask questions such as the following:

- What was the artist’s point?
- What is important to the people from the artist’s point of view?
- What emotions are the people experiencing and why?
- Where might this image be located?
- What does the chain symbolize?
- What other symbols do you see in the image?
- The artist is conveying the message that _______.
- What form of art is this?
- Would you consider this a primary source or a secondary source?

4. A visual analysis strategy may be used to help students’ gain deeper understanding of the mural itself and the mural movement.

5. Facilitate a discussion about murals. Muralism is a form of art that often expresses contemporary issues. In this particular mural, the interpretation may represent the pull factors in the U.S. (search for jobs and a better life) for people from Mexico. The mural also brings to light facial expressions representing certain emotions. Other murals, such as those by Diego Rivera, have been inspired by events in the past. (Show slide #3 of the Teacher Resource: PowerPoint: Mexico)

6. Conduct a discussion and visual analysis strategy to determine what this mural is doing (telling part of the history of Mexico).

EXPLORE – Culture traits of Mexico

1. Show slide 4 of the Teacher Resource: PowerPoint: Mexico

2. Students use their Handout: Culture Traits of North America (from Lesson 2) and identify culture traits of the Mexican culture using prior knowledge, the textbook, other classroom materials, and the Internet.

Suggested Day 1 (cont’d) – 15 minutes

Materials
- Handout: Culture Traits of North America (from Lesson 2)
- Teacher Resource: PowerPoint: Mexico

Purpose
Gain information about contemporary Mexican culture.

TEKS: 6.4C, 6.16A

Instructional Note
- Although countries might be from the same region, their national cultures can be very different.
- One method to compare/contrast cultures is by examining institutions basic to all societies.
- The U.S. and Mexico have histories that are similar in several ways (colonization and indigenous groups), but Spanish control over Mexico was very different. Though independence (Hidalgo), then revolution as a result of government/economic differences
1. Student pairs use the information from the completed Handout: **Culture Traits of the United States** (from Lesson 1) and the completed Handout: **Culture Traits of Canada** (from Lesson 2 and Explore above) as the basis for a comparison between the cultures in the North American region, summarizing similarities and differences in government, economic, educational, and religious institutions.

2. Teacher circulates, probing with questions, clarifying and correcting information.

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**EXPLORE – Economy and Government Interactions**

1. Students create a 3-tab folded paper organizer with the columns labeled with three categories: Economy, History and Government. (See Notes for Teacher for example of a 3-tab folded paper organizer.)

2. Show slide #6 and provide a brief explanation on the factors of production and Mexico’s economic system.

3. Investigate the part corn has played in Mexico’s economy from several points of view.

4. Click on the link in the PowerPoint (slide 7) to go to the CIA Factbook page on Mexico [https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html](https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html) . (Note: before students visit the website, explain Slides 8, 9 and 10)

5. Students read the brief but crucial information (overview) about Mexico’s economy and government. (on the CIA Factbook page, click on Government and Economy for more information)

6. Students gather information from the website and add it to their folded paper organizer.

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**Materials**

- Completed Handout: **Culture Traits of the United States** (from Lesson 1)
- Completed Handout: **Culture Traits of Canada** (from Lesson 2 and Explore above)

**Attachments:**

- Teacher Resource: **PowerPoint Mexico**

**Purpose:**

Government policies affect economic growth.

**TEKS:** 6.8A, 6.8B; 6.10A, 6.10B; 6.16A

**Instructional Note**

- Economic development is dependent on many factors and can look very different in different countries even when factors of production are similar.
- Mexico is rich in natural resources.
- Corn: indigenous dependence on corn, corn as a sacred crop; corn grown on small plots, not invested in by entrepreneurs; overproduction of corn in U.S. and NAFTA has had a huge effect on corn
- 3-tab folded paper organizer:

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**Factors of production:** inputs that are used in the production of goods or services in the attempt to make an economic profit. The factors of production include land, labor, capital and entrepreneurship. 

**EXPLAIN**

1. Facilitate a discussion where students use what they have learned about Mexican government and economy to answer the guiding questions and support the Key Understanding:
   - Interaction between a country’s government, its economic system, and the factors of production often determines the level of economic development in a country.
     - How do a country’s government, its economic system, and the factors of production contribute to the level of economic development in a country?
     - How do factors of production influence the economy of a society?
     - What are possible effects when factors of production are in short supply?

**EXPLORE – Muralism**

1. Begin discussion with the question:
   - What is important to Mexico?
   - What values are represented in murals?
   - What stories do they tell?

2. Continue the Teacher Resource: PowerPoint: Mexico, showing slides 11-13 to help students understand murals, and the role of art, especially murals, have played in Mexican society.

**ELABORATE – Postcards**

1. Use information gained in this lesson to create a postcard that
communicates important characteristics of the contemporary Mexican culture. Follow the model shown on the Handout: Postcard Template (from lesson 1).

**EVALUATE**

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Using corn as the vehicle for illustration, create a Diego Rivera-style mural that explains the interaction between factors of production, government, and economic systems. Explain the mural using call-out boxes.

**Standard(s):** 6.8A, 6.18A, 6.21B

**ELPS** ELPS.c.1E, ELPS.c.5G

1. Use corn to illustrate the factors of production.
2. One idea is to create a series of drawings that work together as a mural.
3. What is the role of corn with regard to the government and economic systems in contemporary Mexico?

**TEKS:** 6.8A, 6.8B, 6.16A

**Suggested Day 2 (cont’d) – 15 minutes**

- Index cards, large, blank (at least 1 per student)
- Handout: Postcard Template (from lesson 1)

**TEKS:** 6.8A; 6.18A; 6.21B

- Optional: show Slides 16 and 17 to help students visualize and gain a better understanding of the performance indicator.