Uérakua anapu uantakua

Projects and Readings

TELEsecundaria

SECOND GRADE

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Institutional Introduction

Paulo Freire (2022, pp. 101-102) aseguraba que hay distintas formas de comunicación:

> [...] una relación horizontal de A más B [...] [que nace] de una matriz crítica y genera crítica (Jaspers). Se nutre del amor, de la humildad, de la esperanza, de la fe, de la confianza. Por eso sólo el diálogo comunica. Y cuando los polos del diálogo se ligan así, con amor, esperanza y fe uno en el otro, se hacen críticos en la búsqueda de algo. Se crea, entonces, una relación de simpatía entre ambos. Sólo ahí hay comunicación.
>
> [...] El antidiálogo, que implica una relación vertical de A sobre B, se opone a todo eso. Es desamoroso. Es acrítico y no genera crítica, exactamente porque es desamoroso. No es humilde. Es desesperante. Es arrogante. Es autosuficiente. En el antidiálogo se quiebra aquella relación de "simpatía" entre sus polos, que caracteriza al diálogo. Por todo eso, el antidiálogo no comunica. Hace comunicados.

Años antes, Mijaíl Bajtín teorizó sobre el fenómeno, enmarcándolo como el estudio de la translingüística sobre el discurso monológico y el dialógico. Si pensamos en una visión de la escucha, en consonancia con las reflexiones de Bajtín (2000, p. 159), escuchar supondría no fundirse o confundirse con el otro, sino el diálogo de dos culturas que "no se funden ni se mezclan, sino que cada una conserva su unidad e integridad *abierta*, pero las dos se enriquecen mutuamente". Desde esta visión dialógica de la escucha, se puede afirmar que se trata, fundamentalmente, de un vínculo de dos conciencias que se reconocen.

Sin embargo, en un mundo cada vez más interconectado, donde el idioma inglés se ha convertido en la lengua franca, monológica, institucional, es difícil que las conciencias de las voces marginadas sobrevivan a tal imposición. A menudo, las prácticas participativas que involucran a colectivos oprimidos se desarrollan en el marco de una "cultura del silencio" (Freire, 1990). Las personas oprimidas son silenciadas, enmudecidas. Vituperadas ante una aparente forma correcta de hablar y de interpretar el mundo, se menosprecian sus lenguas y culturas. Las mismas herramientas utilizadas para reconocer las situaciones que les afectan, las monopolizan las instituciones y los grupos dominantes. Esta cultura del silencio no solamente enmudece a las personas oprimidas, sino que les impone esquemas de pensamiento, emociones y prácticas que las alienan.

El libro que tienes en las manos nos invita a cuestionar la imposición hegemónica del idioma, y a comprender la importancia de aprenderlo desde una postura de libertad y emancipación, en lugar de sumisión. *Uérakua anapu uantakua. Projects and Readings. Second grade. Secondary* destaca la riqueza y el dinamismo de nuestro español, y enfatiza que el aprendizaje del inglés debe ser una elección consciente para participar en la aldea global, sin renunciar a nuestra identidad cultural. Así, este material, como los demás Libros de Texto Gratuitos (LTG) de la Familia de la Nueva Escuela Mexicana (NEM), se enmarca en una reflexión intercultural, centrada en la demodiversidad, y no en un multiculturalismo que interprete, desde el folclor, a los colectivos marginados.

Este libro contiene proyectos educativos emancipadores, con elementos críticos y problematizadores de la realidad desde un enfoque didáctico. Percibe al estudiante como un sujeto corresponsable en la transformación de sus comunidades, promueve el desarrollo de capacidades humanas, incorpora las habilidades de habla, escucha, lectura y escritura desde los diversos territorios, y fomenta la interacción en comunidad en el marco de la NEM.

Uérakua anapu uantakua. Projects and Readings. Second grade. Secondary nos invita a reflexionar sobre los efectos del capitalismo en la educación y la cultura de América Latina, y brinda herramientas para cuestionar y resistir la imposición de hegemonías externas. A través de sus páginas, descubriremos cómo el aprendizaje del inglés puede ser un acto de empoderamiento y emancipación, permitiéndonos participar en el diálogo global sin perder nuestra esencia.

Este libro es un recurso valioso para los docentes, estudiantes y cualquier persona interesada en explorar la intersección entre el lenguaje, la cultura y el poder. Nos desafía a repensar nuestra relación con el inglés y a construir un futuro donde el aprendizaje de idiomas sea un puente hacia la comprensión mutua y la liberación, en lugar de una estrategia en el proceso de enseñanza y aprendizaje de una cultura del silencio.

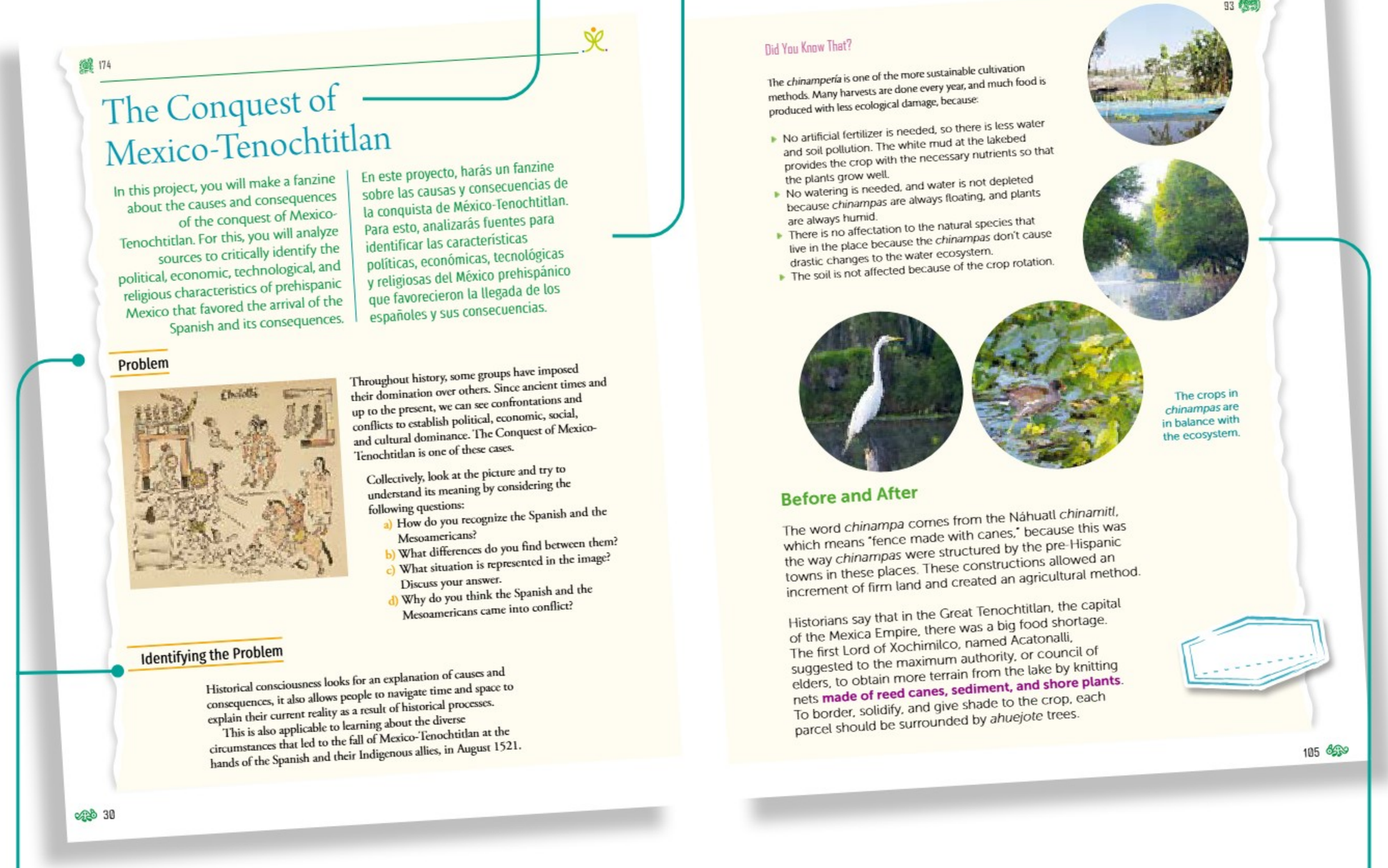
Te invitamos a sumergirte en las páginas de *Uérakua anapu uantakua. Projects and Readings. Second grade. Secondary* y a unirte a esta conversación crucial sobre la descolonización lingüística y la emancipación educativa. Juntos, podemos forjar un camino hacia un mundo donde la diversidad de lenguas y culturas sea celebrada y respetada.

Know Your Book

This book is organized into various projects. Each one contains:

Title: Provides a general idea of the topic and the work you will undertake.

Introductory Paragraph: Here you will find information about the learnings you will acquire and the final product of each project.



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The Conquest of Mexico-Tenochtitlan

In this project, you will make a fanzine about the causes and consequences of the conquest of Mexico-Tenochtitlan. For this, you will analyze sources to critically identify the political, economic, technological, and religious characteristics of prehispanic Mexico that favored the arrival of the Spanish and its consequences.

En este proyecto, harás un fanzine sobre las causas y consecuencias de la conquista de México-Tenochtitlan. Para esto, analizarás fuentes para identificar las características políticas, económicas, tecnológicas y religiosas del México prehispánico que favorecieron la llegada de los españoles y sus consecuencias.

Problem

Throughout history, some groups have imposed their domination over others. Since ancient times and up to the present, we can see confrontations and conflicts to establish political, economic, social, and cultural dominance. The Conquest of Mexico-Tenochtitlan is one of these cases.

Collectively, look at the picture and try to understand its meaning by considering the following questions:

a) How do you recognize the Spanish and the Mesoamericans?
b) What differences do you find between them?
c) What situation is represented in the image? Discuss your answer.
d) Why do you think the Spanish and the Mesoamericans came into conflict?

Identifying the Problem

Historical consciousness looks for an explanation of causes and consequences, it also allows people to navigate time and space to explain their current reality as a result of historical processes.

This is also applicable to learning about the diverse circumstances that led to the fall of Mexico-Tenochtitlan at the hands of the Spanish and their Indigenous allies, in August 1521.

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Did You Know That?

The *chinampería* is one of the more sustainable cultivation methods. Many harvests are done every year, and much food is produced with less ecological damage, because:

- No artificial fertilizer is needed, so there is less water and soil pollution. The white mud at the lakebed provides the crop with the necessary nutrients so that the plants grow well.
- No watering is needed, and water is not depleted because *chinampas* are always floating, and plants are always humid.
- There is no affectation to the natural species that live in the place because the *chinampas* don't cause drastic changes to the water ecosystem.
- The soil is not affected because of the crop rotation.

The crops in *chinampas* are in balance with the ecosystem.

Before and After

The word *chinampa* comes from the Náhuatl *chinamitl*, which means "fence made with canes," because this was the way *chinampas* were structured by the pre-Hispanic towns in these places. These constructions allowed an increment of firm land and created an agricultural method.

Historians say that in the Great Tenochtitlan, the capital of the Mexica Empire, there was a big food shortage. The first Lord of Xochimilco, named Acatonalli, suggested to the maximum authority, or council of elders, to obtain more terrain from the lake by knitting nets **made of reed canes, sediment, and shore plants**. To border, solidify, and give shade to the crop, each parcel should be surrounded by *ahuejote* trees.

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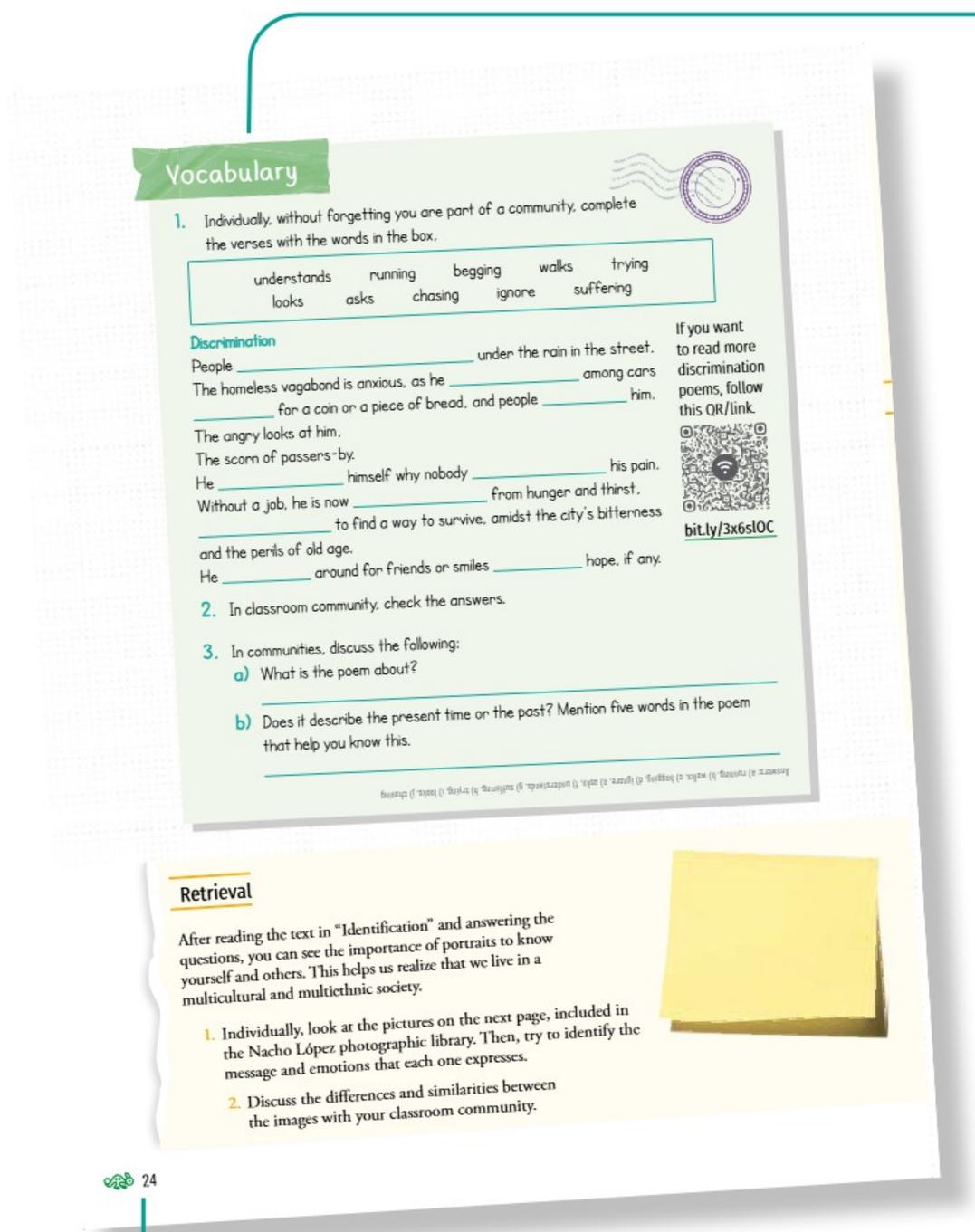
Phases or Stages: These are designed to guide you and organize your learning projects.

Support Sections: These contain brief texts with diverse information related to the theme of the projects. They offer explanations of certain words and recommendations for consulting audiovisual resources and electronic texts.

Enjoy this journey! Remember to pack doses of creativity, joy, and experiences to share in your backpack.

Images: These will help you better understand the topic and expand your perspectives of the world.

Community Work: The projects will suggest finding information or materials with the support of an adult from your family or community to continue the work done in class.



Vocabulary

1. Individually, without forgetting you are part of a community, complete the verses with the words in the box.

understands running begging walks trying
looks asks chasing ignore suffering

Discrimination

People _____ under the rain in the street.
The homeless vagabond is anxious, as he _____ among cars
_____ for a coin or a piece of bread, and people _____ him.
The angry looks at him.
The scorn of passers-by.
He _____ himself why nobody _____ his pain.
Without a job, he is now _____ from hunger and thirst,
_____ to find a way to survive, amidst the city's bitterness
and the perils of old age.
He _____ around for friends or smiles _____ hope, if any.

If you want to read more discrimination poems, follow this QR/link.

bit.ly/3x6slOC

2. In classroom community, check the answers.

3. In communities, discuss the following:
   a) What is the poem about?
   b) Does it describe the present time or the past? Mention five words in the poem that help you know this.

Answer: a) running, b) walks, c) begging, d) ignore, e) asks, f) understands, g) suffering, h) trying, i) looks, j) chasing

Retrieval

After reading the text in "Identification" and answering the questions, you can see the importance of portraits to know yourself and others. This helps us realize that we live in a multicultural and multiethnic society.

1. Individually, look at the pictures on the next page, included in the Nacho López photographic library. Then, try to identify the message and emotions that each one expresses.
2. Discuss the differences and similarities between the images with your classroom community.

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English Sections: Dedicated to studying and practicing various aspects and skills of the English language. The Grammar, Spelling, Vocabulary, Reading, Listening, Speaking, and Writing sections offer a wide range of information and activities designed to help you learn English.

Folio number

Embark on a journey of learning where every page is a step towards fluency and academic success.

INVEDECORG$^{2.0}$

Compañera o compañero, ¿cuál podría ser la estrategia política, cultural y administrativa para el desarrollo de la Nueva Escuela Mexicana y los proyectos publicados en los Libros de Texto Gratuitos?

1 Reconocimiento de un conflicto

Sin importar su complejidad u origen, es preciso reconocer los conflictos comunitarios e indignarse. Sean producto de las desigualdades, la lucha de clases o el colonialismo, se debe partir de la indignación. Cada persona debe obligar a su cuerpo a sentir algo para escapar de la monotonía y la frialdad provocadas por esta sociedad individualista y de consumo.

2 Lectura de la realidad

Al superar la conciencia ingenua, se percibe la convivencia desde una conciencia crítica que cuestiona el origen del conflicto. Pero, ¿qué es una conciencia ingenua? Basta imaginar una persona deshumanizada, un autómata que no piensa ni siente, o un individuo que no se cuestiona la vida, sino que asume que es así y que, por tanto, resulta inútil intentar cambiarla. Tales pensamientos y acciones derivan de la conciencia ingenua, la cual es resultado del brutal conformismo de esta sociedad que promueve el individualismo y el consumo.

3 Reconocimiento de la otredad

Observar el mundo desde la perspectiva de quien es diferente, del marginado social, del ninguneado o de quien históricamente fue silenciado. Que cada persona se detenga un momento a imaginar en qué quiere convertirse, cómo imagina el día de mañana y cómo concibe su territorio, si las cosas cambiaran; en fin, soñar cómo lograr el bienestar común, si se diseñara una comunidad diferente a esta sociedad de consumo.

4 Reconocimiento de las clases sociales

Una reflexión como la anterior ayuda a las personas a definir quiénes son y qué desean ser. Ahora, deben plantearse preguntas que sirvan para concientizar sobre la relación entre las clases sociales. Por ejemplo: ¿quién está arriba y quién abajo?, ¿quién es un opresor y quién un oprimido?, ¿cuáles son los privilegios y cuáles los castigos?, ¿cómo el sistema económico influye en los conflictos sociales, culturales, medioambientales, emocionales, entre otros?, ¿cómo se ejerce el poder?, ¿cómo se somete al individuo?, ¿cómo se coloniza?, ¿cómo es posible decolonizar, en primer lugar, el cuerpo; luego, la mente; y, por último, el alma?

5 Reconocimiento de la cultura

En teoría, todo individuo es parte de una comunidad; es decir, corresponsable de un aparato ideológico y una cultura. Así, supuestamente, todxs sabemos de dónde venimos y cuál es nuestra herencia cultural. La cultura engloba todas las incongruencias que las personas viven. A grandes rasgos, ésta puede distinguirse en las narraciones, los mitos y las leyendas que un colectivo crea para responder a las incongruencias de la realidad y enfrentarse con tranquilidad a las incertidumbres cotidianas. Por lo tanto, para el desarrollo de esta estrategia, es fundamental reflexionar sobre los relatos, y los mitos globalizantes, ancestrales, que cada colectivo posee como identidad. De tal manera, sensibilizándose ante estos detalles, se reconoce la cultura de uno mismo y las de los demás.

6 Reconocimiento de las desigualdades

Para que la conciencia crítica se convierta en una conciencia ampliada, política, se necesita reconocer las desigualdades estructurales presentes en la sociedad, las cuales no sólo son económicas, sino también culturales, lingüísticas, sexogenéricas, políticas, geográficas y emocionales.

DESARROLLO

COMUNICACIÓN

ORGANIZACIÓN

7
Alineación de voluntades comunitarias

Una vez que la reflexión propia parte de una perspectiva consciente de la complejidad de la realidad, es momento de compartir hallazgos, buscar consensos y generar colectivos; es decir, construir comunidad. Por ello, resulta indispensable alinear la voluntad de los integrantes afines y disidentes en favor de una agenda política cuyo objetivo sea la lucha en beneficio de una comunidad por la cual valga la pena ofrecer tiempo y energía.

8
Organización de colectivos

En este mundo individualista, se castiga la organización colectiva. Comúnmente, se insiste en que cada persona debe preocuparse, únicamente, de sus asuntos. La afrenta más profunda a este sistema consumista es organizar colectivos democráticos y diversos; es decir, demodiversos. Colectivos con una agenda política, acciones, calendario y horizonte de expectativas específicos; colectivos que reconozcan las ventajas del bien común.

9
Comunicación

La comunicación no debe desarrollarse, únicamente, al interior del colectivo, sino que debe trascenderlo para generar contacto con quienes habitan espacios inhóspitos, espacios en resistencia; espacios en donde la esperanza basada en el positivismo aún tiene vigencia; centros escolares tradicionales en donde aún se espera la llegada de nuevas tecnologías educativas sofisticadas que lo resuelvan todo. Es ahí donde la comunicación debe ser efectiva y convencer al disidente sobre cómo una comunidad demodiversa es mejor que un colectivo inhumano.

10
Cooperación comunitaria

Una vez que se ha logrado establecer comunicación con comunidades en otros territorios, es crucial plantearse preguntas como las siguientes: ¿cómo coordinar esfuerzos en una agenda política regional?, ¿cómo hacer de la lucha un patrimonio, un estandarte, en donde otros se puedan ver reflejados?, ¿cómo coordinar esfuerzos?, ¿cómo promover una estrategia dinámica que se adapte a las necesidades de los territorios?, ¿cómo evitar que los procedimientos de cooperación tradicional limiten las acciones de transformación cuando se solicite lealtad y disciplina a los integrantes de los colectivos desde una tradicional verticalidad?, ¿cómo construir nuevas hegemonías sin desarrollar los vicios ni cometer los abusos de las anteriores?, ¿cómo desplazar a los opresores sin caer en la tentación de utilizar sus armas melladas que han dejado, en la huida, regadas por todos lados?

11
Insurgencia magisterial

Las acciones transformadoras, fruto de la reflexión en torno a lo cultural, lo económico y lo social, son actos que violentan al *statu quo*. Los sectores tradicionales, acostumbrados al ejercicio del poder, desde lo alto de la pirámide social, acusarán cualquier acción transformadora como un ejercicio violento. Estos sectores también se encuentran en las instituciones del Estado como hegemonías. No se puede esperar que ellos cambien sus acciones y pensamientos como si fuera un acto de generosidad o de misericordia. Para que la transformación, por todos anhelada, sea una realidad, se necesita la insurgencia magisterial que cuestione a todas las hegemonías.

12
Consolidación del poder

Después de la insurgencia magisterial y sus acciones transformadoras continuas, tarde o temprano, las instituciones y las hegemonías cederán. Tras desplazarlas, se necesitará establecer nuevas formas de ejercicio del poder. Probablemente, ésta sea la etapa más delicada del proceso porque siempre existirá la tentación de disfrutar los privilegios de las élites desplazadas. Por todo ello, se debe imaginar y realizar un ejercicio del poder diferente, desde la humildad, para generar una sociedad demodiversa que no discrimine ni margine; es decir, una sociedad donde todxs tengan voz, no sólo los individuos privilegiados. En última instancia, el propósito de esta estrategia política, cultural y administrativa es construir una sociedad donde las hegemonías, aún vigentes, sean contenidas, de modo que no puedan promover más desigualdades.

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Opinions and Positions in News Articles and Popular Science Texts

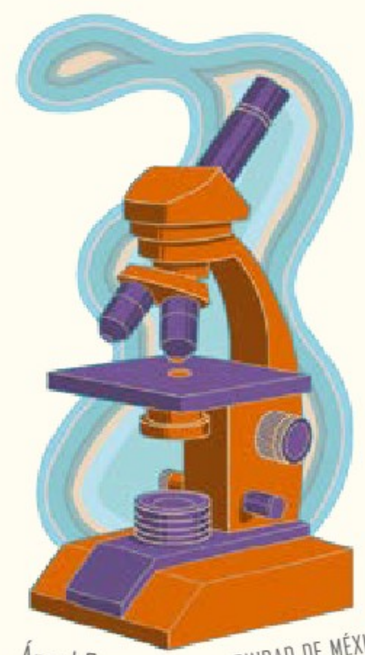
In this project, you will write a news article or a popular science text. To do so, you will analyze the characteristics of these two types of texts. You will also carry out a campaign to promote the culture of peace (against violence), a healthy lifestyle, and a peaceful and respectful relationship with others.

En este proyecto, escribirás un artículo de noticias o de divulgación científica. Para ello, analizarás las características de estos dos tipos de textos. También, llevarás a cabo una campaña de promoción de la cultura de paz (en contra de la violencia), de un estilo de vida saludable y de relaciones pacíficas y respetuosas con los otros.

Identification

1. In communities, copy the table in your notebook, and write what you know about news articles and popular science texts.

	Definition	Characteristics	Functions	Examples
News Articles				
Popular Science Texts				



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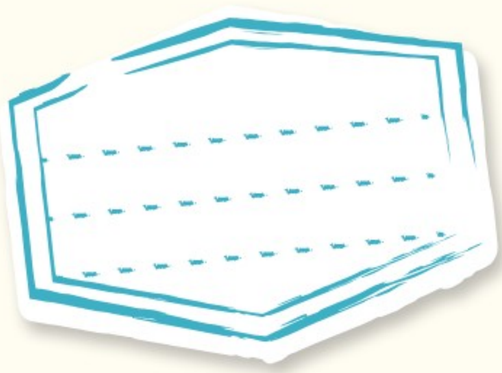
2. In assembly, and with the help of your teacher, comment on the differences between these two kinds of texts and discuss what other things you want to know about them.



3. Play Hot Potato, and exchange your opinions on several issues you read or listened to in the news.
   a) Form a circle with all the members of the classroom community.
   b) Agree on the topics you will address: social or scientific interest in a healthy or a violence-free life, scientific and technological developments or achievements reached in your community, as well as events causing alarm, discontent, or indignation.

c) Discuss what you know about the topics and share the sources where you got the information.
d) Choose one of the topics you suggested.
e) You'll need something to pass around, like a ball, a toy, or even just a tissue. This will be the "hot potato"!
f) One person will be in charge of playing the music (for example, singing a song, using a phone, or anything that makes noise).
g) When the music starts, pass the hot potato around the circle as fast as you can go!
h) Suddenly, the music will stop! Whoever is holding the hot potato will express and share their opinion on the topic previously chosen, as well as the information they have about it.
i) Once their participation finishes, the hot potato will pass around again. Repeat the process. The whole community must participate.
j) Now share your reflections on the following topics:
   - Learnings about the topic discussed
   - Finding out interesting data
   - Controversial issues
   - Conflicting opinions
   - Science information
   - Information from the media
   - Research findings

As you can see, each person approaches information differently. There are those who are more critical than others regarding the sources of information that underpin their opinions. This is a reminder that it is necessary to avoid disinformation and to research trustworthy sources on topics of interest.

4. In community, read and reflect on the following situations, and how they relate to your school community. If you believe it is necessary, with the guidance of your teacher, modify the approach as you see fit.

   - Problematic situation 1. The information broadcast through the media is considered to be true by most people, which leads to a uniform public opinion and generates a deep lack of criticism.

Vocabulary

Are you curious about the world around you? Scientists and journalists work together to provide us with information, but they use different tools! Let's explore some key vocabulary to better understand science and news.

Individually, match the word on the left with its definition on the right.

Word	Definition
I. ( ) Scientist	a) Personal convictions or feelings.
II. ( ) Journalist	b) Visual representations of data using bars or lines.
III. ( ) Facts	c) What you think is true without any proof.
IV. ( ) Opinions	d) A drawing that shows the parts of something and how they relate.
V. ( ) Evidence	e) Situations that are happening right now.
VI. ( ) Beliefs	f) Narratives that may be true or fictional.
VII. ( ) Diagram	g) Images that show something.
VIII. ( ) Stories	h) Someone who studies the world and carries out different experiments.
IX. ( ) Charts	i) Information that supports a fact.
X. ( ) Pictures	j) Events that happened in the past.
XI. ( ) Current events	k) Information that can be proven true.
XII. ( ) Old incidents	l) Someone who reports current and recent events.

Answers: Ih, IIl, IIIk, IVc, Vi, VIa, VIId, VIIIf, IXb, Xg, XIe, XIIj

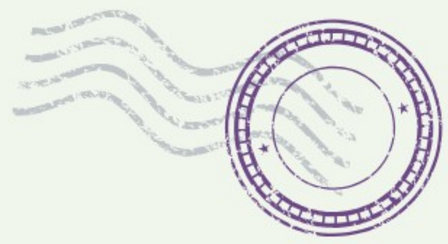
- Problematic situation 2. There is a great deal of information that people consider to be scientific in nature, although it is not based on science. Because such information is shared throughout various media, disagreements and misinformation arise within the community.

Retrieval

On the one hand, there are texts called *popular science texts*, which are designed to share developments in science and help the public at large increase their knowledge and better support their opinions.

On the other hand, there are *news articles*, which purpose is to inform about events of collective interest, as well as to provide information that enables readers to create their own point of view about an event of public interest.

Vocabulary



1. Individually, choose the most appropriate word to complete the sentences.

   a) Scientists use _____ (experiments/stories) to test their ideas.
   b) Journalists use _____ (clear language/ complicated words) to ensure everyone understands the news.
   c) A _____ (hypothesis/source) is a scientist's educated guess about what might happen.
   d) A news article should always disclose the _____ (source/headline) of its information.

2. Can you think of an example of a science diagram or chart you have seen before? Draw it or describe it in your notebook.

Answers: a) experiments, b) clear language, c) hypothesis, d) source

The information provided in these texts must be truthful and reliable, and verified by the person, institution, or broadcasting entity (newspaper, radio station, news program, or magazine) that issues it, so as not to transmit false, erroneous, or inaccurate information.

1. In communities, classify these concepts about popular science texts and news articles and write them in your notebook. You can follow these suggestions:
   a) Divide your sheet into two columns and label the columns with the headings "News Articles" and "Popular Science Texts."
   b) Write these concepts in the corresponding column.

Editorial	Column
Article	Journalistic genre
Science communication	Monograph
Opinion article	Essay
Mixed genre	Chronicle
Critical review	News story
Conference	Interview
Thesis	Report

c) Compare your table with your classmates' and, with the support of your teacher, modify them as required.

2. In order to strengthen your knowledge, read the contents on popular scientific texts and news articles in *Colección Sk'asolil. Múltiples lenguajes. Segundo grado* and *Colección Sk'asolil. Lenguajes. Segundo grado*. Reflect on their relationship with the construction of collective memory.

Approach

It's time to explore some of the reasons why there is a great diversity of opinions on the same topic and different positions regarding the truthfulness, usefulness, or importance of the information that a community receives.

In classroom community, select one possible cause of the difference in positions or perspectives on the same event and, if necessary, with the help of your teacher, think of other possible causes.

a) Cause 1. The information given by the media is biased, that is, it only presents the perspective of the broadcasting media. Most people consider this position as true and do not assume a critical stance towards it.
b) Cause 2. There is a great deal of information gathered with no scientific evidence to support it. In addition, it is not verified or contrasted with reliable sources, because of its immediacy and the lack of time to verify it in specialized sources.
c) Cause 3. Another cause could be... (Write it in your notebook.)

Planning

In assembly, read and analyze the following objectives, as well as the means to achieve them. With the support of your teacher, modify what you think could be improved. If you consider it necessary, write in your notebook a different objective and the means to achieve it.

Project's Objective	Means to Achieve It
Analyzing the characteristics of journalistic and popular science texts, as well as their role in the construction of collective critical thinking.	Drafting of a journalistic text or news article to provide information with social or community impact in a conscious, truthful, and brief way.
Writing and spreading messages rejecting violence, promoting a healthy lifestyle, or fostering equity and inclusion. Other matters of personal or collective interest can be added, as long as the message they transmit is based on research and scientific evidence.	Conducting an awareness campaign in the classroom or the school to promote a culture of peace (rejection of violence), a healthy lifestyle, a harmonious coexistence, or any other topic chosen.
Another objective can be... (Write it in your notebook.)	The means to reach this objective can be... (Write it in your notebook.)

Grammar

1. In communities, study the information below about frequency adverbs and consider that the percentages refer to the frequency the adverb represents.

Adverb	Percentage	Example
Always	100%	Scientists *always* wear lab coats in the lab.
Usually	80-90%	Editors *usually* proofread articles before publishing.
Often	50-70%	Reporters *often* interview multiple sources for a story.
Sometimes	30-40%	A journalist *sometimes* writes opinion pieces.
Occasionally	20-30%	Astronauts *occasionally* perform spacewalks during missions.
Seldom	10-20%	Scientists *seldom* share unfinished research findings.
Rarely	5-10%	A journalist *rarely* misses a deadline.
Never	0%	Good scientists *never* falsify data.

Explanation	Structure	Example	Use
Simple Present with Frequency Adverbs As adverbs of frequency are used to talk about routines or repeated activities, they often appear in sentences where the verb is in the present simple tense.	subject + *adverb of frequency* + *verb in present tense* + complement	She *often exercises* in the morning.	Frequency adverbs tell us how often something happens. They are usually placed before the main verb (the verb without "to").

2. Fill in the blanks with the correct form of the verb in parentheses and the frequency adverb.

a) I _____ (eat) lunch at noon. (usually)

b) We _____ (go) to the movies on weekends. (sometimes)

c) The train _____ (arrive) late on Fridays. (often)

d) He _____ (not study) on Sundays. (usually)

e) They _____ (practice) playing their instruments after school. (always)

f) She _____ (travel) to a new country every year. (rarely)

g) We _____ (watch) TV in the evenings. (often)

h) They _____ (visit) their grandparents. (never)

i) I _____ (read) a book before bed. (usually)

j) The library _____ (close) at 5:00 p.m. (always)

Answers: a) usually eat, b) sometimes go, c) often arrives, d) doesn't usually study, e) always practice, f) rarely travels, g) often watch, h) never visit, i) usually read, j) always closes

Ready for some science news grammar exercises?

3. Individually, considering everyone else, underline the correct frequency adverb.

a) Astronauts *always/sometimes* wear spacesuits during missions.

b) Reporters *often/rarely* get to travel for interviews.

c) Scientists *usually/never* give up on solving problems.

Answers: a) always, b) often, c) never

4. Write your own science news headline using the simple present and a frequency adverb:

Example: Volcanoes Erupt Frequently in This Region.

Writing

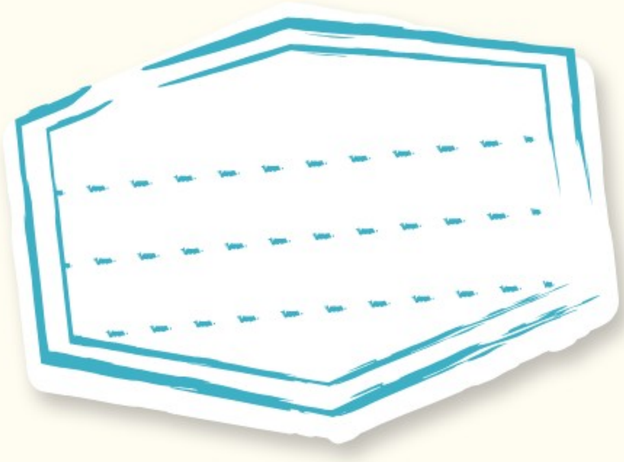
Challenge time! Think of a scientist or journalist you admire. Imagine their daily routine based on what you know or you have read and heard about them and describe it in your notebook using the simple present and frequency adverbs. If you are having trouble imagining their routine, ask yourself: What do you imagine a scientist or journalist would need to do every day in order to publish a news article or a popular science text every few weeks or months? You can write about their writing habits, sleeping schedule, and family time.

For example:
My favorite journalist always researches stories. She usually spends a lot of time writing them.

Comprehension and Production

1. In communities, describe in your notebooks the steps you need to take to finish your writing project and reach a conclusion. You can use the following proposals as a guide, if you selected any of the objectives in "Planning." If you set your own objective and a means to achieve it, establish the steps to be taken to achieve them.

What Will You Do? / Option	How Will You Do It?
Drafting of a news article or popular science text	Investigate in reliable (printed or digital) sources the characteristics, elements, and classification of news articles and popular science texts. Choose a topic of interest to the community. Research the chosen topic in reliable sources and distinguish between opinions and facts. Analyze the information and establish your stance about it. Write the news article or popular science text with the information you obtained and substantiate its arguments. Publish the text for reading and awareness.
Conducting an awareness campaign	Investigate in different sources the concepts of culture of peace and promotion of a healthy lifestyle, in order to understand them better. Self-reflect on these topics. Conduct a brief survey among the members of the community about perceptions and experiences connected with the suggested topics. This will provide you with valuable contextual information.
Conducting an awareness campaign	Design an attractive and interactive awareness campaign to be conducted in the classroom or in the school, and display the information gathered. Read *Colección Sk'asolil. Múltiples lenguajes. Segundo grado* thoroughly to gather information on how to create any of the following products: a) Oral texts (panels or discussion panels) b) Written texts (posters, leaflets, or brochures) c) Artistic representations (theater, painting, or photography) d) Pieces of information collected and researched on the proposed topics



2. In communities and according to the plan described, take the agreed steps to finish the project.

Exploration

It's time to stop and reflect on the actions necessary to achieve the goal, for example: organization, assignment of roles, selection of information sources, and elaboration of instruments, such as interviews or surveys. Also, detect those actions that favor dispersion, disorganization, inadequate time management, and lack of delimitation of the project, objectives, or actions, in order to modify or eliminate them.

1. In communities, assess your progress. Use the following questions as a guide:
   a) Where are you going?
   b) How are you doing it?
   c) Where are you now?
   d) What do you need to do to reach the goal?

2. Share your answers with your teacher and your classmates. Ask for their assessment and, if necessary, apply some changes to your project.

Integration

In community, make a presentation on your progress, and reflect on your experience. Previously, take the following steps:

a) Schedule the presentation at the school.
b) Request permission to use a suitable and available space for the activity.
c) Create a script for your participations, assigning shifts and tasks to each member of the community.
d) Gather the material resources necessary for the oral and written presentations or the awareness campaign.
e) Conduct previous rehearsals with a loud, audible voice.

Broadcasting

1. In communities, organize the presentation of the project. You can use the following steps as a guide. If you choose another objective and other means to achieve it, conduct the activities according to the work plan you established.

Awareness Campaign

Gimenna Schiaffini Rosales, PUEBLA

Before

- Review the graphic or digital material and prepare it for display.
- Verify that each speaker has the material required.
- Confirm the availability and condition of the space to be used.
- Locate the spots where you will place the material in the classroom and choose the scenic space from which you will make the campaign's presentation.
- Make sure the posters and other materials are placed in a sequential and orderly manner, so that everyone can see them and understand them.

During

- Show confidence when speaking and mind your body and oral language.
- Speak loudly, audibly, in a friendly but confident tone, and be conscious of your pace: Don't speak too fast or too slow.
- Explain the objective of the activity and the steps to be followed.
- Use the designed material as support.
- Use a respectful and inclusive vocabulary.
- Show and explain the information gathered and the resources designed.

Gimenna Schiaffini Rosales, PUEBLA

After

- Ask students if they have any doubts, either about the development of the project or its presentation.
- Exchange opinions and answer questions.
- Ask your teacher for feedback to improve your next participation.

Gimenna Schiaffini Rosales, PUEBLA

2. Conduct a brief survey. Hand out a piece of paper with the following sentences and ask the students who attended to complete them:
   a) "Two aspects that I find positive about the project presentation are..."
   b) "I wonder how..."
   c) "I suggest..."
3. At the end of the presentation, ask the students who attended your presentation to hand it in when they leave.
4. Gather the results of the survey to be analyzed later.

Consideration and Advances

Gimenna Schiaffini Rosales, PUEBLA

All work done must be evaluated in order to promote its continuous improvement, which will allow, later on, enhanced participation.

1. In communities, create an exit card in which you will write about your experience during the development of the project:
   a) "We would have understood the project better if..."
   b) "We still have the following question about the project..."
2. With the help of your teacher, analyze the answers provided in the survey and the exit card.
3. Finally, write in your notebooks the assembly agreements reached by the community on identifying news articles and popular science texts, and using information from reliable sources.

You, Me, Us… Portraits as Reflections of Other Worlds

In this project, you will use portraiture to promote a healthy community life and the gradual dissolution of discrimination as a form of violence.

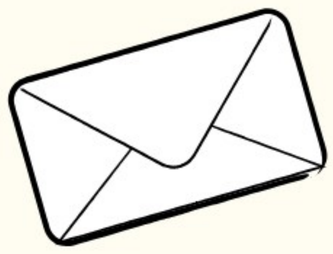
En este proyecto, usarás retratos para promover una vida comunitaria saludable y la disolución paulatina de la discriminación como una forma de violencia.

Identification

Portraiture is a versatile tool used in different disciplines, fields, and artistic expressions, like dance, music, and literature.

Portraits help artists express their emotions, feelings, and thoughts. In them, they capture the person's essence and communicate a message.

In this project, you will convey a message about caring for others in a collaborative and respectful environment. You will use your creativity and explore new artistic techniques and possibilities to eliminate violence.



1. Individually, without forgetting that you are part of a community, read the text on the following page and reflect on it.

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Throughout history, we have used portraits to capture the essence of a person and communicate powerful messages. Since ancient times, artists have drawn pictures of important people in society. They also shared how they felt about the world around them through their drawings.

Now, portraits are still popular artistic forms and are used in different disciplines and contexts. In education, they can be a tool to teach artistic techniques and skills like observation and attention to detail. In psychology, they are a therapeutic tool to help patients explore their identity and boost their self-esteem. In sociology, they help to study culture and society, describing different ethnic and cultural groups.

For example, Agnès Varda and JR (Jean René, "the secret photographer"), directors of the documentary *Faces Places*, travel around France to create big portraits of people they meet on the way. They address topics such as identity, memory, and the relationship between photography and art. This project demonstrates how portraits are used to connect with people and the community, and how they are a powerful tool for communicating and expressing emotions; this project shows the importance of portraits in our time.

2. Gathered in communities, discuss and answer the following questions in your notebook:
   a) How do portraits connect people with their society?
   b) Can a portrait change the way we present ourselves to the world?
   c) Besides photography, what other artistic expressions do you use to portray someone or something?

Spelling

1. Individually, without forgetting that you are part of a community, look at the following words related to portraits and art. Circle the word with the correct spelling and write its meaning. Use a dictionary, if necessary.
   a) disign/design _____
   b) masterpiece/masterpice _____
   c) light effect/lit effects _____
   d) chadows/shadows _____
   e) galery/gallery _____
   f) photographer/fotographer _____

Answers: a) design, b) masterpiece, c) light effect, d) shadows, e) gallery, f) photographer

Grammar

To talk about things that happen in the present time, use the simple present or present progressive tense.

Present Simple Tense

The present simple tense is used:

- To talk about things that happen every day or regularly.
  Example: George *works* at a factory.
- To talk about facts.
  Example: Your heart *pumps* blood into your body.
- To express feelings.
  Example: Peter *loves* you.

Affirmative	Negative	Interrogative
I/you/we/they + *verb* + object They *like* fruit.	I/you/we/they + *do not* (*don't*) + *verb* + object They *don't like* fruit.	*do* + I/you/we/they + *verb* + object + ? *Do* they *like* fruit? Yes, they *do*. No, they *don't*.
he/she/it + *verb* (*-s/-es*) + object She *likes* popcorn.	he/she/it + *does not* (*doesn't*) + *verb* + object She *doesn't like* popcorn.	*does* + he/she/it + *verb* + object + ? *Does* she *like* popcorn? Yes, she *does*. No, she *doesn't*.

Present Progressive Tense

The present progressive tense is used to describe actions that are happening now.

Affirmative	Negative	Interrogative
I + *am* + *verb* (*-ing*) + object I *am studying*.	I + *am not* + *verb* (*-ing*) + object I *am not studying*.	*am* + I + *verb* (*-ing*) + object + ? *Am* I *studying*?
you/we/they + *are* + *verb* (*-ing*) + object You *are writing* a letter.	you/we/they + *are not* (*aren't*) + *verb* (*-ing*) + object You *are not writing* a letter.	*are* + you/we/they + *verb* (*-ing*) + object + ? *Are* you *writing* a letter? Yes, you *are*. No, you *are not*.

Affirmative	Negative	Interrogative
he/she/it + *is* + *verb* (*-ing*) + object He *is riding* a bus.	he/she/it + *is not* (*isn't*) + *verb* (*-ing*) + object He *is not riding* a bus.	*is* + he/she/it + *verb* (*-ing*) + object + ? *Is* he *riding* a bus? Yes, he *is*. No, he *is not*.

1. Individually, without forgetting that you are part of a community, use the simple present or present progressive tense to complete each sentence.
   a) Right now, the community _____ (help) people affected by the recent hurricane.
   b) The United Nations _____ (focus) its efforts on maintaining international peace and _____ (promote) friendly relations between nations.
   c) Your voice _____ (matter) and our organization _____ (try) to find solutions to your problems.
   d) Since the earthquake, volunteers _____ (work) day and night to help people in need.
   e) Each year, more women _____ (join) protests against violence.
2. In pairs, check your answers and write them on the board.

Answers: a) is helping, b) focuses / promotes, c) matters / is trying, d) are working, e) join

Writing

1. In communities, imagine you are a member of an altruistic organization. Then, do the following activities in your notebook:
   a) Think about the name of your organization.
   b) Make a list of the problems it attends.
   c) Write three regular activities of your organization using the present simple tense.
   d) Write three activities you are doing now using the present progressive tense.
   e) Write a letter to your country's government (no more than three paragraphs long) asking for cooperation to help more people and describing the activities you mentioned above. Remember to include the date, the name of the organization you are writing to, the greeting, a complimentary close, and your signature.

Vocabulary

1. Individually, without forgetting you are part of a community, complete the verses with the words in the box.

understands	running	begging	walks	trying
looks	asks	chasing	ignore	suffering

Discrimination

People _____ under the rain in the street.
The homeless vagabond is anxious, as he _____ among cars
_____ for a coin or a piece of bread, and people _____ him.
The angry looks at him,
The scorn of passers-by.
He _____ himself why nobody _____ his pain.
Without a job, he is now _____ from hunger and thirst,
_____ to find a way to survive, amidst the city's bitterness
and the perils of old age.
He _____ around for friends or smiles _____ hope, if any.

If you want to read more discrimination poems, follow this QR/link.

bit.ly/3x6slOC

2. In classroom community, check the answers.

3. In communities, discuss the following:
   a) What is the poem about?

   _____

   b) Does it describe the present time or the past? Mention five words in the poem that help you know this.

   _____

Answers: a) running, b) walks, c) begging, d) ignore, e) asks, f) understands, g) suffering, h) trying, i) looks, j) chasing

Retrieval

After reading the text in "Identification" and answering the questions, you can see the importance of portraits to know yourself and others. This helps us realize that we live in a multicultural and multiethnic society.

1. Individually, look at the pictures on the next page, included in the Nacho López photographic library. Then, try to identify the message and emotions that each one expresses.

2. Discuss the differences and similarities between the images with your classroom community.

Approach

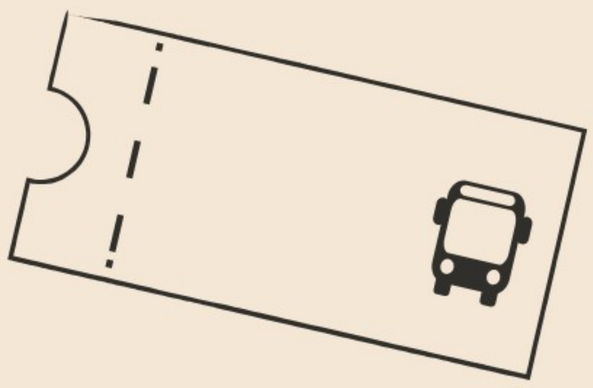
Considering portraits and their connections with your community, think of an artistic technique, like the ones below, that you can use to make a portrait.

- Oil or watercolor painting.
- Taking photographs with distinctive styles, backgrounds, faces, and screens.
- Making a collage with varied materials, such as recycled paper, newspaper sheets, old paint, modeling clay, crayons, color chalk, thread, yarn, pieces of cloth, and seeds, among others.
- Portraits can be made on letter-size paper or a smaller sheet, like a postcard. You decide.

The project involves making portraits that capture the moment and the expression of people in them. You will also exhibit your portraits in a public place, such as your school's walls, and create 3D portraits using local materials and handicraft techniques.

Writing

Considering the writing activity on page 23, do the following:



a) Choose a social problem:
   - Discrimination
   - Poverty
   - Lack of access to education
   - Violence in your community

b) In your notebook, create a short dialogue to talk about the current situation of the problem and the actions the governments are taking to solve it. Remember to include sentences in which you use the present simple and present progressive tenses.

c) Present the dialogue to the classroom community.

The exhibition's purpose is to promote connections and empathy towards social, ethnic, cultural, age, and gender differences existing in our society. By using special ways of making traditional things in your area, you will highlight the importance of your local culture and traditions and try innovative ideas and materials to be more creative and make cool stuff!

Everyone must participate actively and effectively in the project. To achieve this, consider your interests and abilities when forming your communities.

Proposed Steps to Organize Communities According to Your Interests and Abilities

Recall and Retrieve Information	Understand and Analyze Information	Use, Design, and Apply Your Knowledge
Investigate characteristic handicraft techniques in your region and use them to create portraits.	Collect and analyze local history to identify people to portray. You may consider people in a vulnerable situation because of their appearance, ethnic group, culture, gender, economic condition, way of dressing, or age, who are victims of discrimination or violence. You should also investigate what kinds of violence are present. You may also choose someone who inspires admiration and respect because of their everyday work. It can be a family member, a friend, a teacher, or a salesperson, among others.	If possible, experiment with technology in creating your portraits and explore different options for exhibiting and using them.
Artistic Interaction With Body, Space, and Time		
Regarding the body, portraits represent people with unique characteristics and expressions physically present in public spaces. You may use images of people in motion or doing activities like running, jumping, or dancing, to make portraits more dynamic.	Concerning the use of space, the portrait may be part of an exhibition or go together with a dance or a sound landscape. This will help you use and transform space in new and unexpected ways.	Moreover, by showing portraits of people from diverse cultures, ethnic groups, genders, economic conditions, ways of dressing, and ages, you create a dialogue and a connection between them and different times. This will give your work a temporal continuum.

Planning

The portraiture project intends to build an image of the community by creating portraits that respect the identity of participants. It also seeks to promote connections and dialogue between the different forms of interacting with the world. It considers people's gender, ethnic group, age, culture, dress, and everything that makes them unique and diverse.

Building a positive image of the people that make up the community and not using portraits to exhibit stereotypes or prejudice is very important. On the contrary, you should try to eliminate them and be more respectful about the differences resulting from reflection and artistic creation. This is why dialogue and cooperation in creating the portraits include the community in the process so that people have an active role in building their image.

These are the most relevant aspects of the project:

a) Acknowledge the diversity of cultures, ethnic groups, genders, ages, bodies, faces, and lifestyles present in your community to contribute to the elimination of violence and discrimination against these groups.
b) Use portraiture to analyze different techniques and to illustrate these differences.
c) Create portraits of people and build a dialogue with them about the creation of their portrait so they participate in it; that is, to share stories and consider significant elements they want to include in their portrait.

Comprehension and Production

Gathered in communities, do the following activities to exhibit the portraits:

a) Set up an art gallery in a public space. You may use the walls of your school, the town's park, or others. Use local handicraft materials and techniques.
b) Make your portraits using the community's handicraft techniques, such as embroidery, pottery, wood, or stone carving, among others, to give life to your portraits. You can make 3D portraits connecting cultures and origins with local materials.

These are only suggestions. You may include additional objectives or change them according to the classroom community's needs or experiences. To complete the activities, you will use the following timetable:

Week			
1	2	3	4
Day 1: Presenting the project and its objectives to participants. Day 2: Making groups and assigning tasks. Days 3 and 4: Planning and organizing the project (topics, techniques, resources, budget).	Days 5 to 9: Producing the works (portraits, exhibition, performance). Day 10: General rehearsal and final changes.	Days 11 to 13: Planning and organizing the exhibition (place, time, and promotion). Days 14 and 15: Setting up the exhibition and preparing the materials.	Day 16: Opening the exhibition and presenting the project to the public. Days 17 and 18: The exhibition is open to the public. Days 19 and 20: Reviewing results and assessing the project (achievements and challenges). Day 21: Closing the exhibition and acknowledging the team and collaborators.

Exploration

The portraiture project can be used to create a positive and respectful image of the community and, at the same time, foster dialogue and empathy towards cultural, ethnic, social, gender, and age diversity, among others, in your community.

In community, and with the help of your teacher, discuss the following questions:

a) How can this project foster empathy, respect, and understanding of cultural differences in the community?
b) How can you apply what you have learned in your everyday life to promote a culture of peace and respect in your environment?
c) Is it possible to use portraits as a tool to communicate powerful messages that promote positive social changes?

Angel Campos Frías, CIUDAD DE MÉXICO

Integration

Sharing your creations with the community and getting feedback about your work is very important. This way, you will better understand the potential effect of your work on others and on the community. To do this, you can organize the following activities:

- Round tables
- Interactive exhibitions
- Online and social media interviews
- Guided tours of the exhibition for adults

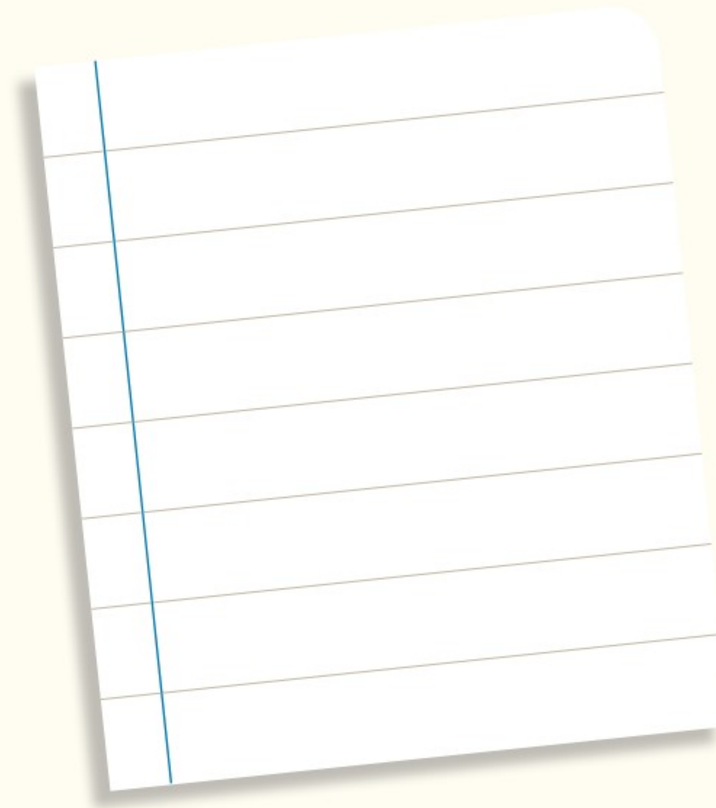
These activities will help you and your community participate in significant conversations about the topics presented in the portraits. This way, you will promote building a more inclusive and empathetic society.

Broadcasting

It's time to reflect on everything you have learned. Besides self-knowledge, making portraits helps develop connections and dialogue between the community's social and cultural diversity.

You may present your portraits in different ways. For example, with an art exhibition or an audiovisual presentation, depending on the focus of it. Here are two examples to present your project:

- With an adult, make an exhibition of your portraits and invite the community to visit and explore the stories you are telling.
- During the portrait gallery exhibition and as part of the event, you may deliver a portrait workshop using different techniques. You may also tell the personal stories behind the portraits.



Consideration and Advances

To improve your future projects, ask yourselves questions about the process, your work in community, and your interaction with the public.

It is important to show the power of art to transform and produce significant changes in your environment by dealing with social and cultural problems, using recreational and reflexive elements.

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1. In assembly, with your teacher, and being supportive, discuss the following points:
   a) What skills or knowledge did you acquire that can help you promote a healthy community life and reduce violence in your community?
   b) What were the biggest challenges you faced during the project? How did you solve them?
   c) What actions would you like to add to the project to have a great positive impact on your society?

2. Finally, write in your notebooks the assembly agreements reached by the community. After the exhibition, exchange your portraits and keep one as a memento of this activity.

The Conquest of Mexico-Tenochtitlan

In this project, you will make a fanzine about the causes and consequences of the conquest of Mexico-Tenochtitlan. For this, you will analyze sources to critically identify the political, economic, technological, and religious characteristics of prehispanic Mexico that favored the arrival of the Spanish and its consequences.

En este proyecto, harás un fanzine sobre las causas y consecuencias de la conquista de México-Tenochtitlan. Para esto, analizarás fuentes para identificar las características políticas, económicas, tecnológicas y religiosas del México prehispánico que favorecieron la llegada de los españoles y sus consecuencias.

Problem

Throughout history, some groups have imposed their domination over others. Since ancient times and up to the present, we can see confrontations and conflicts to establish political, economic, social, and cultural dominance. The Conquest of Mexico-Tenochtitlan is one of these cases.

Collectively, look at the picture and try to understand its meaning by considering the following questions:

a) How do you recognize the Spanish and the Mesoamericans?
b) What differences do you find between them?
c) What situation is represented in the image? Discuss your answer.
d) Why do you think the Spanish and the Mesoamericans came into conflict?

Identifying the Problem

Historical consciousness looks for an explanation of causes and consequences, it also allows people to navigate time and space to explain their current reality as a result of historical processes.

This is also applicable to learning about the diverse circumstances that led to the fall of Mexico-Tenochtitlan at the hands of the Spanish and their Indigenous allies, in August 1521.

1. In assembly, answer the following questions to identify your previous knowledge about this topic:
   a) Who were the Mexica?
   b) Who were Moctezuma II, Hernán Cortés, and Malintzin, also known as Malinche?
   c) Why did the Spanish decide to conquer these lands? What were their motives?
   d) What causes led some Indigenous peoples to help the Spanish confront the Mexica?
   e) What consequences does the dominance of a group over another bring when this is done by force?
   f) In your community, are there people or groups who use violence to impose their dominance over others?
   g) Which would be a better way to solve a conflict without resorting to violence?

2. With feedback from your teacher, write your answers in your notebook.

Finding the Cause

Historical research requires a diversity of sources from the period you are studying. In this case, it will help us understand why the Spanish conquered Mexico-Tenochtitlan and the causes for their triumph.

1. In communities, do some research about the Conquest of Mexico-Tenochtitlan. With the help of your teacher, each community will choose one of these topics:
   a) The arrival of the Spanish in the New World and the colonization of the Caribbean.
   b) Rivalries and political alliances among the Mesoamerican reigns and dominions before the arrival of the Spanish colonizers in Mesoamerican territory. For example, which reigns and dominions were ruled by the Mexica and which had not been conquered by them.
   c) The military campaigns that Hernán Cortés carried out to submit the Indigenous population.
   d) Political, economic, cultural, technological, military, and religious characteristics Indigenous peoples had at the time they faced the Spanish.
   e) Consequences of the Spanish conquest on the Indigenous population.

2. To carry out your research, you can use the following sources:
   a) Historical maps to locate the colonization of the Caribbean and the route Hernán Cortés followed from Veracruz to Tenochtitlan.
   b) Chronicles by Spanish conquerors, as *Cartas de relación*, written by Hernán Cortés, and *Historia verdadera de la Conquista de la Nueva España*, by Bernal Díaz del Castillo. They are long sources, so use only the parts you consider necessary.
   c) Images from the *Códice florentino*, specifically the book XII, which presents the conquest of Tenochtitlan from the perspective of the Mexica. You can find it in Spanish, Náhuatl, and English by following the QR/link on the right.
   d) The book *Visión de los vencidos* by Miguel León Portilla provides additional sources from the Mexica point of view.
   e) The webpage *Noticonquista*, where you will find historical sources, images from codices, people from those times, important places, and texts by contemporary researchers about the topic.

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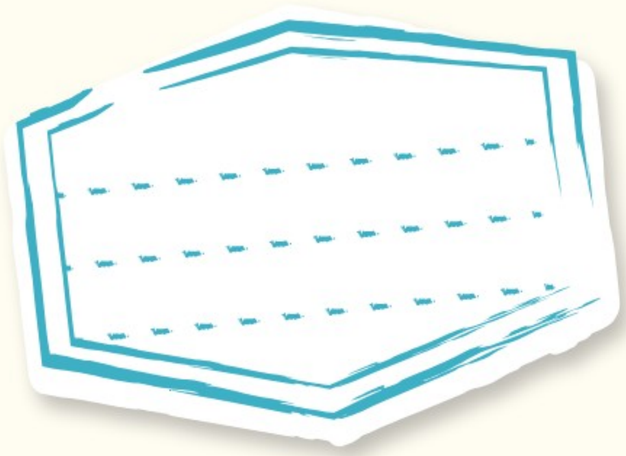


3. Once you have advanced in your research, share your findings in assembly and share your opinions about the causes and consequences of the Conquest.

4. Reflect on Spanish dominance by considering this question: How did the Spanish imposition of a new political, social, economic, and cultural order alter the lives of the indigenous populations?

Reading

1. Individually, read the following extract from a letter Hernán Cortés sent to Charles V, taken from the book *The Library of Original Sources: 9th to 16th century*. You can read the full letter by following the QR/link on the right.

bit.ly/3ULuwze

> This great city of Temixtitlan [Mexico] is situated in this salt lake [...]. There are four avenues or entrances to the city, all of which are formed by artificial causeways, two spears' length in width. The city is as large as Seville or Cordova; its streets, I speak of the principal ones, are very wide and straight; some of these, and all the inferior ones, are half land and half water, and are navigated by canoes. All the streets at intervals have openings, through which the water flows, crossing from one street to another; and at these openings, some of which are very wide, there are also very wide bridges, composed of large pieces of timber, of great strength and well put together [...].

Reading

This city has many public squares, in which are situated the markets and other places for buying and selling. There is one square twice as large as that of the city of Salamanca, surrounded by porticoes, where are daily assembled more than sixty thousand souls, engaged in buying and selling; and where are found all kinds of merchandise that the world affords, embracing the necessaries of life, as for instance articles of food, as well as jewels of gold and silver; lead, brass, copper; tin, precious stones, bones, shells, snails, and feathers. [...] There are apothecaries' shops, where prepared medicines, liquids, ointments, and plasters are sold; barbers' shops, where they wash and shave the head; and restauranteurs, that furnish food and drink at a certain price.

2. Using the previous text, write a short description of Mexico-Tenochtitlan.
You can also watch the video "Tenochtitlan/Aztec empire (15 century)" by Brainly info, following the QR/link on the right for extra details.

bit.ly/4aFDe7M

Remember to write sentences using *there was* or *there were* in your description.
For example:
There were four avenues or entrances to the city.

Grammar

Remember that two structures for describing past situations are *there was*/*there were* and *could*.

There Was/There Were	*Could*
There was (singular) and *there were* (plural) are used to talk about things that existed in the past.	*Could* can be used to talk about possibilities in the past.
There were four entrances to Mexico-Tenochtitlan. *There were* bridges in the streets. *There was* a very big market.	Canoes *could* pass under the bridges. People *could* walk or navigate through Mexico-Tenochtitlan. People *could* buy all kinds of things at the market.

Fill in the blanks with *there was*, *there were* or *could*.

a) When I visited the old castle, _____ a large moat around it.

b) _____ many beautiful paintings in the museum.

c) In the village, _____ a small bakery that sold the best bread.

d) In the 19th century, _____ people in the mountains who _____ survive harsh winters without modern technology.

e) _____ a huge tree in the middle of the park where children _____ play.

f) On the old farm, _____ several barns and stables.

g) In the library, _____ a special section for ancient manuscripts.

h) In the past, _____ no electricity in the town, so people _____ only use candles and oil lamps for light.

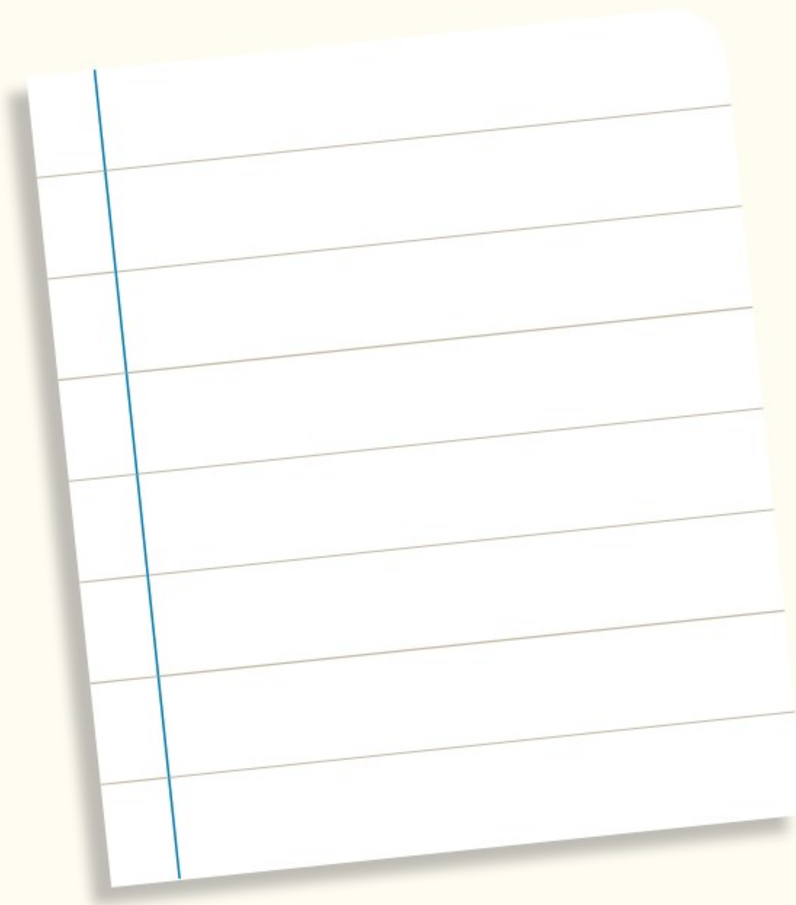
i) _____ an old, abandoned house at the end of the street.

j) During the festival, _____ street performers and musicians everywhere, and you _____ hear music all day long.

Answers: a) there was, b) there were, c) there was, d) there were / could, e) there was / could, f) there were, g) there was, h) there was / could, i) there was, j) there were / could

Action Proposals

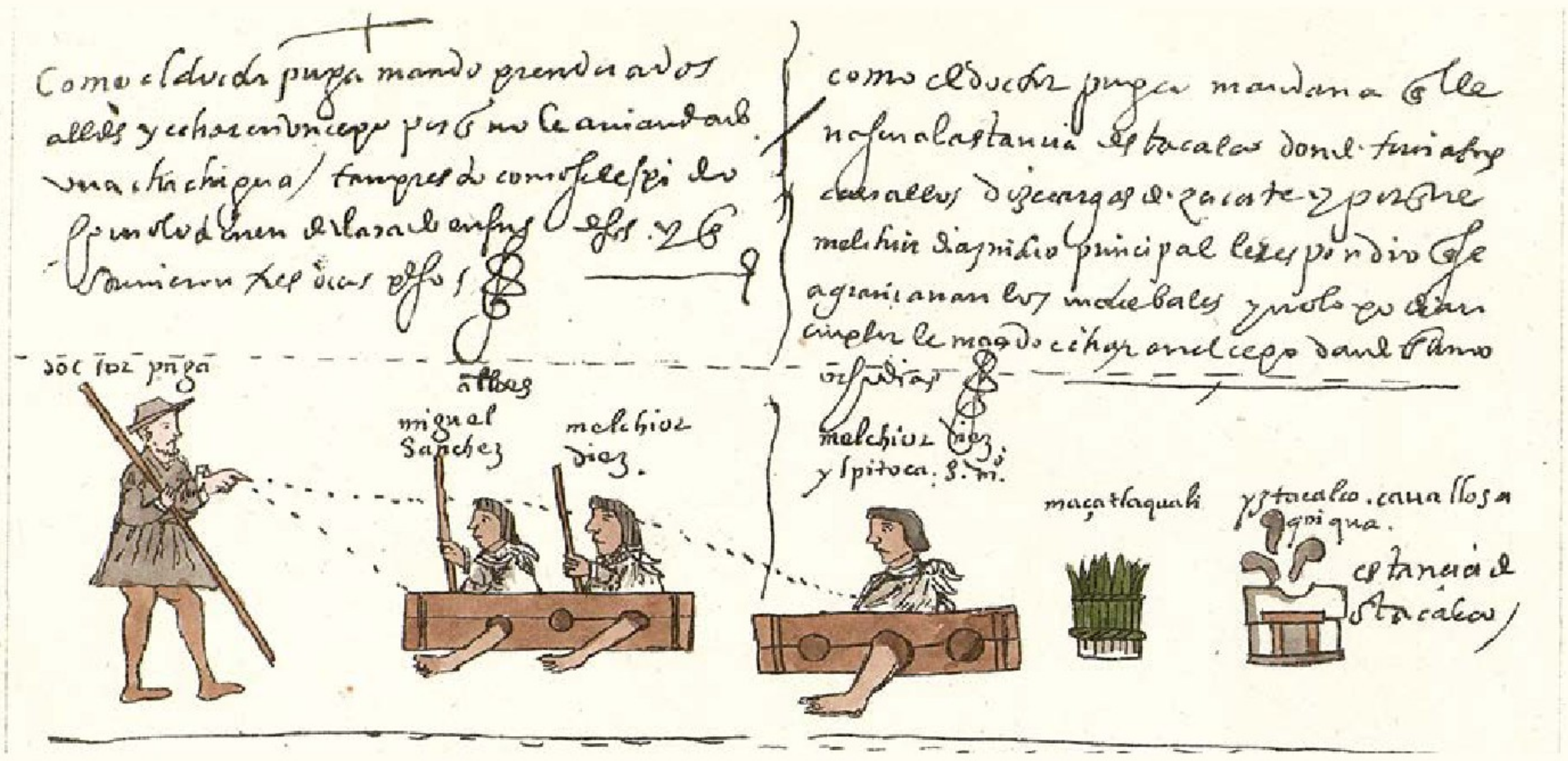
Nowadays, there are prejudices and discrimination against some groups because of their ethnic, gender, social or religious origin. These problems go back to the colonial period, specifically, at the end of the conquest of Mexico-Tenochtitlan, because the Spanish imposed their dominance on Indigenous populations through their values, political and social organization, and religion.



1. In classroom community, do the following activities:
   a) List the key reasons why the Spanish conquered Mexico-Tenochtitlan.
   b) Identify a problem in your community that is a result from the consequences of the Conquest. Use your research and think especially about the discrimination against non-European people because of their skin color, gender, or sexual orientation, among others.

2. With the results of your research, in comunities, you will make a fanzine in which you will show the reasons behind the conquest of Mexico-Tenochtitlan, and how it affected the Indigenous and mestizo populations both in the colonial period and in the present.

3. Look at the following picture and answer these questions in your notebook:
   a) What situation is represented in the picture?
   b) Are there similar situations nowadays in your community?
   c) How could these situations be solved?

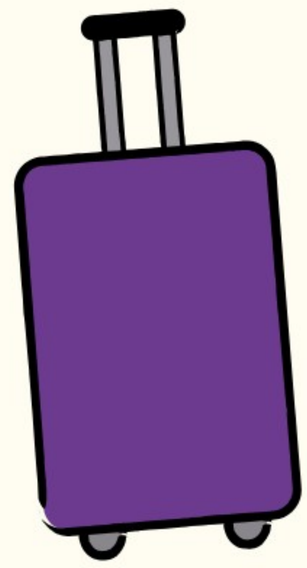


Plan the Steps

1. Collectively, draw up your research plan based on the problems you identified in your community as a consequence of the Conquest. You can consider the following:
   a) Define your research objective, that is, which contemporary problem you will study. For example: prejudices, discrimination, values, feelings of inferiority/superiority.
   b) Relate the current problem to its origin. Research its origins during the Conquest and why it continues nowadays.
   c) Propose possible solutions or at least mitigations of its impact in your community.
   d) With this information, make a fanzine to show the results of your research.
   e) Share it with your community.

Following Through

1. In assembly, make a list of the possible sources for your research. Select them considering your context and the available resources. Consider the following:
   a) Book *Colección Sk'asolil. Ética, naturaleza y sociedades. Segundo grado*
   b) History books about the 16th century
   c) School Library or another library you can visit
   d) Newspapers
   e) Images like codices or illustrations
   f) Interviews, documentaries, and trustworthy internet pages, governmental or institutional

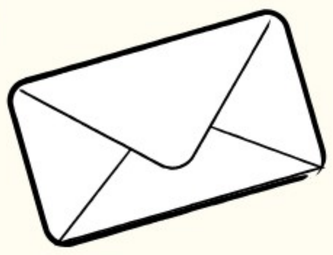


2. Establish a calendar in which you define how much time you need to do your research.

3. Choose if your research will be documentary or experiential. Documentary is when you get information from books, magazines, journals, newspapers, or archival documents. Experiential is when you incorporate the experiences of people from your community.

4. For the experiential part of your research, talk to people in your community about the problem you selected. Ask them to tell you situations in which they experienced that problem and how they felt about this.

5. From these interviews, write reports of the anecdotes people told you and share them with your classmates. If you have experienced the problem you are researching, also include the narration of your experience(s). Remember to include some of them in your fanzine.



6. Once you finish your research, decide how to make and distribute your fanzine among your school community to share your findings.

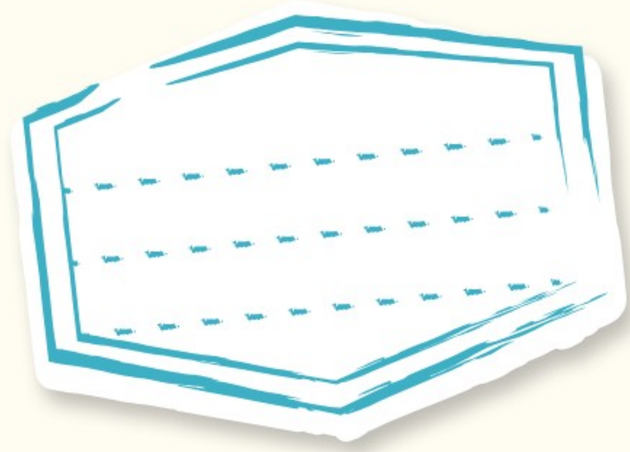
Recording the Experience

1. In assembly, after researching, write a summary of your findings in your notebook. You can use a Cornell Note Taking Method, a synoptic table, or another resource you find, analogically or digitally, to organize the information you found about the causes and consequences of the Conquest.

2. In communities, discuss and make your fanzines.

3. Describe the past events that influence how you relate to the world and the people nowadays.

Citizen participation is crucial to achieve social transformation. It implies individual and collective actions in the contexts where we develop and relate to other people or groups. This participation requires attitudes and ethical values for self-care and caring for others, respect for human rights, and critical thinking oriented to common welfare.



Appreciating My Path

1. In assembly, retrieve the addressed issue, your findings, the agreements you reached, and the knowledge you got of the Conquest.

2. Individually, without forgetting what you learned in community, assess your performance and the knowledge you acquired during the project. Answer the following in your notebook:
   a) What knowledge did I get from studying the conquest of Mexico-Tenochtitlan?
   b) How can I apply this knowledge to the search for solutions to current problems in my community?
   c) How did the consultation of bibliographic sources or other resources help me to develop the research?
   d) What skills did I develop or reinforce through this project?
   e) How can I improve my performance?
   f) What can I change to improve in the next project?

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3. In communities, talk and decide on other actions you can carry out with your school community from the knowledge you developed.

4. Finally, write in your notebooks the assembly agreements reached by the community to comprehend the causes of the conquest of Mexico-Tenochtitlan, and how this event has affected the population up to the present.

Something From Another World

Eduardo Ángel Cupich Rodríguez

The alleged arrival of Martians to our planet was a "fever" that included legends, movies, news, and much more. In that context, on October 30, 1938, a young man named George Orson Welles narrated a kind of fake news radio broadcast about the supposed arrival of extraterrestrials to the United States. However, he made it so real that it terrorized thousands of citizens who believed the broadcast was true.

Luis Antonio Moreno Aguayo, NAYARIT

Luis Antonio Moreno Aguayo, NAYARIT

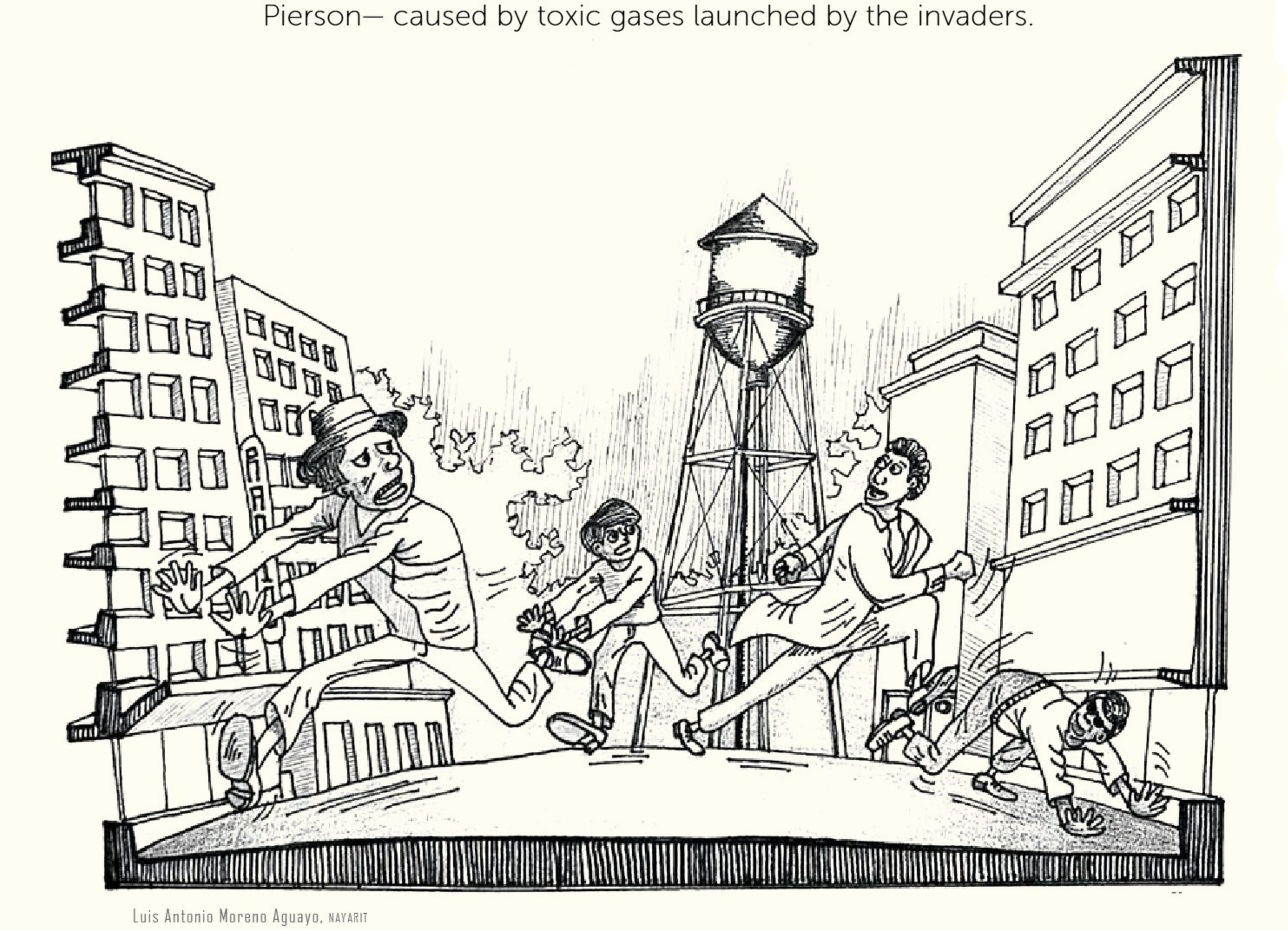
Orson Welles said through the microphone: "Ladies and gentlemen, we interrupt our dance music program to bring you a breaking news story from the Intercontinental Radio Agency. Professor Farrell of the Mount Jennings Observatory in Chicago reports observing, on the planet Mars, several explosions moving towards the Earth with enormous speed... We will continue informing..."

Welles, who would later become a famous actor, director, writer, and movie producer, commented that an astronomer had seen a glowing blue light coming out of Mars. This paved the way for the adaptation of a script based on the book *The War of the Worlds* by English writer Herbert George Wells

—first published in 1898, which described a Martian invasion on Earth— into a radio format, transforming it to create a believable story and transmitting it with his company, Mercury Theater, in his program *On the Air*, broadcasted by CBS station.

In fact, the introduction of the program explained it was a dramatization based on the novel by Wells, but listeners did not pay much attention and thought that a Martian invasion was taking place. Orson Welles continued to talk into the microphone: "Ladies and gentlemen, I have grave news to announce. As incredible as it seems, both scientific observations and the most palpable reality compel us to believe that the strange beings who have landed tonight in a rural zone of Jersey are the vanguard of an invading army from the planet Mars."

It is believed that twelve million people were listening to the radio transmission, and several thousand panicked and left their homes, collapsing the roads and police stations. Emergency lines didn't stop ringing due to the immense quantity of people calling in, afraid, and saying they had seen the Martians. The transmission went on for 59 minutes and ended with the "death" of Orson Welles himself —who played the role of Professor Richard Pierson— caused by toxic gases launched by the invaders.



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The inhabitants of Grover's Mill fired their weapons at the city's water tank, convinced it had become a "huge Martian war machine." A woman accused Welles and his team of causing her a panic attack, while a man received compensation from Welles for a pair of shoes he claimed to have given up to buy a train ticket to flee the alien invasion. Hospitals received calls from people willing to donate blood to help, showing the extent of the mass hysteria.

Contrary to what some people thought, this polemic transmission was not the end of Welles' career, but the beginning of a legend that pushed him to lifelong stardom. On October 31, newspapers announced the radio transmission on the front page, along with more than twelve thousand articles published in newspapers throughout the country for several days. Orson Welles was immediately hired by RKO Pictures to make his first movie, *Citizen Kane*.

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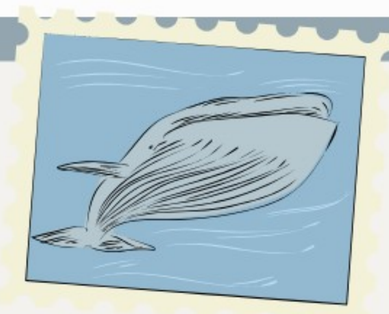
Grammar



Simple Past

While using the simple past, you can add expressions like *yesterday*, *last night*, or *ten minutes ago* to indicate that something happened at a specific point in the past. The most common expressions are listed below:

Time Expression	Explanation	Examples
yesterday	Refers to the day before today.	*Yesterday*, scientists *announced* the discovery of a new exoplanet.
last + *day of the week/month/year*	Refers to the most recent occurrence of a specific day of the week, month, or year.	*Last Friday*, I *saw* a meteor streaking across the night sky.
time units + *ago*	Used to indicate how far back in the past something happened.	The first moon landing *happened 55 years ago*.
in + *year*	Refers to a specific year in the past.	*In 1947*, a UFO sighting in Roswell, New Mexico, *sparked* widespread theories.

Remember:

a) The simple past tense is used when talking about actions that happened and finished at a specific point in the past.

b) Use time expressions to clarify when the action occurred.

Individually, considering everyone else, choose the correct answers to complete the sentences in the simple past tense.

a) They reported seeing a strange light in the sky.

This sighting _____ last night.

happened are happening will happen is happening

b) Neil Amstrong and Buzz Aldrin _____ on the Moon in 1969.

was landing is landing will land landed

c) Joseph von Fraunhofer _____ the dark lines in the spectrum of sunlight in 1814.

has been discovering discovered will discover are discovering

d) Bigfoot is a legendary creature that _____ first spotted in the forests of North America a thousand years ago.

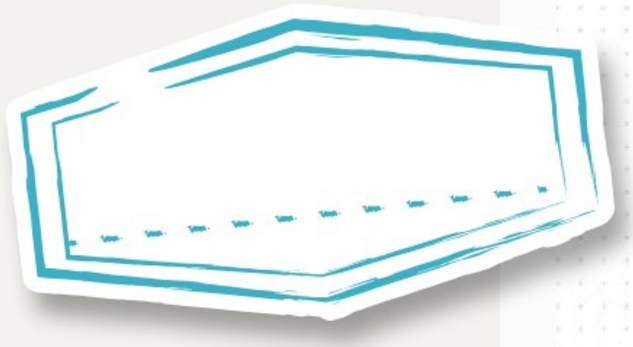
was were has been are being

e) We _____ amazed by the beauty of the aurora borealis on our trip to Alaska.

was were will be are

f) Last century, the Bermuda Triangle _____ the place of many unexplained disappearances.

is was will be are being



g) They _____ a time capsule at our school last year.

buried bury will bury are burying

h) My grandparents often told stories about UFO sightings that _____ in their hometown.

occurred are occurring will occur is occurring

i) The Wright Brothers _____ the first successful airplane flight in 1903.

complete completed will complete are completing

j) Scientists _____ planets outside our Solar System in 1992.

has been finding found will be finding find

k) Yesterday, I _____ an article about a new discovery on Mars.

read am reading will read are reading

l) Many years ago, some people _____ that there was life on the Moon.

believe had believed believed will believe

Answers:
a) happened, b) landed, c) discovered, d) was, e) were, f) was, g) buried, h) occurred, i) completed, j) found, k) read, l) believed

Matilde, Our First Female Doctor

You will learn about Matilde's journey to becoming the first female doctor in Mexico. You will also practice words related to narrating things that happened in the past and engage in critical thinking to explore various historical and societal changes brought about by individual actions.

Reading

1. Gather in communities.
2. Read the title of the text again. Have you ever heard of Matilde?
3. Now, read the text. Pay extra attention to the words in red.

When you get sick and need to go to a medical appointment, it's normal to see all kinds of people in hospitals or clinics: youngsters and older adults, men, and women. However, did you know it wasn't always like this?

There were no female doctors in Mexico until 1887, and it was thanks to Matilde Montoya Lafragua.

From a very young age, Matilde showed above-average intelligence: She could read and write by age four. By eleven, she was ready to attend high school, and by fourteen, she had taken a couple of courses at the Escuela Nacional de Medicina, which she had to leave due to family problems and economic struggle.

After that, she successfully began working as a midwife in Cuernavaca for a year. However, she never gave up on her dream: She wanted to study Medicine and would return to Mexico City to make her dream come true.

And so she did, but many opposed her achievement because it was believed women should not become doctors. Among other arguments, they used to claim it went against the feminine nature of staying at home and caring for children. It was considered immodest to want to dissect or be in contact with sick bodies, especially if they were male.

Yet, she persisted. On August 24, 1887, she took an exam before several experts in the field and passed with honors! Of course, a lot of people did not approve of this decision, but many others appreciated and recognized Matilde's work and saw this event as the beginning of a new era, and they were right!

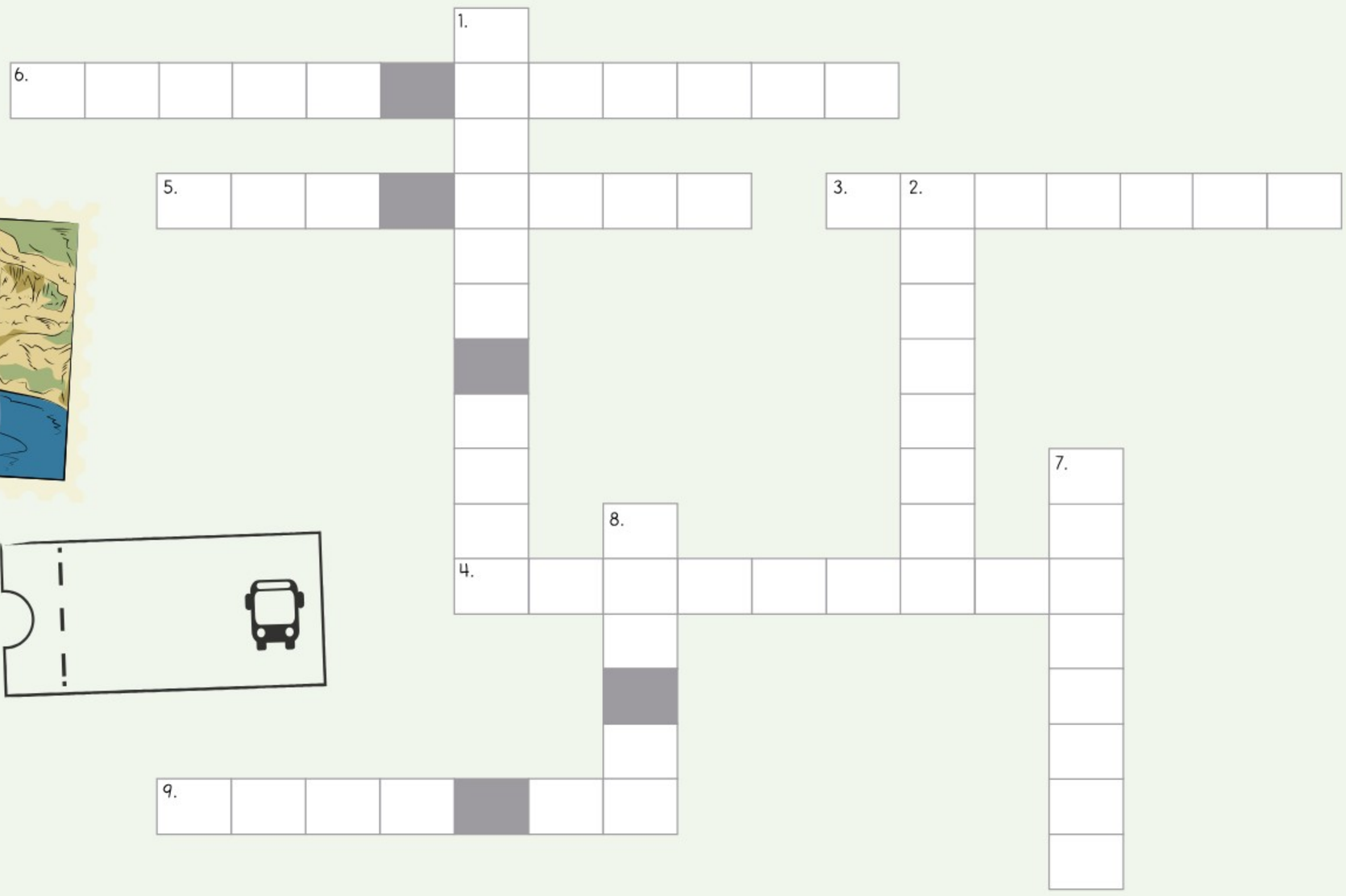
Matilde passed away in 1938, but her legacy remains. Thanks to her determination and perseverance, she made history. With her actions, she opened the door for other women's goals and dreams. All of this has resulted in the fact that today you can see women doctors whenever you or your loved ones have an emergency.

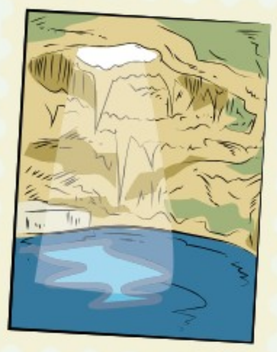
So, now you know! Much of what today is considered normal has behind it a great deal of work, stories of struggle, dreams, and creativity.

Do your best to remember this during your everyday activities and remember that making your dreams come true can also open the door for other people, and by doing so, you can change the world.

Vocabulary

1. In communities, pay attention to the words in red in "Matilde, Our First Female Doctor."
   a) Based on what you read, discuss what you think their meaning is.
   b) Complete the crossword puzzle with these words. You will have approximately 10 minutes to finish.





Across

3. A person who helps women give birth and is not a doctor.
4. Synonym for "young person."
5. When you don't feel well and need medical attention.
6. People who are 65 years of age or older.
9. Verb phrase used when talking about something common in the past.

Down

1. A term used for talking about someone who died.
2. Adjective used to describe behavior that is considered inappropriate by some.
7. Something difficult or challenging.
8. Phrase used to indicate the cause or reason for something.

Answers: Across: 3. midwife, 4. youngster, 5. get sick, 6. older adults, 9. used to | Down: 1. passed away, 2. immodest, 7. struggle, 8. due to

2. In assembly, discuss the following questions:
   a) Did you complete the crossword puzzle?
   b) How many squares did you leave blank because you didn't know the answers?
   c) When comparing your definitions to those in the crossword puzzle, did you find similarities?

3. Practice pronunciation with your teacher.

4. Individually, considering everyone else, write a definition for each vocabulary word or phrase in your notebook that can help you remember them.

Grammar

From Then to Now: Mastering the *Used to* Structure

Structure	When Do You Use It?	Examples
used to + verb	To talk about things you did regularly in the past and don't do anymore.	Matilde *used to study* every day. She *used to help* women give birth.
used to be + adjective/noun	To talk about things that changed from the past to the present.	Medicine *used to be a profession* for men. Being a doctor *used to be difficult* for women.

Individually, think of different things that you, your family, and your community *used to* do when you were in primary school.

a) Complete the following sentences about memories and traditions from the past using the structure *used to* + *verb*.

Example:

When I was in elementary school, *I used to play* soccer.

When I was in elementary school, my grandfather *used to make* my lunch.

When I was in elementary school...

- I _____
- My family _____
- The people from my community _____
- My mom _____
- My dad _____
- My English teacher _____
- Every day after class, I _____
- During vacation, my friends and I _____

b) Share your answers with the person next to you.

- Which things would you and your classmate like to do again?
- Which traditions from your family or community have changed?

Ángel Campos Frías, CIUDAD DE MÉXICO

Speaking

1. Gather in communities, and discuss the following questions related to both the story of Matilde and your community. In your notebook, write the conclusions of every question.
   a) What professions or careers were once considered immodest for women but are now accepted?
   b) Can you think of other examples in history where one person's actions helped change unfair situations?
   c) Are there any other aspects of everyday life, like music, sports, technology, or fashion that used to be different?
   d) What aspects of your community or family used to be common but now have changed?

2. In assembly, share your conclusions with the rest of the class. Did you find similar answers? Which ones?

Automatons

The Ancestors of Robots

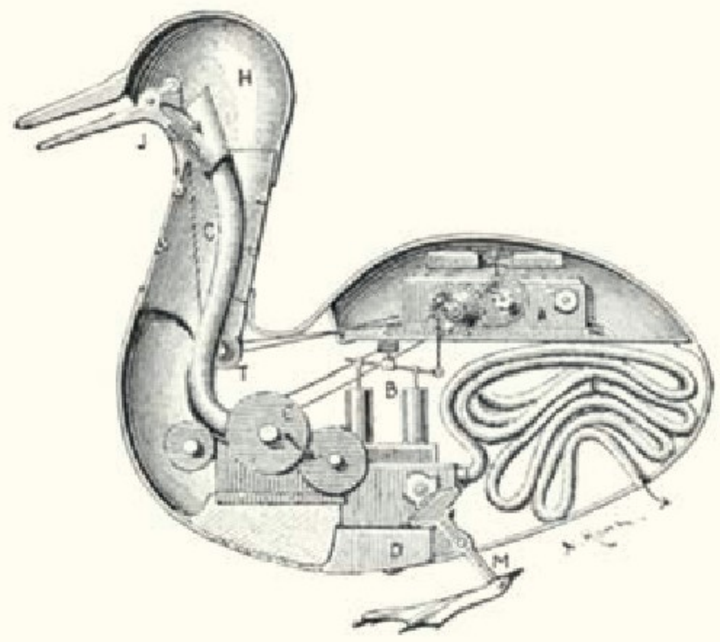
Automatons, from the Greek word *automatos*, or "mechanic engine that moves by itself," are **programmable automatic machines** that can perform certain actions on their own and replace humans in some tasks. The first automatons were the result of human fascination with producing amazing creations.

An example of this was the **Automa Cavaliere** —or "armed knight" in Italian— designed by **Leonardo da Vinci** in 1495. It was a mechanical robot that, according to his drawings, could sit, stand, turn its head, cross its arms, and pull up the visor of its helmet. We are not sure if Da Vinci really built that automaton, but we know it worked because, in 2002, engineer **Mark Rosheim** from NASA (National Aeronautics and Space Administration) made a copy of this design and verified its operation. He even applied some of Da Vinci's ideas to NASA robots.

After the Automa Cavaliere, Leonardo designed and created **Da Vinci's Lion**, this automaton was capable of walking by itself. In 1515, Giuliano de Medici presented this incredible mechanical lion to King Francis I of France. To everyone's surprise, the lion crossed the hall, stopped in front of the king, and opened its chest to give him lilies.

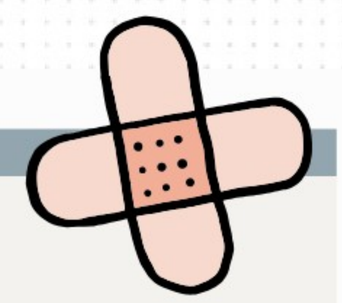
Two centuries later, around 1738, Jacques de Vaucanson, one of the greatest automaton makers in history, made several creations. Three are popular: Two of them were **shepherds** who played real instruments, and the other one was a **digesting duck.** This was the most famous one.

The duck included more than 400 pieces that allowed it to move its wings, quack, drink water, eat grains, digest, and evacuate. Apparently, Jacques de Vaucanson continued working on an automaton that could perform all the biological functions of a human being, such as digestion, blood circulation, breathing, among others, but could not finish it because the project was too ambitious for its time.



These and other automatons contributed to the development of robotics. Some of their original ideas are used in modern robots today.

Grammar



Past Progressive

We use the past progressive to talk about a continuous action in the past. It can describe an action that started in the past and was interrupted by another action.

Affirmative

subject + *was/were* + *verb (-ing)* + object or complement

Automatons *were becoming* more popular when modern robots were invented.

Negative

subject + *wasn't/weren't* + *verb (-ing)* + object or complement

Leonardo da Vinci *wasn't painting* the Mona Lisa when he designed the Automa Cavaliere.

Interrogative

was/were + subject + *verb (-ing)* + object or complement + ?

Was Jacques de Vaucanson *working* on an automaton that could perform bodily functions?

Individually, considering everyone else, complete the following sentences using the past progressive.

a) My mom's dishwasher _____ (make) strange noises, so I turned it off.

b) While my kids _____ (wait) for their drinks from the coffee machine, it suddenly stopped working.

c) Harrison _____ (get) upset at the ATM when it suddenly returned his card.

d) The department store's self-service kiosks _____ (not function) well until yesterday.

e) My grandpa _____ (speak) to his virtual assistant when it fell off the balcony.

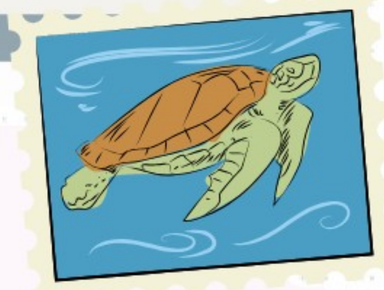
f) The computer's virtual assistant _____ (help) my little brother with his homework when my mom entered the room.

g) Sarah and Lila _____ (read) their robot's instructions, but they couldn't understand them.

h) _____ James and Billy _____ (walk) to school when it started to rain?

i) He _____ (not listen) when we told him to turn the lights on.

Answers: a) was making, b) were waiting, c) was getting, d) weren't functioning, e) was speaking, f) was helping, g) were reading, h) Were / walking, i) wasn't listening



Reading

In pairs, read the following stories of three teenagers talking about their newest technological devices:

Susan

Yesterday I celebrated my birthday. My parents bought me a tablet and I was so excited to use it. Late at night, we tried to turn it on, but it didn't work. We thought maybe the battery was low, so we waited until it was fully charged. We tried to turn it on again and again, but nothing changed. Later, we realized that the tablet was defective.

Roger

My best friend Harry and I are saving to buy a video game computer. They are currently selling them for $1,200. We are working extremely hard selling food outside our college to achieve our goal. Harry likes baking, so he is offering cupcakes for $2 each, while I am offering lasagna for $25. We are so close, and we are not planning to stop until we get it.

Tina

My boyfriend and I spent a sunny afternoon in the park. We were carrying a brand-new remote-controlled drone that we bought the previous week. Excitement filled the air as we were preparing to fly it for the first time. While I was reading the instruction manual, my boyfriend was assembling the drone carefully, making sure all the parts were in place. When we turned it on, the drone started to lift off the ground. We were both shouting with joy as it took flight. We explored many wonderful places nearby.

a) Answer the following questions and compare your answers with other pairs:

- Which story is in past progressive? _____
- How many past progressive sentences are there in this story? _____

Answers: Tina, five

Vocabulary

Match the word to its meaning.

I. Make or draw plans for something.
II. A machine controlled by a computer that is used to perform jobs automatically.
III. The natural purpose of something.
IV. Person whose job is to design or build machines, engines, or electrical equipment.
V. A person who repairs and maintains machinery and motors.
VI. A part of something.
VII. A creation able to operate independently of human control is...
VIII. The process in which someone or something grows or changes and becomes more advanced.
IX. A piece of planned work or an activity that is finished over a period of time.
X. A piece of equipment with several moving parts that uses power to do a particular type of work.

a) automatic
b) mechanic
c) engineer
d) machine
e) piece
f) project
g) robot
h) design
i) function
j) development

Answers: Ih, IIg, IIIi, IVc, Vb, VIe, VIIa, VIIIj, IXf, Xd

Writing

Individually, with the help of your teacher, write two paragraphs about an experience you had with an automatic device you purchased that did not work properly. Use the past progressive to narrate the situation. Detail what you were doing when you discovered the failure, and how you solved the issue.

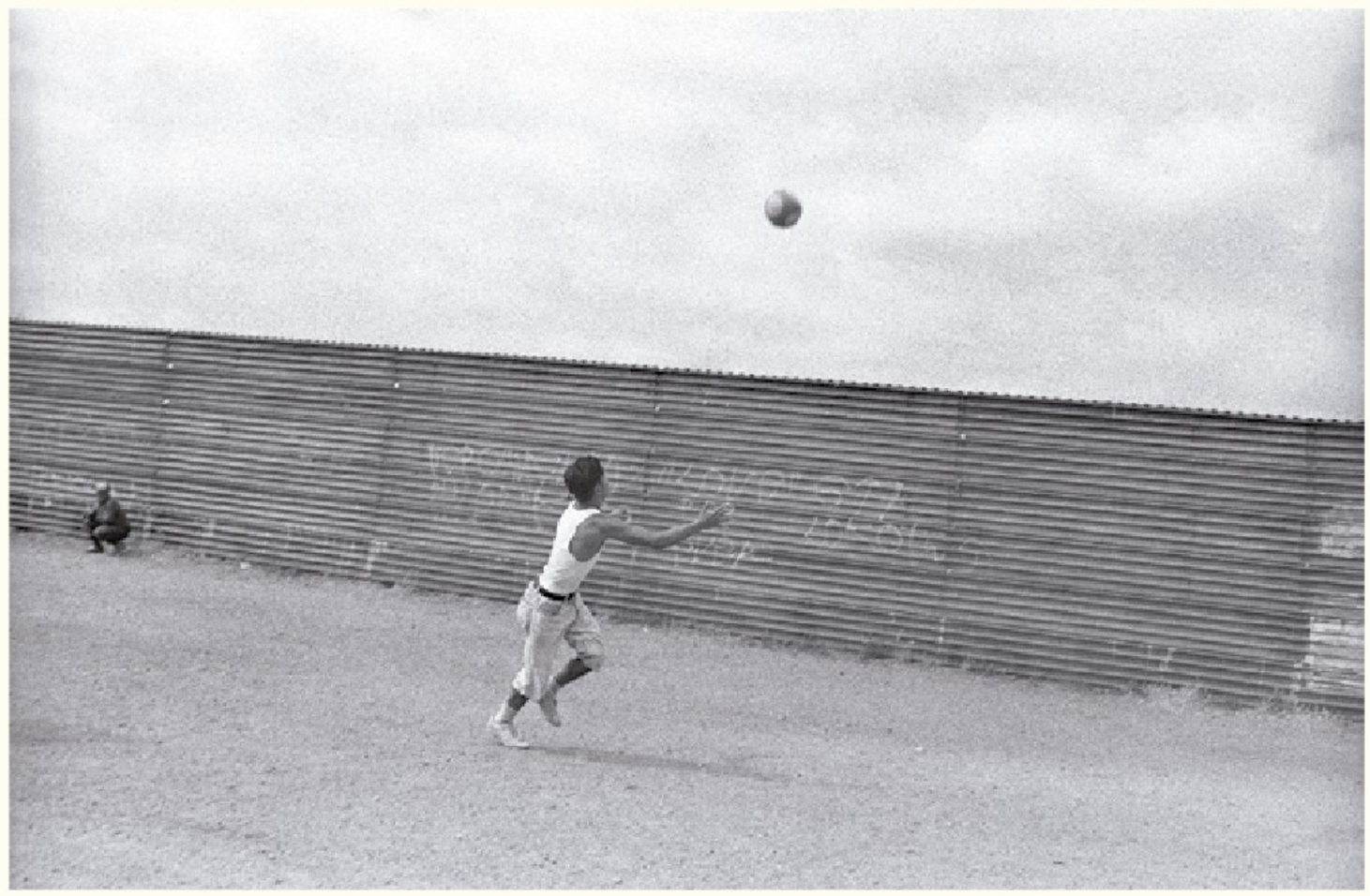
Speaking

In communities, create a short dialogue using one of the following situations. Use the past progressive to describe what you or other people were doing when the event happened.

a) The car broke down.
b) The elevator got stuck.
c) The earthquake alarm rang.

San Julián

I've opened the wooden box my mother left behind. For two years, I avoided opening it so I wouldn't cry when the memories locked inside found a way out through the countless photographs she had surely kept there. Photography was always her passion.



Tseltal, Tsotsil, and Tojolabal women, Civil Camp for Peace, Chiapas, Elsa Medina Castro (1952)

When she was young, she told me, she had traveled across the country, had lived in various places, and had recorded everything with her camera.

The photos that caught my attention the most were inside an envelope labeled: "The San Julián Incident." All of them were beautiful, but the most wonderful thing was that, thanks to them, my gaze became my mother's, and I could see the world as she did, or at least the moment captured in each photograph.

Some had text written on the back. When I read them, I understood a saying she often repeated, one I had heard only from her lips. When I told her about something strange that had happened, she always said, "Don't worry. Stranger things happen in San Julián."

Jacinto kicks the ball. *It goes higher and higher.* I take a photograph. *Higher and higher*. Had I known what would happen, I would have stopped him. In this peaceful town, nothing ever happens. *Higher and higher*. He kicks the ball and it never comes down. Now, everything happens.

Beaches of Tijuana, Baja California, Elsa Medina Castro (1952)

It is rumored that the boy stole the ball from the cave of the Lord of Lightning, a mysterious being who has lived in these lands long before the founding of the town.

How did a ball end up in the sacred cave? Nobody knows. Does it even matter? What is known, and what matters, is that the Lord of Lightning is a powerful being, which is why he is respected; but he is also capricious, and which is why he is feared. Can anyone steal something from a being like him?

Everyone, except Jacinto, knows that they can't.

They say the ball bounced and bounced for days among the clouds, creating friction between them, striking them, causing them to crash into one another. Now, everything happens. What do we call the water that falls day and night without stopping or giving a moment's rest? Too weak to be a storm, too strong to be just rain. How is it that the clouds keep coming down and down, and still keep descending?

Sputnik, Acapulco, Guerrero,
Elsa Medina Castro (1952)

It all began as a gentle breeze... and it intensified without pause. In this town, where water is hidden beneath the ground and heat permeates every corner, day and night, regardless of the month, everyone was amazed that the sky remembered that there were also plants and animals that needed to quench their thirst.

Girls and boys went out to play with the mud, a strange substance they saw, felt, smelled, and tasted—yes, they did—for the first time. But the rain did not stop. The children stopped going out to play: there was no more mud, only water over their heads, their backs, between their feet, and also in their dreams.
The situation dragged on for weeks. It seemed as if the sky was angry with the town. But why?

Two weeks, three? The same noise every hour, every minute, every second: drops falling, colliding with the stagnant water. Awake, asleep... always the same. Not even the dogs barked. One day, however, the screams of a little girl were heard. What screams! They echoed everywhere, louder even than the rain. "A whale! A whale! A HUGE whale!"

Several people leaned out their windows at the commotion. And indeed: a whale seemed to be swimming among the clouds. In the dark sky, an enormous and even darker shape could be seen. Only the whale's belly could be discerned: wide in the middle and tapering into a tail.

No one had ever seen a whale, but what else could that massive creature be, gliding through the sea of the sky?

Was the rain so heavy that the whale hadn't noticed when it stopped swimming in the sea and began moving through the rain? The point was that up there it was moving forward, and its song could be heard. Everyone smiled. We all saw how the mass heading south, toward the town of San Joaquín. Weeks later, the rain stopped.

Tres Palos Lagoon, Acapulco, Guerrero, Elsa Medina Castro (1952 Migrant waits for nightfall to reach "the other side," Zapata Canyon, Elsa Medina Castro (1952))

To our surprise, halfway between San Julián and San Joaquín, a lake had formed due to the heavy rain. And there, shattered by the impact it suffered when falling from the sky —because at some point it had to come down— lay what we thought was the whale's carcass.

Migrant waits for nightfall to reach "the other side," Zapata Canyon, Elsa Medina Castro (1952)

Then, we realized that it wasn't a whale, but a ship that we saw sailing through the sky.

An ancient legend says there is a man condemned to walk eternally under the burning sun of these roads. This is the story of his misfortune: when he was young, he encountered an old man who, hungry, thirsty, and weak, asked him for some of the water and food he carried in his knapsack. The man, thinking that helping the old man would bring him no benefit and that surely no one would find out about his rudeness, since they were alone on the road, so far from any town, refused and continued walking.

Since then, it's rumored, the rain stopped, the small lagoons in the region dried up, and water could only be obtained from wells. The man was condemned to wander restlessly for eternity, and now it is he who asks for a little water, but when someone offers it, it evaporates before touching his lips. There are people who claim to have encountered him.

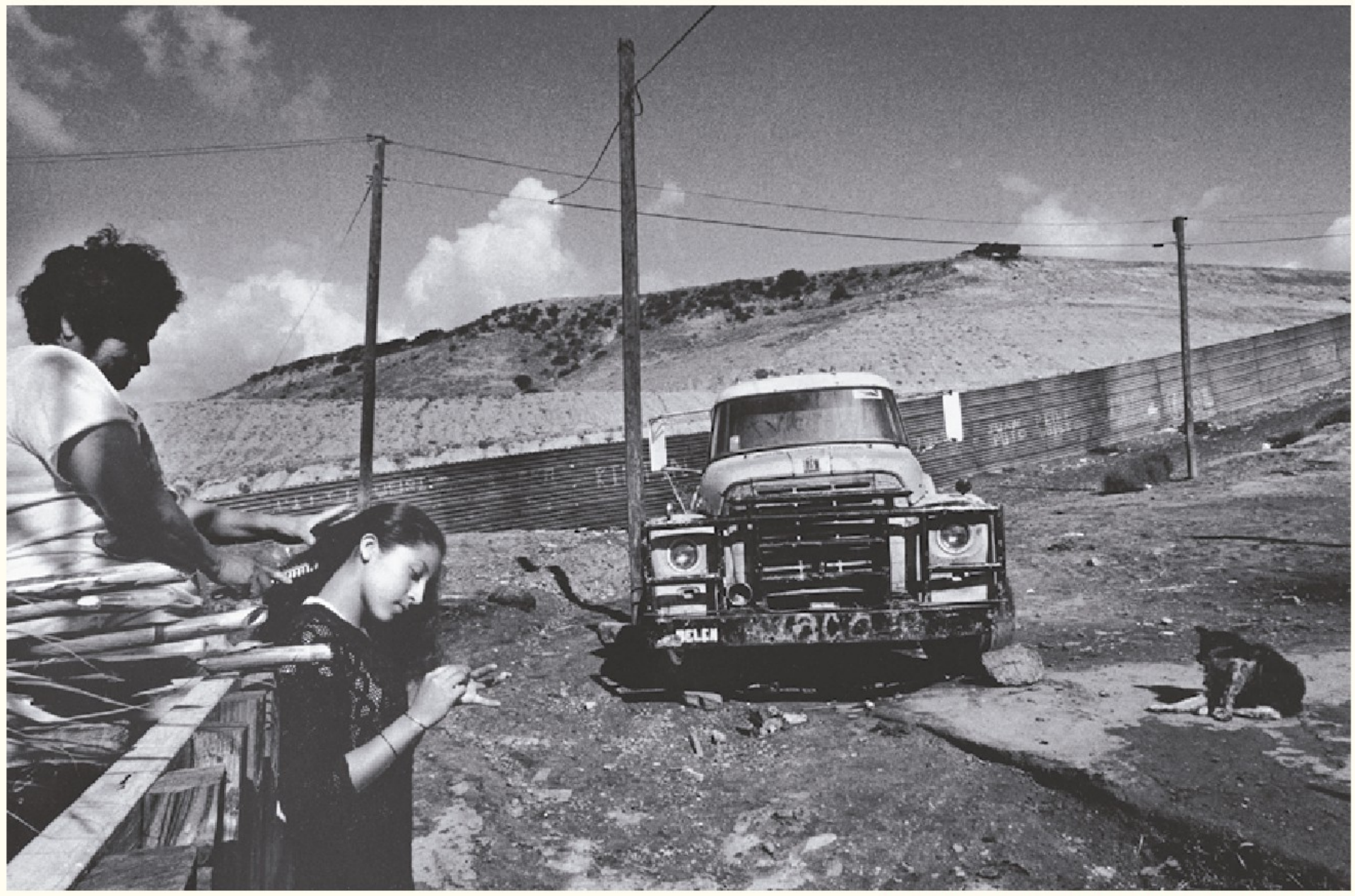
Each year, a reenactment of the legend is performed. In fact, only two months had passed since the last reenactment when the rain began. That is where I took this photograph.

With so much water, perhaps he finally quenched his thirst. Perhaps he has already paid his sentence. In any case, I doubt we will see him again.

Nido de las Águilas, Mexico-United States border,
Elsa Medina Castro (1952)

At some point the rain had to stop. And it did. The water followed the roads of the town and pooled in a hollow halfway between San Julián and San Joaquín. There, a lake formed —the only one in the area— where some claim that on new-moon nights, total darkness, the song of a whale can be heard.

The rest of the water filtered into the ground, so that there is now a very large water reserve in the wells commonly used for supply. Grass begins to grow, plants are greener. The town is changing.



Border line between Mexico and the United States, Elsa Medina Castro (1952)

At some point, the rain stopped, but the sky remained flooded with dark clouds, although they no longer poured their watery burden over the town. For several days, many believed it was only a pause, that the rain would return. It did not. It no longer rained, but the clouds would not leave, and now it seemed that the sun had forgotten about San Julián.

Tired of waiting for the clouds to leave and for the sun to return, a group of men decided to go in search of light in other towns. The illuminated horizon was proof that the rest of the world was flooded with sun, light, and warmth, so they set out to find it. They carried bottles and bags to store the light and bring it back to the town. They never returned.

Eventually the clouds left and life flourished in San Julián. Not only did plants appear and cover the ground, but daily life also returned: people went back to their jobs, girls and boys went back to playing and singing, young lovers resumed their secret meetings, and the elders talked in the plaza about what had happened.

Tseltal, Tsotsil, and Tojolabal women, Civil Camp for Peace, Chiapas, Elsa Medina Castro (1952)

Life resumed its routine, though after the rain it was slightly different: something had changed. Among the changes in the town, I want to point out two. First, Jacinto no longer goes near soccer balls. Second, seeing girls or boys play with anything spherical makes me nervous. But what can I do if they love it?

Reading

1. Individually, read the following statements and write T for true or F for false, according to the reading "San Julián."
   - a) For two years, I avoided opening the wooden box my mother left behind so I wouldn't laugh because of the funny pictures inside. ( )
   - b) My mom always said "Don't worry. Stranger things happen in San Julián." ( )
   - c) Jacinto kicks the ball and it never comes back. ( )
   - d) The boy found the ball in a cave. ( )
   - e) The whale turned out to be a ship. ( )

Answers: a) F, b) T, c) T, d) T, e) T

Vocabulary

Explore this story, which includes legend and the supernatural. Individually, match the words to their definitions.

Word

- I. Lightning
- II. Cave
- III. Kick
- IV. Storm
- V. Breeze
- VI. Heat
- VII. Angry
- VIII. Whale
- IX. Ship
- X. Avoid

Definition

- a) Bad weather with strong wind, heavy rain, thunder, or lightning. ( )
- b) The quality of being hot; warmth from the sun, fire, or another source. ( )
- c) It is a sudden and powerful discharge of electricity that occurs during a storm. ( )
- d) Feeling mad, upset, or annoyed because of something that happened. ( )
- e) A light and gentle wind. ( )
- f) A very large sea animal that lives in the ocean and breathes air. ( )
- g) To hit something with your foot. ( )
- h) A large boat used for traveling or carrying goods across the sea. ( )
- i) A large natural hole in the side of a hill, cliff, or underground. ( )
- j) To stay away from someone or something on purpose. ( )

Answers: c) I, i) II, g) III, a) IV, e) V, b) VI, d) VII, f) VIII, h) IX, j) X

Grammar

Let's review the *past simple* vs the *past continuous*!

The past simple and the past continuous tenses help us describe events that happened in the past.

Past Simple

Form	Structure	Examples	Use
Affirmative	subject + *verb* (*past tense*)	It *rained* hard all day.	The past simple is used to talk about an action that happened in the past. It tells us about events that began and ended at a specific time in the past.
Negative	subject + *did not/didn't* + *verb* (*base form*)	It *did not rain* hard all day.	
Interrogative	*did* + subject + *verb* (*base form*) + ?	*Did* it *rain* hard all day?	

Past Continuous

Form	Structure	Examples	Use
Affirmative	subject + *was*/*were* + *verb* (*present participle*)	They *were playing* football when it started to rain.	The past continuous is used for actions that were in progress at a specific time in the past. It can also be used to describe the background or setting of an event in the past simple.
Negative	subject + *was*/*were not* + *verb* (*present participle*)	They *were not playing* football when it started to rain.	
Interrogative	*was*/*were* + subject + *verb* (*present participle*) + ?	*Were* they *playing* football when it started to rain?	

Now, let's see how to use *when* and *while*:

When

Form	Structure	Examples	Use
Affirmative	*when* + *clause* (*past simple*) + *clause* (*past continuous*)	*When* the storm *started*, *I was reading* a book.	We use *when* to introduce a clause that tells us about a completed action in the past that happened in the middle of a longer activity (usually in past continuous).
Negative	*when* + *clause* (*past simple*) + subject + *was*/*were* + *not* + *verb* (*present participle*)	*When* the storm *started*, I *was not reading* a book.	
Interrogative	*was*/*were* + subject + *verb* (*present participle*) + *when* + *clause* (*past simple*) + ?	*Were* you *reading* a book *when* the storm *started*?	

While

Form	Structure	Examples	Use
Affirmative	subject + *clause* (*past continuous*) + *while* + *clause* (*past continuous*)	The god *was asleep while* the boy *was stealing* his ball.	We use *while* to show that two actions in the past were happening at the same time.
Negative	subject + *was*/*were* + *not* + *verb* (*present participle*) + *while* + *clause* (*past continuous*)	The god *was not asleep while* the boy *was stealing* his ball.	
Interrogative	*was*/*were* + subject + *verb* (*present participle*) + *while* + *clause* (*past continuous*) + ?	*Was* the god *asleep while* the boy *was stealing* his ball?	

Remember; these tenses help us paint a clearer picture of the past!
Now you are ready to explore the mysteries of San Julián!

Individually, considering everyone else, read the following sentences about San Julián and fill in the blanks with the correct verb tense (past simple or past continuous).

a) The town of San Julián (suffer) _____ a flood some years ago.
b) The rain (start) _____ with a breeze.
c) The god (get) _____ angry because the boy (steal) _____ his ball from the sacred cave.

d) While the people of San Julián (do) _____ their normal activities, a wind (begin) _____ to blow.

e) A group of men (decide) _____ to move to another town, because they (think) _____ the rain would continue forever.

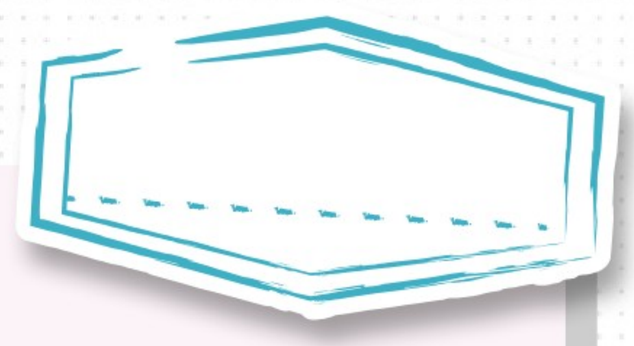
Answers: a) suffered, b) started, c) got / stole, d) were doing / began, e) decided / thought

Writing

Individually, considering everyone else, write your own paragraph using the past simple tense to describe something interesting or stange that happened in your life. For example:

I saw a fairy in the woods one day. I went to a haunted house in Puebla. I took a picture of a UFO. Once I had the chance of seeing a shooting star while I was camping. I had a dream that came true at some point.

Speaking



1. In communities, look at the text and think about some legends of your town and region.

2. Discuss the following questions about legends and stange things in your community:
   a) What is the weirdest story you know that happened in your town?
   b) Do you know any stories about mythical creatures, like spirits or fairies?
   c) Do you know if it ever rained so much in your community that it caused a flood?
   d) What is the most famous legend in your region?
   e) Is there any real evidence of the famous tales in your town, like pictures or videos?

3. Based on your discussion, try to come up with a strange event similar to the ones that you heard in your community.

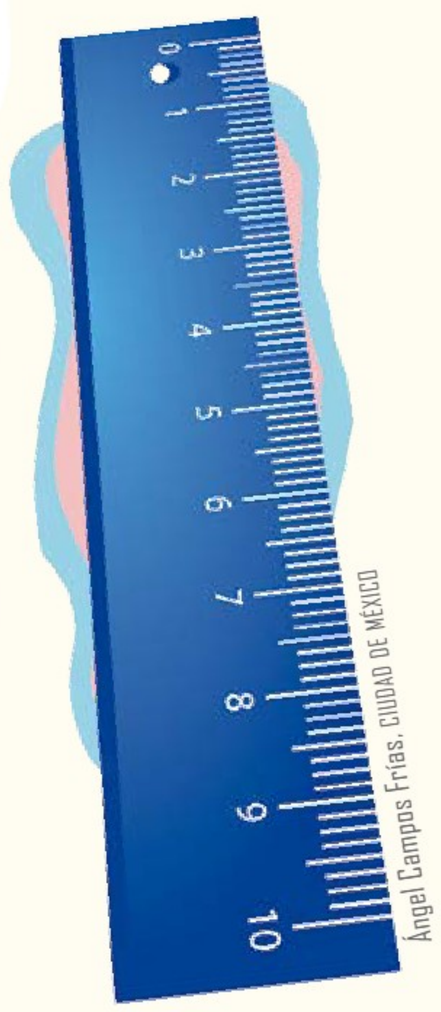
I Design Measuring Instruments to Quantify Physical Magnitudes

In this project, you will understand your environment by contrasting your knowledge about natural phenomena and physical magnitudes through experimentation. You will also construct simple measuring instruments, which will allow you to develop social skills and critical thinking.

En este proyecto, entenderás tu medio ambiente al contrastar tu conocimiento sobre fenómenos naturales y magnitudes físicas mediante la experimentación. También, construirás instrumentos de medición sencillos, los cuales te servirán para desarrollar habilidades sociales y pensamiento crítico.

Beginning and Observation

Collectively, read out loud the following statement:



Since ancient times, mankind has needed to know and manipulate its environment to survive. By observing nature, human beings noticed the changes related to the seasons of the year, the growth of plants, the roaming of animals, some properties of materials around them, and the way coexistence with other human beings was changing. The oldest populations noticed that, in order to describe an object, it was necessary to establish its characteristics, such as size, quantity, or extension. The first notion developed was the number, which allowed them to measure something by counting, and this gave rise to the first measurements with the use of rudimentary units. The first measurements used were those of mass, length, and time, and that is why they are called *fundamental units*.

To measure means to describe and to compare. Every culture has designed its own measurement patterns, which have had an impact in the coexistence of peoples around the world and their economic and social development. For this reason, agreements have been reached to establish measurement patterns based on what remains steady in nature. That is how, around 1800, the Decimal Metric System was born in France and subsequently all derived units were developed.

As more detailed descriptions of what happened in nature were made, it became necessary to use measurement instruments to describe reality better and more accurately. It was also necessary to describe some natural phenomena based on others already observed.

Where Are We Going?

Now, in community and with the support of your teacher, read, discuss, and answer the following questions:

a) How can we describe an object based on its characteristics when they can't be measured directly?
b) What do we need to design an instrument that allows us to describe an object?
c) How did Indigenous communities in Mexico start measuring if they didn't know the Decimal Metric System?

Metrology is the science of measurements and is present in every aspect of our life. It is a basic science that plays a leading role in the areas of research and development, manufacturing, medicine, telecommunications, and commerce, among several other fields. Nowadays, there are many technological instruments and resources available to make physical measurements, but what would happen if the instruments necessary to do it were not accessible? Throughout this project you will perform two experiments designed to understand the importance of measuring in your environment. You will also design and build instruments to measure different physical magnitudes, using your knowledge and the materials at hand.

Inquiry Design and Development

That's the Question!

In this project, you will design and build measurement instruments with the materials at hand to solve everyday problems.

Seek and Find

1. In communities, each member talks about a situation where you needed to measure something, but you didn't have the right instrument for doing it.

2. Choose one of the situations just described in community, and answer the following questions in your notebook:
   a) What did you need to know to solve that situation?
   b) What would you do if you were in that same situation again?
   c) What is the correct way to solve that problem?

3. Search in the School Library or on the internet how to calculate the height of a given object, based on one of the distances and the inclination angle, calculated with your measuring instrument. Obtain the height of the object.

4. Based on your results, look for the information you need for answering the previous questions. Some useful sources will be your School Library, the book *Colección Sk'asolil. Saberes y pensamiento científico. Segundo grado*, or any other pertinent material.

5. Take note of the information in your notebook and have it at hand; you will need it to develop your project.

6. Now, let's solve some situations involving the fundamental measuring units.

Find and Learn

How can you describe an object based on characteristics that cannot be measured directly? In order to answer this question, perform the following experiments:

Experiment 1

Materials (per community)

- 2 angle protractors
- One sheet of paper
- A flexometer
- A roll of adhesive tape
- 5 meters of thick wool yarn
- 2 washers or screws to use as a plumb
- 2 markers
- 2 notebooks
- 2 rulers
- 2 pencils

Procedure

1. In communities, divide a sheet of paper in half. Roll the two pieces to make two thin tubes like straws and put adhesive tape on them to prevent them from unrolling.
2. Cut a piece of yarn and tie a washer or screw to one end. Tie the paper tube to the other end and secure it with some adhesive tape.
3. Go to the backyard or to the park and choose an object to measure its height, such as the flagpole or a tree. Tie the yarn around the object and move 5 meters away from it. Measure this distance with the flexometer.
4. Draw a mark on the floor and stand there. Use the measuring instrument you just built and watch through the tube.
5. Tilt the instrument until you see the highest part of the object. Set the point of origin of the angle protractor in the vertex formed between the knot of the yarn and the paper tube. Measure the angle between them.

6. Repeat the measurement as many times as necessary until everybody in the community has participated.

7. Make a table in your notebook and write your measurements in it. Identify which angle measure was repeated more times.

8. In community, and according to your experience, answer this question: How can we describe an object based on characteristics that cannot be measured directly?

Experiment 2

Materials (per community)

- A 2-liter recyclable bottle
- Two 1.5-liter recyclable bottles
- Scissors or cutter
- A ruler
- Insulating tape or waterproof tape
- A reference weight (any object with a mass known to you)
- 250 milliliters of water
- A permanent marker
- Glue or silicon
- A plate or reusable container

Procedure

In communities, do the following:

1. Cut the upper part of the 2-liter bottle.
2. Cut the upper part of one of the 1.5-liter bottles and the lower part of the other. Stick them together with the insulating tape.

3. Pour half the water into the 2-liter bottle and immerse the other bottles stuck together in the other half. Make sure the water does not overflow, just like in the picture.
4. Glue the plate or container to the base of one of the bottles so you can place whatever object you want to weigh on it.

5. Next, place the reference weight on the container and mark the water displacement on the bottle. This mark is an indirect measure of the mass, based on the reference weight as shown in the picture.

6. Zero the scale bottle to show the water level when the container is empty.

7. Measure the distance between zero and your reference weight measure.
8. Calibrate your scale.
9. Measure some other masses and take note of the results.

Building and/or Proving
The Possible Paths

In the experiments above, with a measuring instrument made by you, you measured an object indirectly and another one directly. Having access to an instrument to make specific measurements is sometimes complicated or very expensive.

Assembling measuring instruments is an accessible and economic alternative when you can use common materials and simple tools. Also, such instruments promote creativity and innovation because you can design and adapt them to meet specific needs.

In communities, think about the situation you worked with in "Seek and Find" and follow these steps:

a) Plan the activities you will carry out.
b) Identify what you need to know to solve this situation and suggest some measuring instrument that you can put together.

c) Gather information on the instrument you chose, its operating principles and its main uses.
d) Design the instrument.
e) Select the materials you need to assemble it and make sure they are recyclable.
f) Assemble the instrument.
g) Take note of the whole process.
h) Test it.
i) Take note of the results.
j) Draw conclusions about this activity, and write them in your notebook.

Now it's time to analyze and interpret your findings. Contrast your first ideas with the information you gathered throughout this activity to test your hypotheses. Draw conclusions related to the general problem.

Communication

I Got It

It is time to present the results obtained so far. Organize your presentation as follows:

Before

1. Create a bar graph where you display the results of experiments 1 and 2. Compare if your conclusions match the results of the bar graph.

2. Draw some posters to support your presentation.

During

3. In assembly, share and analyze the problem, the hypothesis, the operational principles, the materials, and their design process. Then, present your results. Allow other students to give ideas about how to improve the instrument you created. Take notes.

After

4. Ask the class for feedback on your work and their suggestions for doing it better next time. Listen to them attentively and answer any questions they may have. Pay respectful attention to the other communities' presentations and ask for clarification if you have any doubt. Then get together again to share your findings. If possible,

create a mural outside the classroom and share it with the school's community. To do that, you should:

- Foster the participation of every member of your community.
- Share how you obtained information, the sources you consulted and the physics concepts you had to learn, understand, and apply while developing and operating your instruments.
- Discuss the problems you faced, the obstacles you overcame, and the adjustments you had to make in order to achieve optimal operation of the instruments.
- Explain the advantages and disadvantages of the instruments you constructed and how to use them in your daily activities.
- Talk about the emotions you felt during the investigation and analysis processes, and comment if everyone performed the activities they were in charge of. Refer to your achievements or disappointments and the ways you overcame them.
- Assess the work based on your perception of it and your classmates' opinions. Reflect on the actions you performed and the improvements you could make.

Self-Reflection
Appreciating My Path

Ready for self-assessment? Individually and as part of a community, you will evaluate your performance during the development of your project, and write about the new knowledge of physical magnitudes that you gained through experimentation.

Ángel Campos Frías, CIUDAD DE MÉXICO

1. Answer the following questions and take notes in your notebook:
   a) How was your performance? And your community's?
   b) What strengths did you use or develop?
   c) Which part of the project was more accessible and which one more complicated? Why?
   d) What abilities did you develop or improve?
   e) What knowledge did you gain or remember?
   f) In what situations can your performance and thinking improve?
   g) Do you think you contributed something to your community? Explain why.

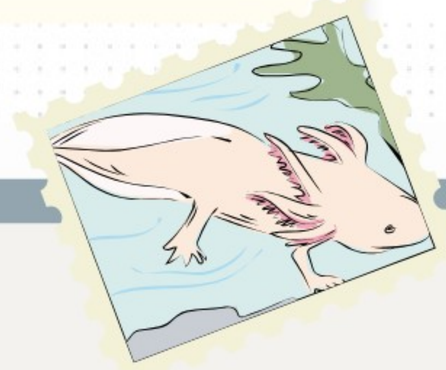
h) Did your interaction with the rest of the community contribute to your personal and academic growth? Explain why.

2. In communities, evaluate your teacher's and classmates' contributions and answer the following questions:
   a) How can you modify your instrument to make it better?
   b) Was there some information you failed to investigate about the operating principles of your instrument?
   c) How can you redesign your experiment to obtain better results?

3. Share your answers with your classmates and ask them for ideas to improve your instrument.

4. Finally, write in your notebooks the assembly agreements reached by the community in order to contrast your knowledge about the natural phenomena and the physical magnitudes through experimentation.

Grammar



Quantifiers

A *quantifier* is a word that we use before a noun to express the quantity of the object. Frequent quantifiers are *some*, *any*, *much*, *many*, *a few*, *a little* and *a lot*.

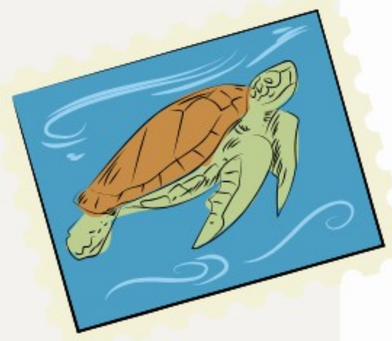
Some quantifiers are used with countable nouns (you can tell their exact number) and some others are used with uncountable nouns (you cannot tell their exact number). Uncountable nouns are always singular.

1. In communities, read and discuss the table on the following page:

Quantifiers	Countable	Uncountable	Examples of Use
Some	Used in affirmative sentences. *some* books, *some* birds	Used in affirmative sentences. *some* coffee, *some* advice	There are *some* birds in the sky. I need *some* advice from you.
Any	Used in negative and interrogative sentences. *any* markers, *any* questions	Used in negative and interrogative sentences. *any* sugar, *any* milk	She didn't have *any* markers or pens. Do we have *any* milk?
Much	✘	Used in negative and interrogative sentences. *much* pain, *much* water	Are you feeling *much* better now? We don't have *much* time.
Many	Used in negative and interrogative sentences. *many* friends	✘	How *many* times have you seen it? I didn't have *many* cookies.
A few	Used in affirmative, negative, and interrogative sentences. *a few* dollars, *a few* words	✘	I saw her *a few* times before moving to a different city. Only *a few* of his paintings became famous.
A little	✘	In affirmative, negative, and interrogative sentences. *a little* salt, *a little* cream	I think *a little* pepper would improve the dish. She's feeling *a little* better, so she's going to school tomorrow.
A lot of	Used in affirmative, negative, and interrogative sentences. *a lot of* teachers	Used in affirmative, negative, and interrogative sentences. *a lot of* money	*A lot of* teachers give online classes nowadays. You need *a lot of* money to visit that place.

2. Pay attention to your teacher's explanation about the use of quantifiers. Discuss with a partner the information and exchange some examples. Clarify with the teacher any doubts you may have.

3. Individually, but keeping in mind that you are part of a community, complete the following sentences with the correct quantifier:
   a) I'd like to have _____ (many/some/a few) more information before I make a decision.
   b) The place was full, so _____ (some/a little/a lot of) people heard what she told him.



c) I think the antenna is broken because I can't find _____ (much/some/any) radio stations.

d) We don't have _____ (much/some/many) time to finish, so let's hurry.

e) It's true that _____ (any/some/much) schools are better than others, but I don't have _____ (any/a lot of/some) complaints about mine.

Answers: a) some, b) a lot of, c) any, d) much, e) some / any

4. Complete the following sentences with *some* or *any*:

a) Excuse me, sir! Do you know _____ good restaurants around here?

b) I like to drink _____ tea at night, before I go to bed.

c) Don't worry, I don't need _____ help. But thanks for asking.

d) Do you have _____ brothers or sisters? Or are you an only child?

e) You look exhausted, I think you need _____ rest.

f) I like to have _____ bread with my coffee in the morning.

Answers: a) any, b) some, c) any, d) any, e) some, f) some

5. Complete the following sentences with the correct quantifier from the box:

any	many (×2)	a lot of	some (×2)	much

a) A: Good evening, sir. Would you like to order?
B: Yes. I'd like a Caesar salad and _____ orange juice, please.
A: Oh, I'm really sorry, but we don't have _____ orange juice left. What about apple juice?
B: No, thank you. I would like _____ carrot juice, please.

b) A: How _____ English do you speak?
B: I really don't know _____ words, but I can understand a little bit.

c) _____ people believe that UFOs are really visiting our planet all the time.

d) A: Do you have _____ girlfriends?
B: No, I just have one, I think she's my true love!

Answers: a) some / any / some, b) much / many, c) A lot of, d) many

Large and Small Quantities

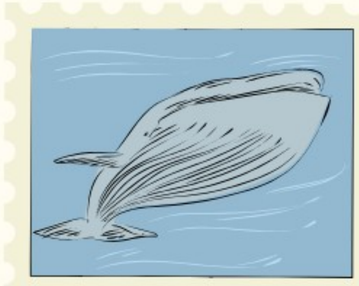
In this project, you will apply your knowledge of quantities, units of measurement, and measuring instruments to count or measure very large or very small quantities, demonstrating the need to use scientific notation.

En este proyecto, aplicarás tus conocimientos sobre cantidades, unidades de medida e instrumentos de medición para contar o medir cantidades muy grandes o muy pequeñas, y así demostrar la necesidad de la notación científica.

Beginning and Observation

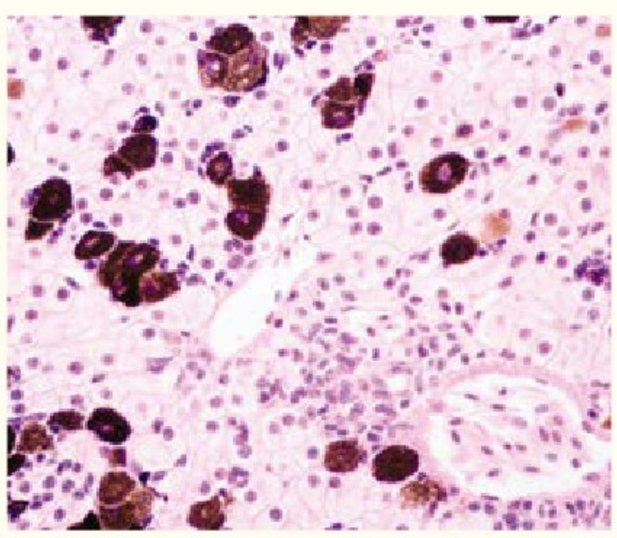
Body mass, temperature, and height can be easily measured; however, it is necessary to remember the human body is made up of systems, organs, and many types of cells with specific functions. Then, is it possible to know how long a cell is or what its temperature or mass is?

In communities, choose a cell and inquire about the following aspects: its functions, size, and location, and how many cells of such type there are in the human body.



Where Are We Going?

Individually, follow the steps below:



1. Make a table in your notebook with the following information:
   a) Instruments with which you can take measurements.
   b) What is possible to measure with each instrument.
   c) What units of measurement you used for the activity.

If you know of an object or found something you need to measure, but don't know what instrument to use, research it and add it to your table. You can use a table like the following:

Things I Don't Know How to Measure Yet

Objects to Measure	What Instrument Measures That Object?	In What Kind of Units Is It Measured?

2. Now, gathered in communities, comment on your answers and complete the table with the instruments of your interest.

3. Next, write each of the instruments you investigated on pieces of paper and put them in a bag, close it, and shake it to stir the papers.

4. In assembly, each student will take a piece of paper and comment on some moments in their life when they had used that instrument. If they have never used it, they could explain what it can be used for in the future.

5. Add a column titled "Large or Small Quantities" to your table and estimate whether the quantities measured by the instruments seem to be large or small.

6. Reflect on small or big things that you can measure with the instruments written on your table.

7. Find out how to measure small or large quantities, and how to write these data, in case you have ever seen them or if you know their existence through videos, photographs, magazines, or books.

Inquiry Design and Development

That's the Question!

On the one hand, imagine you need to weigh all the sand in a mound on a beach or the leaves that make up the foliage of a tree. On the other hand, think that you must measure a grain of sand or the cells in one of the leaves of the tree.

1. Individually, without forgetting you are part of a community, answer the following questions in your notebook:
   a) Could you take those measurements?
   b) Would you need any special instrument?
   c) How would you read or write those quantities?

2. In community, discuss how to define a general idea that allows you to create a strategy for reading and writing very large or very small figures, such as those expressed when measuring the weight of the mound of sand or when counting grains of sand.

After the dialogue, a hypothesis can be developed. For example: It is possible to write any figure no matter how big or small it is.

3. In assembly, choose one of the following problems, solve it, and test the hypothesis. Then design a poster with the data collected and present it to the community.

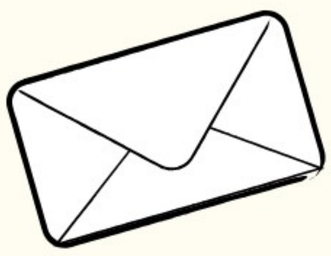
Problem 1. Investigate how to measure the diameter and mass of any planet in the Solar System.

Problem 2. Find a way to measure the size and mass of a cell, a virus, or a bacterium.

To solve the problems raised, use one of the following strategies:

Strategy 1. Identify multiples and submultiples of the units of mass and length to express your results; doing this will help you shorten the writing of the numbers you will find.

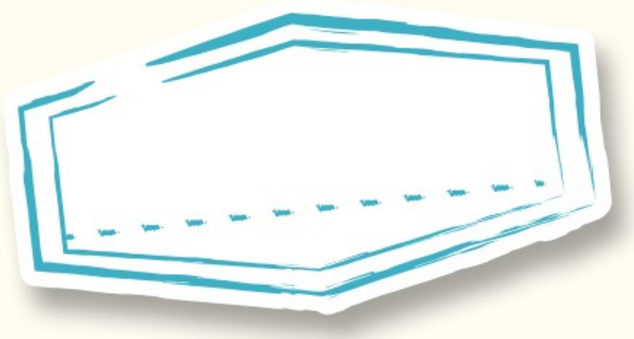
Strategy 2. Remember that special instruments are used to measure very large and very small quantities, and include them in your poster. If you think it is convenient to use another strategy, write it in your notebook and share it with the community.



Seek and Find

To solve the problems mentioned, you need to collect information. The following are reliable sources of information that you can consult, among others:

- *Colección Sk'asolil. Saberes y pensamiento científico. Segundo grado*
- Books of disciplinary knowledge from other Formative Fields
- Popular science books or magazines
- Digital sources (remember to use reliable sites)
- Classroom Library, School Library, or public library
- You can also ask people in your community and record their contributions



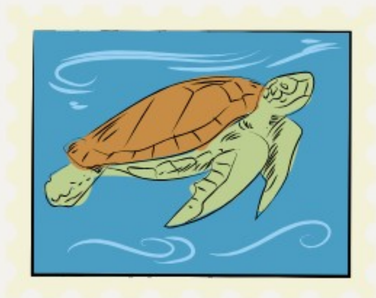
Find and Learn

After researching the necessary data, review the following points to design a poster:

a) Write the results using multiples, submultiples, and scientific notation.
b) Remember to include the units you are using: meters for length, kilograms for mass. If you find different units depending on the data you obtain, look for the equivalents in order to express them as instructed.
c) Include the measuring instruments or techniques you are using.
d) Analyze the development and application of various measuring instruments.
e) If you need to find more data, investigate them, and incorporate them into your work.

Grammar

Comparative adjectives are used to express how two objects or people have more or less of a particular quality or characteristic.



Superlative adjectives are used to express how a person or object has more of a particular quality than any other element in a group.

Comparative and Superlative Adjectives

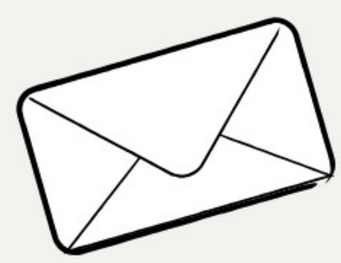
Rules	Adjective	Comparative	Superlative
One-syllable	fast	faster than	the fastest
• One-syllable • Ends in -*e*	wise	wiser than	the wisest
• One-syllable • consonant + short vowel + consonant	big	bigger than	the biggest
• Two syllables • Ends in -*y*	pretty	prettier than	the prettiest
Two or more syllables	expensive	more expensive than	the most expensive
Common exceptions	good bad	better than worse than	the best the worst

Comparatives Using (not) *as… as*

subject	verb	(not) + *as* + adjective + *as*	noun or phrase

Look at the examples.

Jupiter is the *largest* planet in our Solar System. (superlative)
The Sun's diameter is *bigger* than the Moon's. (comparative)
The digital scale is *as precise as* an analog scale to measure your weight. (comparative using *as… as*).



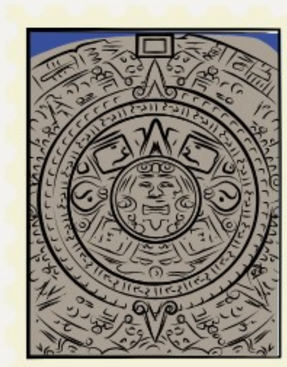
1. Complete the comparisons with the words from the box correctly.

not as difficult as / as useful as / as small as /
not as good as / not as acid as / as bad as / not as fast as /
as important as/ not as cheap as / as hot as

a) The weather this summer is _____ last year.

b) Pizzas are _____ hamburgers.

c) Venus is _____ the Earth.



d) Diamonds are _____ glass.

e) Math is _____ I thought.

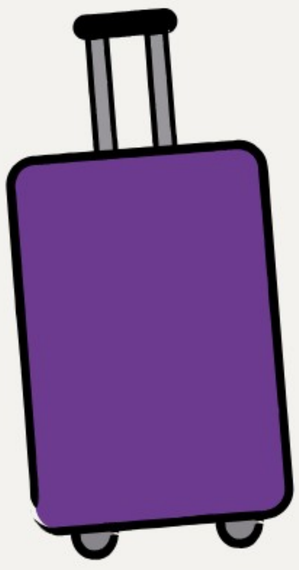
f) The bus is _____ the train.

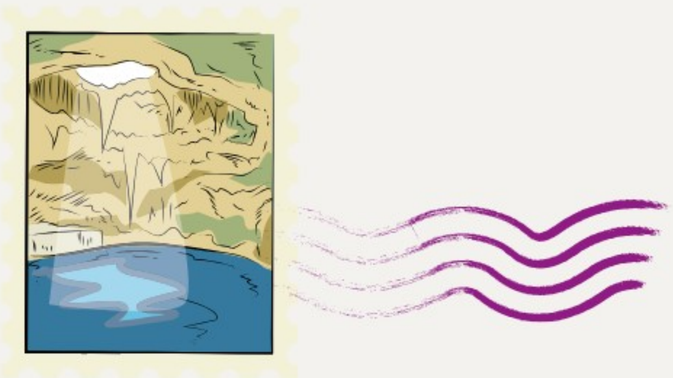
g) Zoology is _____ microbiology.

h) The temperature during this spring is _____ in the summer.

i) An orange is _____ a lemon.

j) In the laboratory a microscope is _____ a petri dish for experiments.





Answers: a) as bad as, b) not as good as, c) as small as,
d) not as cheap as, e) not as difficult as, f) not as fast as,
g) as important as, h) as hot as, i) not as acid as, j) as useful as.

2. Complete the sentences with the correct comparative or superlative from the box.

most important / more dangerous / longest / fastest / smallest / bigger / largest / bigger / highest / higher / most complex

a) The Pico de Orizaba is the _____ mountain in Mexico.

b) An elephant is _____ than a mouse.

c) The Biósfera del Pacífico Mexicano Profundo is the _____ reserve in Mexico.

d) The Pico de Orizaba is _____ than the Popocatépetl volcano.

e) The cheetah is the _____ land animal in the world.

f) A hippo is _____ than a shark.

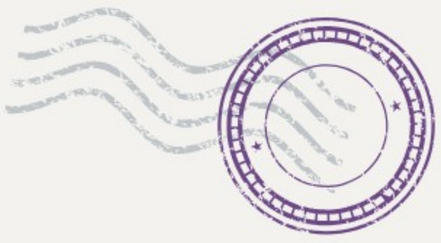
g) The Nile River is the _____ river in the world.

h) The Etruscan shrew is the _____ mammal in the world.

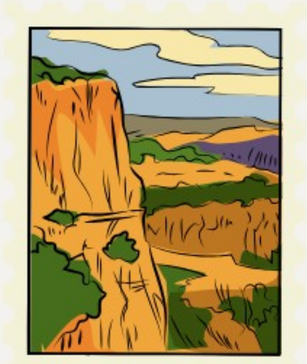
i) Jupiter is _____ than Venus.

j) The _____ processing of sensory information occurs in the cerebral cortex.

k) Lake of Pátzcuaro is one of the _____ lakes in Mexico.



Answers: a) highest, b) bigger, c) largest, d) higher, e) fastest, f) more dangerous, g) longest, h) smallest, i) bigger, j) most complex, k) most important



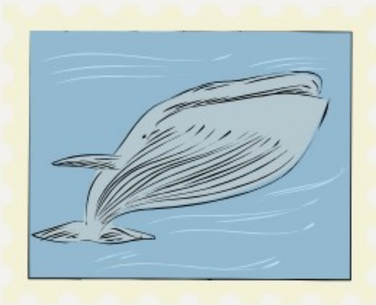
3. In pairs, you will apply and answer a questionnaire using the questions below. Use comparative and superlative adjectives in your answers, as well as the comparative with *as... as.* Write the answers in your notebook.

Example:

What is as strong as metal?

Concrete is as strong as metal.

a) What is as big as an elephant?
b) What is the biggest state in Mexico?
c) What is as high as a building?
d) What is taller than a house?
e) What is as bright as the Sun?
f) What is the closest planet to Earth?
g) What is as light as a feather?
h) What is heavier than a pig?
i) What is faster than a horse?
j) What is smaller than a coffee bean?



Answers: b) Chihuahua, f) Mercury

Speaking

Let's practice how to compare different objects.

1. In assembly, look at the bag your teacher has on his desk: it contains objects of different shapes, colors, lengths, among others.
2. Individually, take turns to come up to the desk and feel one of the objects from the bag. Describe for your classmates what it feels like and what your guesses are about its shape and size.
3. Choose one of your classmates so they can write on the board some of the adjectives you and other participants mention.
4. Take turns to try and guess what the object is based on the adjectives used by the classmate who is touching and describing it.
5. If you guess what the object is, your teacher will let you take it out of the bag so you can show it to the class and point out some of the adjectives on the board that describe this object.

Writing

What is Paraphrasing?

Paraphrasing means re-writing a phrase or sentence so that it has the same meaning while using different words. There are many types of paraphrases, but the one we are interested in is to use synonyms, especially for key words.

Example:

Original sentence: The school said that their classrooms seat 30 students each.

Paraphrased sentence: The school stated that their classrooms accommodate 30 pupils apiece.

The most common technique is to use synonyms, as you can see in the example.

You can apply this strategy:

a) Identify and understand the meaning of the words used, especially the key words, which are those that are essential in the sentence.
b) Find out some suitable synonyms; i.e., synonyms that do not change the sentence's idea into a different one.

Rewrite the sentence and substitute the words underlined with their synonyms.

Original	The senior citizens were honored with a big parade.
Paraphrased	

Original	The diagram illustrates the way a model of the Solar System is made.
Paraphrased	

Original	The students prepared all the decorations for the school festival.
Paraphrased	

Original	On the following vacation, my family and I will travel to the beach.
Paraphrased	

Original	The weather has changed because of pollution.
Paraphrased	

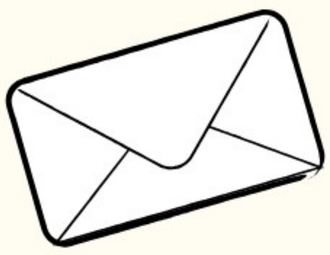
Building and/or Proving
The Possible Paths

Assess the use and development of systems of units and dimensions, scientific notation, and measuring instruments in everyday life and in science and technology. Also, reflect on the importance of knowing the data you are using for your project. Identify applications and uses of this data in various areas of science or everyday life.

1. In assembly, share your findings and receive feedback through each other's comments.

2. Talk about the different measurement units you found.
3. In communities, establish why it is necessary to use different units and include them in the measuring instruments. Draw a conclusion.
4. Sketch your poster design to verify that you have included everything you need. Ask your teacher if you need their support.
5. Compose your poster. Be creative!

Communication
I Got It

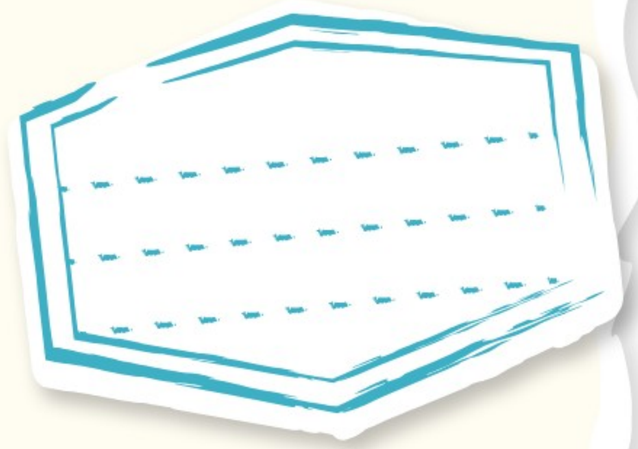


It's time to show your poster to your classmates.

1. In communities, present your work and remember to include the following:
   a) Before the presentation:
      - Prepare the material to present your work and identify the important points on your poster to highlight them.
      - Plan and rehearse your presentation so that it flows smoothly; identify the most important points in order to explain them.
   b) During the presentation:
      - Share your sources, comment on how difficult it was to find the information, and how you used some search and data collection strategies.
      - Mention what material you used to create your poster and if you used an artistic technique. Mention the key features of this technique and why you chose it.
      - Include in your presentation a brief overview of the problem not chosen. Identify similarities between the problems and their solutions.
      - Explain the importance of having units of measurement. Comment on what you think the investigation of various events would be like if they did not exist.

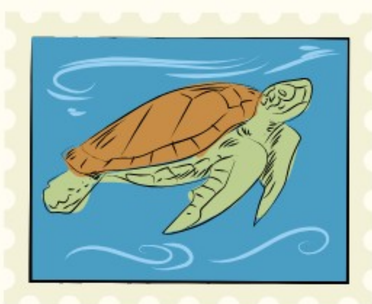
c) After the presentation:
- Remember that being respectful in the community is very important. Ask your classmates if they have any questions or comments. This will help you improve in future projects. When others present their work, if you can, contribute with ideas, comment on them respectfully and empathetically.
- Describe how you felt while doing this project, what you would like to improve or add, and what other things you would like to investigate.

At the end of everyone's presentations, reflect on the conclusions you reached. Find a way to present them to the community, both at school and in your locality.



Self-Reflection
Appreciating My Path

After completing the project, talk to the classroom community about the achievements made and the difficulties met from the beginning until the presentation of your project:



1. Individually, without forgetting community work, use the following checklist as a guide to identify the important points in the development and execution of the project:

Indicator	Achieved	Not Achieved
I connected the hypothesis to the problem posed.		
I consulted reliable sources and verified information in different places.		
I identified the importance of verifying the hypothesis and the information obtained from the application of the aforesaid hypothesis.		
I shared my doubts and knowledge about the topic.		
I designed a legible poster with the required information.		
I presented my work in the classroom and before the community.		
I identified areas of improvement for future projects.		

2. Answer the following questions in your notebook:
   a) What would you improve about the project?
   b) What stage was the most difficult for you?
   c) What moment was the easiest for you?
   d) How will you apply what you learned from now on?

3. Finally, write in your notebooks the assembly agreements reached by the community to apply your knowledge about quantities, units of measurement, and measuring instruments to count or measure very large or very small quantities.

I Predict the Phenomena

In this project, you will use what you know about probability, chance, and uncertainty in the occurrence of daily events concerning the impact of climate change, to build analytical and critical skills that will help you suggest solutions to mitigate the effects of climate change on the environment.

En este proyecto, usarás tus conocimientos sobre la probabilidad, el azar y la incertidumbre en la ocurrencia de eventos cotidianos, en relación con el impacto del cambio climático, para construir habilidades analíticas y críticas que te ayudarán a sugerir soluciones que ayuden a mitigar los efectos del cambio climático en tu entorno.

Beginning and Observation

Nowadays, climate change is a problem that affects not only your community but the entire world. Due to global warming, phenomena such as floods, droughts, or storms, among others, are becoming frequent and intense. Nevertheless, many people do not know what climate change is and what its consequences are.

With this information elaborate a table in your notebook, and write what you know about climate change, its causes, and effects. Then analyze this information as a class. Remember, these phenomena can be analyzed by taking into consideration that probability, chance and uncertainty are important factors.

1. Create communities and then select a specific natural phenomenon that affects your community. For example: floods, droughts, heatwaves, among others.
2. Research and gather information about the frequency and intensity of the selected natural phenomenon.
3. Think about how you can implement the frequency probability and classical probability techniques in climate phenomena analysis.

Where Are We Going?

Now, reflect on what you know and what you need to know to start your research. To ensure its effectiveness ask some sample questions. Set a starting point and specific goals. This will make your self-evaluation easier and will help you reflect on what you have learned.

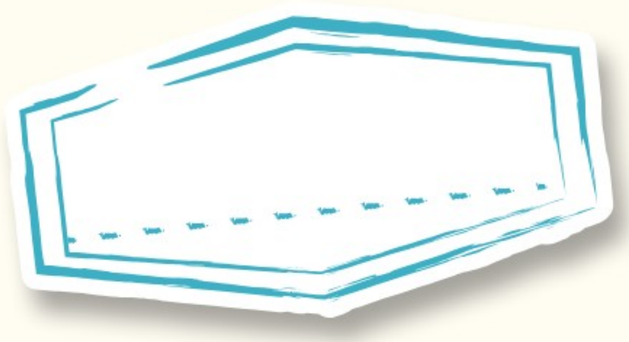
In assembly, start your reflection with the following questions:

a) What natural phenomena related to climate change affect your community?
b) How do the probability, chance and uncertainty concepts apply when analyzing and predicting these phenomena?
c) What actions can your community take to reduce the effects of climate change?

Once natural phenomena are defined, apply the concept of probability in your review and analysis to formulate an action plan.

Inquiry Design and Development

That's the Question!



Posing a hypothesis is a crucial element of research since it helps to come up with possible explanations about the natural phenomena that take place based on partial knowledge.

In communities, carry out the following activities:

1. Identify the different scenarios related to climate change, such as increasing droughts, temperature changes, and species extinction, among others. Formulate a hypothesis on the possible causes and consequences of these kinds of events and write them in your notebook.
2. Review your theories and comment on each one of them.

This is an example of a hypothesis:
"As climate change advances, there is a higher probability of extreme natural phenomena occurring, such as droughts and floods, which affect our daily life and our communities' activities."

Once you research and analyze the data underlying this hypothesis through an estimation of probabilities, you will predict their occurrence and list preventive actions that can be performed in the community.

Seek and Find

Searching for information is a crucial step to find reliable data and prevent misinformation.

1. In community, search in government sources, research institutions, and international organizations for information on climate events, on phenomena of great intensity that have social and environmental impact. Remember that these sources of information can provide historic data, statistics, and predictions about climate.

Grammar

Uses of Will

- To talk about the future.
- To make predictions.
- To make decisions.
- To make offers, requests, and threats.
- For habits that are predictable behaviors.

Predicting Natural Phenomena with *Will*

Ways to Predict Using *Will*	Natural Phenomena Example
To make simple predictions about the future.	It *will* rain tomorrow.
To predict a future state or feeling. We use the verb to be followed by adjectives.	The hurricane *will be* very *strong*.
To talk about how likely something is to happen. We use adverbs like *often*, *sometimes*, or *never*.	Floods *will often* occur in this region during spring.
To specify when a prediction might come true. We use time expressions like *tomorrow*, *next week*, *in the future*.	There *will be* a heatwave *in July*.

Remember:

- *Will* is used to make predictions about the future.
- We can use *adverbs* and *time expressions* to add more details to our predictions.

Individually, read the sentences about natural phenomena and write the correct form of the verbs in parentheses to complete the sentences.

Example:
Droughts *will happen* more often due to climate change. (happen)

a) The weather forecast says there _____ (be) a lot of wind this afternoon.
b) The new flood defenses _____ (protect) the town from future flooding.
c) The scientists predict that the volcano _____ (erupt) soon.
d) Deforestation _____ (increase) the risk of landslides in this area.
e) Planting trees _____ (help) prevent soil erosion during heavy rains.
f) The temperature _____ (drop) significantly tonight.
g) Installing hurricane shutters _____ (protect) your windows from strong winds.
h) In the future, stronger storms _____ (become) more common due to climate change.
i) Heatwaves _____ (occur) more often in the coming years.
j) An annular solar eclipse _____ (take) place in October.

Answers:
a) will be, b) will protect, c) will erupt, d) will increase, e) will help, f) will drop, g) will protect, h) will become, i) will occur, j) will take

2. Find out which of these phenomena are local or regional, and how they have affected your community.

3. Look for research and scientific publications that use climate models and statistical tools to analyze the uncertainty and chance in the occurrence of extreme climate events.

4. With the help of an adult member of your family, interview experts on climate and meteorology, risk, and disaster management specialists, or community leaders that are experienced in prevention and response to extreme weather events.

By integrating these specific activities into the project, you will find relevant and reliable information to support your research, hypothesis, and conclusions. It will also allow you to develop essential abilities in information management in a real-life setting.

To learn more about probability, you can look at the following information sources:

- The book *Colección Sk'asolil, Saberes y pensamiento científico. Segundo grado.*
- Books from other Formative Fields.
- The Classroom Library, the School Library and a public library, or other sources of information available to you.

Find and Learn

It's essential that you keep a record of all the information you find related to climate change.

1. In community, continue the research you conducted in "Seek and Find," gather historic data and analyze patterns and trends using the probability and statistic concepts.

2. Compare the data you gathered and identify similarities and differences in how communities have responded and adapted to these phenomena.

3. Research the strategies, adaptation efforts and mitigation actions implemented in your community, region, or country. Evaluate the effectiveness of these strategies and propose additional measures to address the challenges posed by climate change and extreme daily events.

4. Conduct interviews with professionals and community members to get valuable information on this matter. Go over such information and relate it to the probability and uncertainty involved in daily events.

5. Interview older adults in your community to find out how our ancestors predicted natural phenomena using their knowledge of probability and statistics.

These activities will allow you to use your knowledge of probability and chance in real-life settings and to enrich your knowledge on the subject.

Building and/or Proving
The Possible Paths

After collecting and organizing the information, examine and interpret your findings to come up with significant conclusions and respond to the guiding questions about the project.

To do this, carry out the following:

a) Group discussion: Hold debates to share your findings; establish links between your results and the guiding questions.
b) Visuals and graphic data: Use graphics as well as data organization and visualizing tools to show your results clearly and comprehensively; for example: pie charts, bars, or polygonal graphs.
c) Individual reflection: Think deeply about your findings and write your conclusions in a diary or your notebook.
d) Statistical analysis: In community, implement statistical techniques such as calculations of central tendency and dispersion measures to analyze and explain your results.
e) Relationship between the theory and the concepts learned: Establish connections between your findings and the theoretical and practical concepts learned in class.
f) Evaluating the hypothesis: Assess your initial hypothesis in the light of your findings and conclusions.

Communication
I Got It

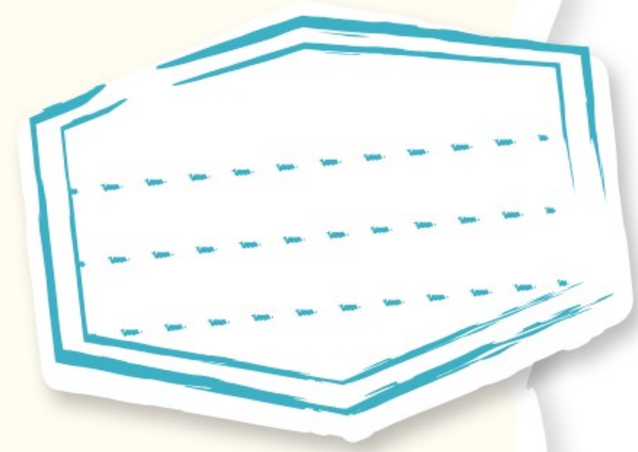
Once you have completed your research and analysis, share your results and conclusions with your classmates, teachers, and the community in general. Ask for feedback and think about what you have learned.

In community, do the following activities:

a) Class presentations: Make an oral presentation using slides, posters, or any resource at hand. In your presentation include a clear description of the objectives, hypothesis, research processes, and the results obtained.

b) School presentation or Science Fair: In this event, introduce your projects to the school community and ask for feedback from classmates, teachers, and parents.
c) Article publishing: Write in your notebook detailed articles on your research, analysis, and conclusions.
d) Meetings with experts and community leaders: Arrange meetings with community leaders and experts on climate change to share your research and receive guidance and feedback.
e) Community action projects: Use your findings and conclusions on your projects to implement awareness-raising, reforestation, and water conservation campaigns.

When planning and carrying out these activities, make sure to call for support and help to communicate your results effectively.



Self-Reflection
Appreciating My Path

Think about your research process and about the activities performed throughout the project. This will allow you to acknowledge your achievements, to identify areas of opportunity, and to develop metacognitive abilities. The following activities will be useful for this purpose:

1. Reflection diaries: Throughout your project, keep a diary to write about your thoughts, the challenges you face, and the goals you set out to achieve.
2. Peer reviews: Share your experiences, offer feedback, and discuss the positive and negative aspects of the activities performed.
3. Self-assessment: Evaluate your performance considering the quality of your research, the effectiveness of your communication, and your ability for working with other classmates.
4. Class discussion: Talk about the research process and the recently implemented activities.
5. Evaluation of activities: Rate the activities performed during the project, considering their importance, the difficulty involved, and the interest they capture.
6. Presentation of the lessons learned: Make individual or community presentations about the lessons you learned during the project. Highlight the abilities acquired and the challenges overcome.

Encourage an honest and reflective learning approach, considering that you will be talking about your work at another time.

7. Finally, write in your notebooks the assembly agreements reached by the community on how the concepts of probability, chance, and uncertainty are used in the statistical analysis of climate change events.

Ethical Principles in the Use of Natural Resources

In this project, you will explore how to protect the environment for our well-being and the well-being of future generations. You will learn different ways to take care of nature, especially water. Finally, you will organize a riverbed cleaning campaign, which will also help raise awareness about the importance of preventing water pollution.

En este proyecto, explorarás cómo proteger el ambiente para nuestro bienestar y el bienestar de generaciones futuras. Aprenderás diferentes maneras de cuidar la naturaleza, especialmente el agua. Finalmente, organizarás una campaña de limpieza del lecho de un río, la cual ayudará a crear conciencia sobre la importancia de prevenir la contaminación del agua.

Problem

As a community, read together:

Is it okay to use a lot of resources, even if it hurts the Earth? Long ago, people thought the Earth had endless resources for us to use. Now, we know that is not true. For example: If we use too much water, we can run out. We cannot just use everything however we want, because it is important to keep everything in balance. However, some people want to continuously buy non-basic consumer goods, while others keep producing them to grow their wealth, and this makes it harder for the Earth to regenerate its resources at a sustainable pace to avoid depletion. Therefore, they are overexploited to respond to the products demand, which in turn hurts the whole planet and is called *ecocide*. We need to be careful about how much we use and take care of the Earth. We need to make sure we're not acting in ways that could end up destroying it.

Identifying the Problem

1. Individually, considering what you read in community, think of practices you've seen at school or in your community which are not good for keeping water clean. Write them in your notebook.
2. As a community, form a circle and take turns describing the practices you wrote in your notebook.
3. On the whiteboard or on a flip chart, write the practices described and talk about how you can help avoid these practices altogether.

Grammar

Will and Going To

	Structure	Examples	Use
Will	subject + *will* + verb in its base form	I *will* go to the store tomorrow.	Used for predictions, promises, spontaneous decisions, and offers.
Going to	subject + am/is/are + *going to*	He is *going to* visit his grandmother next weekend.	Used for intentions, plans, and predictions based on present evidence.

We use *if* clauses to talk about things that might occur if something else happens. These are called *conditionals*, since we use them to describe the results of conditions.

Zero Conditional

We use it to talk about things that are generally true, like rules or laws.

if clause in present simple + main clause in present simple

Example:

If it rains, the ground gets wet.

First Conditional

We use it to talk about situations that we think might happen in the future, considering the present, like consequences, plans, or promises.

if clause in present simple + main clause in future simple

Example:

If global warming does not stop, the melting of glaciers will continue.

Individually, considering everyone else, complete the sentences.

a) If you throw trash on the ground, it _____
b) If we take care of our water, we _____
c) If we contaminate the water, it _____
d) If we recycle our trash, we _____
e) If you see a leak in a pipe, you _____
f) If we protect forests, we _____
g) If we litter in parks, we _____
h) If we tell others about helping nature, we _____
i) If we save water, we _____
j) If we plant more trees, we _____

Finding the Cause

Visibilizing the ecocidal actions of humans helps us understand why they occur and how to prevent them. The development of environmental consciousness leads to proposing actions based on ethical principles such as the following:

1. Respect and care for natural resources.
2. Participation of everyone in taking care of natural resources.
3. Social responsibility for water conservation.
4. Appreciation for nature as something that possesses value in itself.
5. Solidarity and cooperation in addressing local problems.

In communities, investigate the following about the place where you live:

a) What kind of bodies of water exist in your community or nearby?
b) Where does the water you use come from?
c) Where is the water that goes into rivers kept?
d) Are there any rivers nearby? What are their names?
e) How do you dispose of wastewater?
f) What practices in your community contribute to the pollution of bodies of water?
g) How do you waste water?
h) What economic activities that influence water pollution or conservation are common around your community?
i) Which negative impacts have these activities had on the environment?
j) Which are the consequences of water pollution for your community?
k) How can your health be affected by the irrational exploitation of natural resources?

Speaking

In community, discuss what might happen if water is contaminated in your area, and it stays that way. Use conditional sentences with *if* to explain.

Example:

If the water stays contaminated, the fish will get sick.

Action Proposals

1. In assembly, talk about the water problems found in your area. Write down everything you are worried or curious about regarding water and its availability, pollution, or waste, for example.

2. Figure out what you need to do by answering these questions:
   a) What is the problem?
   b) What can you do to help solve it or mitigate it?
   c) How can you work together?
   d) Who can help you solve this problem?
   e) How will you tell everyone about the plan?

3. Start thinking about your project; after brainstorming some ideas, make decisions and write your agreements in a table like the following one:

Name of the Project:	Riverbed cleaning and awareness campaign about the importance of preventing water pollution
Purpose:	

Plan the Steps

Sustainable development means finding ways to meet the needs of the present and to improve our lives without hurting the planet; it's finding ways to be happy and healthy, while also being kind to the Earth and protecting its resources so the ability of future generations to meet their own needs is not compromised.

In assembly, identify actions, the people responsible, and the time needed to carry out each action you plan to take in order to complete your project. Consider the purpose you noted in "Action Proposals," and use the example on the next page as a guide.

No.	Task	People Responsible	Time
1	Specify the scope of the activity.	Everyone	
2	List tasks to do before, during, and after the campaign.	Everyone	
3	Form committees with specific tasks prior to the campaign.	Everyone	
4	Specify the actions of each committee for the development of the campaign.	Each committee	
5	Draft an ethical manifesto as part of the campaign.	Everyone	

A *manifesto* is a descriptive list of things a group of people believe in.

Writing

1. Individually, considering everyone else, do the following:
   a) Think of what you care about and what you want to change to reduce your environmental impact on the Earth.
   b) In your notebook, write five conditional sentences about concrete actions you can take and describe how you will protect the environment and the components of it that are in danger.

   Example:
   If the forests are filled with trash, I *will* clean up and promote disposing of trash in the correct manner.

2. In assembly, share your reflections.

Following Through

Now it is time to make your plans a reality.

1. Get everything ready for your campaign, like cleaning tools, posters, and information sheets.
2. Talk to local leaders and other people in your community to get their support for your campaign. They can help by letting you clean up, and maybe add some ideas for running the campaign.
3. Work together with your community to do the activities you planned. Make sure to be safe and follow the rules.
4. Follow how your campaign is going. If something isn't working, try to fix it so you can reach your goals.

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5. Take pictures and videos. Write down what you're doing. This will help you see how well you are doing and share your success with others.
6. In assembly, create a manifesto. Use conditionals to enumerate the things you care about and how you and your community will protect them.
   a) Design a poster with your community manifesto and place it where everyone can see it and be reminded of the ethical practices you will enact.

Recording the Experience

Now is the time to learn from what you did, and help others understand why it's important to care for the Earth.

1. As a community, make a visual aid to share with your school community. Include your manifesto. Ask others to join and promise to care for the planet too.

2. On your own, without forgetting your experience as part of a collective, write in your notebook about:
   a) What makes the environment get worse?
   b) What things around you help keep Earth's resources?
   c) Why is it important to do things to help the environment?

3. Then, share what you wrote with your class community. Your teacher can help you share your ideas with everyone during a school meeting.

Appreciating My Path

1. On your own, without forgetting your experience as part of a collective, think about:
   a) How did you do during the project?
   b) What new things did you learn?
   c) How did you agree with your classmates?
   d) Did you use the right tools for the project?
   e) What problems did you have?
   f) What do you think about the project now?

2. Then, talk about your answers with your classmates in assembly.
3. Decide together what you want to do next to help the environment.
4. Finally, write in your notebooks the assembly agreements reached by the community regarding the use of natural resources.

Democratic Decision Making and Assertive Attitudes

In this project, you will evaluate the best strategy to design game tombolas, with the aim of favoring democratic decision making, collective participation, the promotion of learning environments and assertive attitudes, as well as the achievement of common goals.

En este proyecto, evaluarás la mejor estrategia para diseñar tómbolas de juegos para promover la toma de decisiones democráticas, la participación colectiva, la promoción de ambientes de aprendizaje y actitudes asertivas, así como alcanzar objetivos comunes.

Awareness

What Are We Doing?

Through the creation of sport games, you will promote democratic decision making, collective participation, and the development of assertive attitudes.

Starting Point

In every human interaction, there are similarities and differences in terms of needs, preferences, and interests. In games, decisions are made based on roles, positions, functions, or strategies. Sometimes, these decisions do not meet personal or group expectations.

In games, a communication process based on assertive and democratic attitudes is required to establish action plans. This means a respectful, empathetic, and conciliatory dialogue that considers and prioritizes the achievement of common goals, without losing sight of individual will and fulfillment.

Making democratic decisions in games and in everyday life is not easy. Sometimes it means giving up on one option and staying true to others.

To make the best decision, it is necessary to reflect on all the options, as well as the pros and cons of each one. It is also important that those involved agree when it comes to deciding.

Inquiry Design and Development

That's the Question!

Making democratic decisions requires knowledge, skills, values, and willingness. It also requires designing activities that, in a suitable learning environment, promote assertive attitudes and everyone's participation.

In daily life, inside and outside of school, and for different reasons, there are times when finding the best alternative to solve a situation or make decisions together, with respect, tolerance, empathy, and a good attitude, becomes a problem.

1. In communities, reflect on the following causes that create problems due to poor collaboration or bad communication. Discuss them and write in your notebook other causes that you identify.

   Cause 1. Environments where each person acts based on their own interests.

   Cause 2. Poor or null disposition for dialogue or disrespectful attitudes when someone contributes.

2. Individually, without forgetting others' feelings and opinions, identify the cause with the greatest impact on your school, family, group of friends, or in the general community. Answer in your notebook the following:
   a) How can it be solved?

What I Do Know and What I Want to Know

In assembly, answer the following questions to assess your knowledge and skills:

a) What is a tombola and how is it played?
b) What do you understand by democratic decision making?
c) How can democratic decision making be promoted?
d) What games promote democratic decision making and an assertive attitude?
e) What games, instructions, and materials can be included in a games tombola to promote democratic decision making?
f) How are game situations analyzed when it comes to the development of decision making and assertive attitudes?

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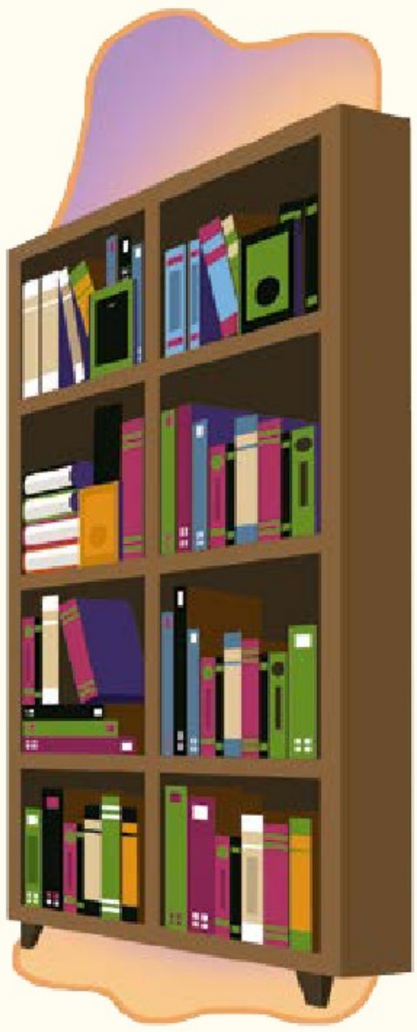
What I Need to Know

1. In communities, research in different sources information about democratic decision making towards collective participation in games. Reflect on the answers to the questions in "What I Do Know and What I Want to Know."
   a) In the *Colección Sk'asolil. De lo humano y lo comunitario. Segundo grado,* review the articles "Estrategias integrales de juego ante distintas situaciones" and "Diseño de ambientes en donde se favorece la participación de todxs." Also, search in the *Colección Sk'asolil* of other Formative Fields.
   b) Look in the Classroom Library, the School Library, or the public library for popular science magazines and articles, books, videos, or interviews with experts in the field.
   c) Contrast your final comments with those which prompted the questions during the assembly.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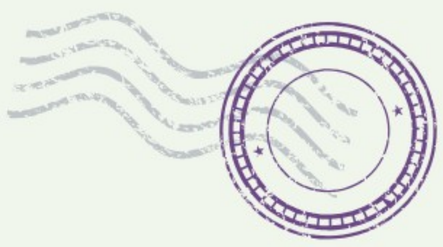
2. In community, reflect and discuss: What knowledge, skills, attitudes, and values incentivize decision making towards collective participation?

Vocabulary



Individually, complete the sentences using the following words:

communication respect empathy consensus role

a) When making democratic decisions, it's important to listen to everyone's ideas with _____.
b) Good _____ skills help us understand how others feel during a game.
c) We can achieve our common goals through effective _____.
d) A successful game often requires a clear _____ for each player.
e) Sometimes, reaching a _____ means accepting the general will and giving up a little bit on what you want.

Answers: a) respect, b) empathy, c) communication, d) role, e) consensus

Building and/or Proving

Organizing the Activities

1. In community, and with the help of your teacher, answer the following:

What types of games will be included in the tombolas?	
What instructions or game modes will be included?	
What game materials will be incorporated?	
Who will make the tombolas?	
What materials are needed to make the tombolas?	
What will be taken into consideration to adapt the games?	
Who will participate in the tombolas and in the development of the games?	
When will they be held?	
How will the activity be promoted?	

2. Based on what has been defined, organize the activities for the project development. To do this, consider the following:
   a) Define the games and instructions that will be included in the tombolas. You can come up with new categories to enrich the possibilities of the games' design.
   b) Choose the materials that will be used to make the tombolas. Keep in mind that you will make a tombola for each category.
   c) Organize the communities responsible for the game proposals based on the criteria for each tombola.
   d) Design the formats to reflect each proposal.
   e) Structure a participation roster to present each game. Agree on the participation rules.
   f) Implement motor action circuits in which each community invites people to participate in the games designed.
   g) Take breaks during the games to give yourselves a moment to make new decisions that reinforce the purpose of the project.
   h) Prepare an informative compendium on the designed games.

Grammar

Present Perfect

The present perfect is used to talk about actions that happened at an unspecified time in the past, or that started in the past and still have relevance in the present.

Affirmative

subject + *has/have* + *main verb in past participle* + object

We *have played* many games this year.
She *has learned* a lot about democratic decision making.

Negative

subject + *has/have not (hasn't/haven't)* + *main verb in past participle* + object

She *hasn't seen* the project results yet.
They *haven't designed* the tombolas yet.

Individually, fill in the blanks with the present perfect tense of the verbs in parentheses.

a) She _____ (travel) to many countries for her sports competitions.
b) We _____ (not see) that movie yet.
c) The students _____ (research) different sources of information about democratic decision making.
d) They _____ (live) in our community for ten years.
e) I _____ (write) three emails to my teammates today.
f) We _____ (complete) many projects together this semester.
g) They _____ (not finish) their homework yet.
h) We _____ (call) our grandparents to invite them to our games.
i) She _____ (want) to learn how to play the piano for years.
j) They _____ (not decide) the game instructions yet.
k) I _____ (read) that book many times.
l) I _____ (learn) to respect other people's views.
m) The teacher _____ (not explain) the rules of the game.

Answers: a) has traveled, b) have not seen, c) have researched, d) have lived, e) have written, f) have completed, g) have not finished, h) have called, i) has wanted, j) have not decided, k) have read, l) have learned, m) has not explained

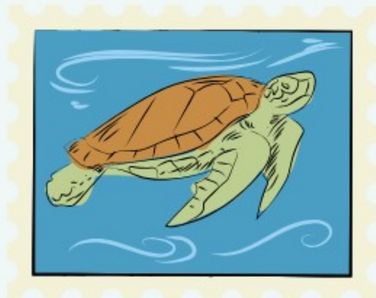
Creativity at Work

1. In communities, write on sheets of paper the information on the games, instructions, or objects you have agreed on for the following categories:
   a) Types of games: chase, cooperative, divided court, among others.
   b) Materials: two balls, three hoops, two ropes. Consider objects available in your surroundings.
   c) Work modalities: holding hands, in pairs, using only the lower extremities, among others.

2. Get cardboard boxes, one for each category. These will be the tombolas.
   a) Make an opening on one side of each box so that your hand can fit through.
   b) Decorate and label each tombola according to the established category.
   c) Fold each sheet of paper and insert it into the corresponding tombola.

3. Shake the tombolas to mix up the papers.
   a) Each community draws a paper from each tombola.
   b) Design a game based on the information from each piece of paper obtained from the tombola. Include all the participation actions and game rules.
   c) Define the place and the day to play the games.

Game name: Let's Catch the Ball!
Work mode: In pairs, holding hands



Materials

- 2 long ropes
- 1 ball

Description

The game consists of using the two ends of a basketball court or playground to make two circles on the ground, one with each rope. The teacher will pass the ball to one of the pairs, and the others will move around the court and be ready if the ball is thrown to them. The goal is to pass the ball between several pairs so that one can place the ball inside one of the circles and thus obtain a point. It can be done by time or by getting a certain number of points.

Rules

1. The person who catches the ball cannot throw it to another pair; their partner must do it.
2. You cannot move forward with the ball.
3. The pairs keep holding hands and move around the entire playground.
4. Only after getting a point, you can pass the ball to a pair who hasn't had the ball.
5. You must alternate circles to get points.
6. If the ball falls, it must go back to the starting circle.

4. Bring the necessary materials to practice the games you designed.

5. Play and have fun. When you do, value decision making towards active and collaborative participation to achieve common goals.

6. Share the project's development with the school community, and even with the community outside of school to know their response to the achievement of the project's purpose.

Sharing and Assessing What We Learned

1. In assembly, reflect and discuss:
   a) How did the project promote the understanding of the knowledge, skills, values, and attitudes necessary for democratic decision making?
   b) How were learning environments promoted through the design of different games?
   c) How did an assertive attitude and community consensus manifest themselves in the decisions to have a new way of acting within the games, based on roles, positions, and strategies?
   d) How did you bolster the design of environments that promote respect for the expression of ideas to respond to the needs, tastes, and interests of those who made democratic decisions?
   e) What communication strategies and feedback instruments were used to announce the project's findings?
   f) How would you improve decision making within the game in order to promote active participation and the achievement of common goals?

Gimenna Schiaffini Rosales, PUEBLA

2. Finally, write in your notebooks the assembly agreements reached by the community to encourage collective participation in game situations that promote learning environments and assertive attitudes.

Floating Gardens

Of great beauty and relevance, Xochimilco is a natural treasure, millenary culture, party, and celebration. Saying its name means bringing up its ***chinampas***, or floating gardens, which feed the people and foster tradition.

Lake Xochimilco and its *chinampas* were declared **Heritage of Humanity** in 1987 by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) with the purpose of contributing to its conservation.

Xochimilco is in the **southeast** of Mexico City, and it is in its *chinampas* where, according to the villagers, flowers are cultivated in as many colors and tones as exist in the world... That is why it is known as **The Land of Flowers**.

Did You Know That?

The *chinampería* is one of the more sustainable cultivation methods. Many harvests are done every year, and much food is produced with less ecological damage, because:

- No artificial fertilizer is needed, so there is less water and soil pollution. The white mud at the lakebed provides the crop with the necessary nutrients so that the plants grow well.
- No watering is needed, and water is not depleted because *chinampas* are always floating, and plants are always humid.
- There is no affectation to the natural species that live in the place because the *chinampas* don't cause drastic changes to the water ecosystem.
- The soil is not affected because of the crop rotation.

The crops in *chinampas* are in balance with the ecosystem.

Before and After

The word *chinampa* comes from the Náhuatl *chinamitl*, which means "fence made with canes," because this was the way *chinampas* were structured by the pre-Hispanic towns in these places. These constructions allowed an increment of firm land and created an agricultural method.

Historians say that in the Great Tenochtitlan, the capital of the Mexica Empire, there was a big food shortage. The first Lord of Xochimilco, named Acatonalli, suggested to the maximum authority, or council of elders, to obtain more terrain from the lake by knitting nets **made of reed canes, sediment, and shore plants**. To border, solidify, and give shade to the crop, each parcel should be surrounded by *ahuejote* trees.

This was how the first *chinampas* were made, and they produced enough corn, beans, chili, and zucchini, not only to feed the inhabitants, but also to have products to trade with neighboring towns.

The diet of Mexica people was enriched with **proteins** from frogs, axolotls, freshwater shrimps, edible bugs, and some other insects and their larvae. However, nowadays, some of these animals are endangered, therefore, they are no longer considered as part of the menu.

The biggest development of the *chinampas* was accomplished in 1519, when they occupied almost all the surface of Lake Xochimilco. The expansion was so intense over the years, that it caused Mexico-Tenochtitlan to develop into a growing **floating city**.

Today, Lake Xochimilco is a **reserve of species**, like the *axolotl* or *ajolote*. It is fundamental to the conservation of other animals, like many birds that fly in big flocks every morning towards the mountains and forests of Tlalpan and Iztapalapa, and then come back to the lake at sunset.

Unfortunately, this marvelous system of *chinampas* has suffered some damage because of pollution. In 1991 a plan of **ecological rescue** was created. This plan includes the cleaning of the channels, the conservation of the culture, and the recovery of ancestral crops.

This project, once again, will favor **sustainable feeding** by means of the production of good quality food, preserving the environment and not compromising the feeding needs of future generations.

Finally...

If you and your family can visit Xochimilco, you will enjoy a ride on the ***trajinera*** and, although getting close to the *chinampas* is not allowed, you will be able to observe them from the *trajinera*. You won't believe your eyes... Maybe, you will understand what Bernardo de Vargas said in the 16th century about the floating gardens:

"Something never seen in the world."

Reading

Read the following statements and write T for true and F for false, according to what you read.

a) *Chinampería* is a dangerous planting method. ( )
b) Pesticides and chemical substances are needed for *chinampería*. ( )
c) This planting method saves a lot of water. ( )
d) Livestock is not affected by this way of planting. ( )
e) Crop rotation is very common in this practice. ( )
f) The *chinampas* permitted to create an aquacultural method. ( )
g) Acatonalli was the first Lord of Tenochtitlan. ( )
h) *Ahuejote* trees were used to surround the parcels. ( )
i) *Chinampas* produced beans, corn, and carrots. ( )

Answers: a) F, b) F, c) T, d) T, e) F, f) T, g) F, h) T, i) F

Vocabulary

Observe the following words related to floating gardens and write their meaning considering the context.

Agriculture	Agronomy	Rural
Cultivation	Aquaculture	Crop
Agroecology	Crop rotation	Chemical substance
Livestock	Irrigation	Pesticide

Grammar

1. In communities, look at the following table:

Present Perfect

The present perfect tense is used for actions that started in the past and may, or may not, continue in the present or future.

Ever	Never
Ever means *at the time*. We can use it in questions and affirmative sentences, and it is placed between the auxiliary *have* and the main verb in past participle. Examples: *Have* you *ever planted* a tree? *Has* your mom *ever cooked* squash? This is the first time I *have ever come* here.	*Never* is a contraction of *not ever*. It means at no time or not at any time, and it is placed between the auxiliary *have* and the main verb in past participle. Examples: I *have never been* to Xochimilco. She *has never seen* a *chinampa*. We *have never read* about this.

1. Now, individually, read the following questions carefully, and underline the answer that applies to your own experience.
   a) Have you ever visited the southeast of Mexico City?
      Yes, I have visited the southeast of Mexico City.
      No, I have never visited the southeast of Mexico City.
   b) Have you ever heard of *chinampas* before?
      Yes, I have heard of *chinampas* before.
      No, I have never heard of *chinampas* before.
   c) Has the teacher ever told you about the heritages of humanity that exist in Mexico?
      Yes, she has told me about the heritages of humanity that exist in Mexico.
      No, she has never told me about the heritages of humanity that exist in Mexico.
   d) Has your family ever gone to the Land of Flowers?
      Yes, we have gone to the Land of Flowers.
      No, we have never gone to the Land of Flowers.

2. In communities, make five questions using *ever* and ask them to some classmates to practice answers with *never*.

Example:
Have you ever traveled on a *trajinera*?
No, I have never traveled on a *trajinera*.

Reading

Ancient Aztec Floating Gardens That Fed 200,000
Destroyed by Spanish in 1519 Called *Chinampas*
By Leaf of Life

1. Individually, read the following text:

Mexico [City] was formerly an island that fed [200,000] inhabitants from floating gardens called [*chinampas*]. During the Aztec Empire, 200,000 people lived on an island in the middle of a lake [in] Tenochtitlan, now Mexico City. It was the biggest and best-fed city in the world and completely surrounded by water. They survived from floating gardens, that converted the marshy wetlands of Lake Texcoco into arable farmland called [*chinampas*].

Each garden was 300 feet long by 30 feet wide.

To make a garden, workers weaved sticks together to form a giant raft and [then] piled mud from the bottom of the lake on top of the raft to create a layer of soil three feet thick. The rectangular gardens were anchored to the lake by willow trees planted at the corners. Each garden was lined on all sides by canals to allow canoes to pass with workers and materials.

This network of gardens extended for 22,000 acres across the surface of the lake. The floating gardens were companion planted with corn, beans, squash, tomatoes, peppers, and flowers and these incredible gardens yielded seven crops per year.
In 1519, they were discovered by [Cortés] and the Spanish, who documented the incredible [self-sufficient] city before ordering the destruction of the [*chinampas*].

2. Now, draw the following table in your notebook, comparing and contrasting the information you got from the previous reading and the one from "Floating Gardens" at the beginning of the lesson.

Compare (Things That Are Similar)	**Contrast** (Things That Are Different)

Use of Tools, Machines, and Instruments in the Healthcare Field

In this project, you will identify the characteristics of some tools, machines, and instruments and their use in the healthcare field, and how they facilitate, regain, or increase human capabilities. You will also make a catalog of tools, machines, and instruments aimed at improving health.

En este proyecto, identificarás las características de algunas herramientas, máquinas e instrumentos, y sus usos en el campo de la salud, y cómo facilitan, recuperan o aumentan las capacidades humanas. También, harás un catálogo de herramientas, máquinas e instrumentos para mejorar la salud.

Awareness

What Are We Doing?

The characteristics of tools, machines, and instruments used in the healthcare field will be examined to make a catalog of the equipment available in clinics, hospitals, and health centers, so that the community members know which services they can have access to.

Starting Point

Human beings have always manufactured technical objects and instruments that can help them meet their needs, facilitate their activities, and increase their physical capabilities.

Nowadays, it is common to listen to conversations or find information and data about technological developments that influence the economic, health, education, and agriculture sectors, among others.

Dealing with a pandemic as serious as COVID-19 was a turning point in the lifestyle of the entire population, since this health contingency led to a closer link between human activities and technology. Many technological advances were vital to continue with our activities. For example, the use of communication and information technologies at work and school was enhanced, and, at the same time, technical advances were essential to design and produce vaccines.

Many of these advances took place in the healthcare field; for example, in dentistry it is now more common to use resins to treat cavities than to apply amalgams made of mercury (which can affect your health) and other metals.

1. To start the discussion and understand that technical advances have helped humanity from the beginning, in communities and with the help of your teacher, reflect on how human beings have enhanced their capabilities by using tools, machines, or instruments. Ask yourselves questions such as:
   a) What is technology?
   b) How was food preserved before refrigeration processes were invented?
   c) How was water heated before metal containers existed?
   d) How were large buildings, such as pyramids, built with no heavy machinery like cranes?
   e) How has it been possible to explore space?
   f) How have the ways of communicating changed?

2. Write the answers in your notebook. You can revise these reflections during your project.

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It's worth acknowledging that technical advances not only respond to technological devices such as computers, sensors, robots, or satellites, but they are also part of the history of humanity and have allowed us to solve endless problems.

The information included in the table below will help you identify the characteristics of instruments, tools, and machines.

	What Are They?	Examples
Instruments	Objects manufactured or made up of a combination of pieces which are used to perform a job or an activity. They are useful for measuring or exploring some phenomena or processes in greater detail.	Microscopes, magnifying glasses, needles, thermometers, scales, clocks
Tools	Devices used in mechanical work that requires the exertion of some physical force to execute tasks with greater precision and dexterity.	Scissors, tweezers, scalpels, screwdrivers, hammers
Machines	Set of mobile and fixed elements which operation makes it possible to harness, direct, regulate, or transform energy. They enhance physical strength to move heavy objects, and to fix, measure or record data or events.	Pulleys, stretchers, wheelbarrows, motor vehicles, meters, monitors

Inquiry Design and Development

That's the Question!

Technological advances in the healthcare field have helped improve medical attention and promote a better quality of life; however, how do you know what devices or equipment the health facilities in your community have?

Read the following text, which provides an example.

> Marcela has a problem: Her blood pressure is high and she must be careful to keep it within certain limits. To do this, it is essential for her to get detailed records of her blood pressure levels.
>
> One day her neighbor asked her, "Marcela, have you recorded your blood pressure levels?"
>
> Marcela replied, "What can I tell you? I haven't been able to take my blood pressure because I don't have the device for doing it and I can't buy one."
>
> "Why don't you go to the health center? They can take it there every day", her neighbor explained.
>
> "Oh, is that possible?" Marcela answered.

How can you know what services and equipment are available in your community?

This kind of information will be provided in a catalog, which will include a list of the services, health equipment, and community services offered. You can check this data in the catalog and find out how to use health equipment and services.

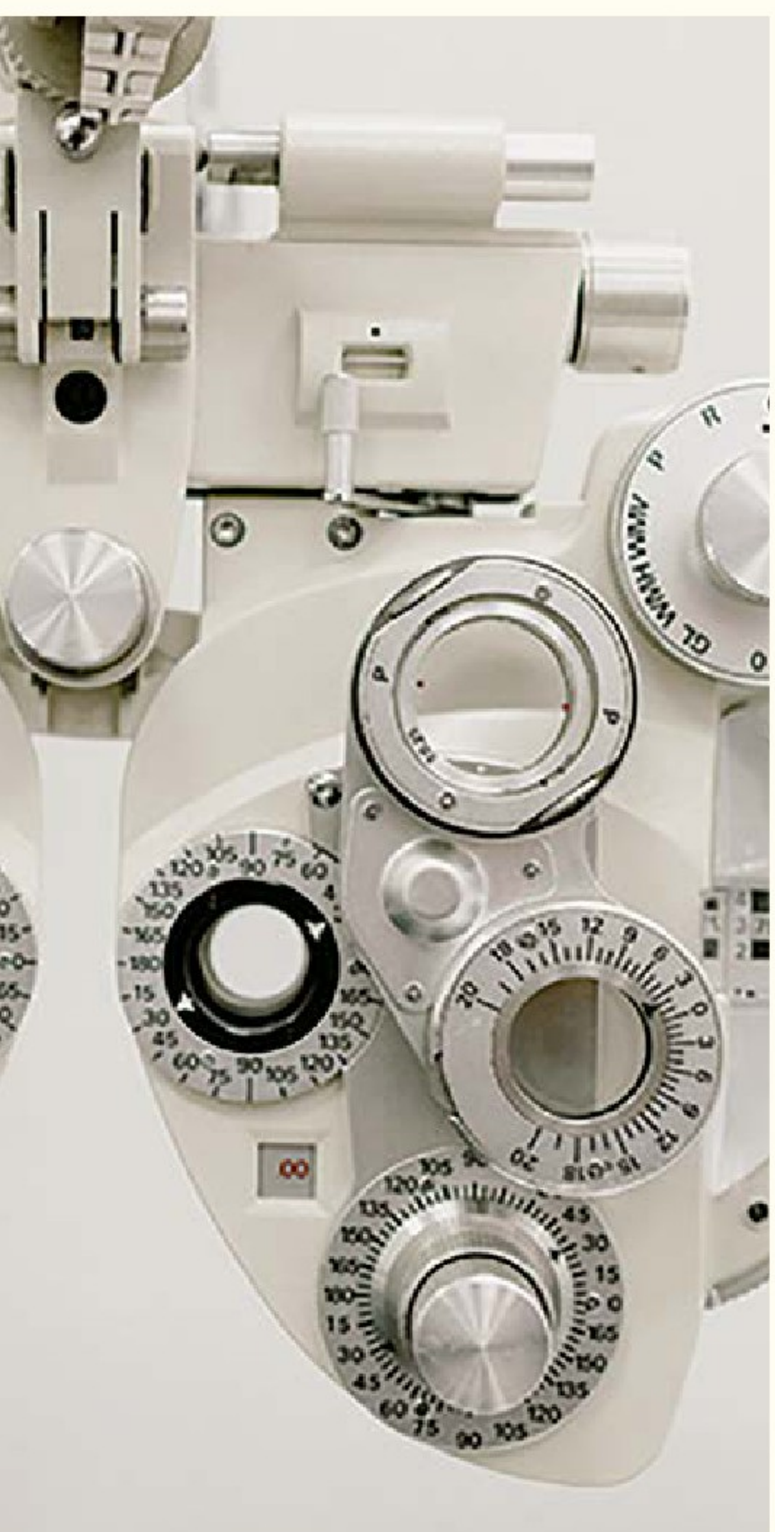
What I Do Know, and What I Want to Know

In community, brainstorm answers to the following question: What machines, instruments, and tools are used in a hospital, health clinic, clinical laboratory, or doctor's office in your community?

1. List the technological devices used in these places.
2. Mention what you remember or know about the use of each device.
3. Classify them according to whether they are machines, instruments, or tools.

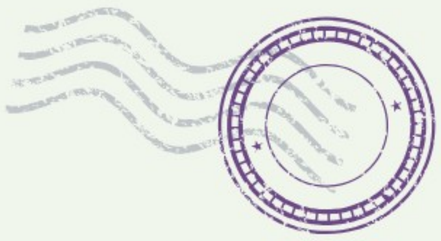
This data will be the basis for creating an information catalog for the community.

What I Need to Know



1. In community and with the help of your teacher, write a script with steps to interview several hospital staff members (nurses, orderlies, dentists, doctors, and social workers) about how technical devices for health care have evolved and how they've helped the population. The following are the kind of questions you can include in such script.
   a) What have been the greatest technical developments in the treatment of diseases like cancer, diabetes, or cardiac conditions?
   b) How have mobility treatments changed for patients with arthritis, amputations, or some other disabilities?
   c) What is the latest medical equipment available in the clinic, doctor's office, hospital, or health center, for the benefit of the community?
   d) How have technological advances improved the health and quality of life of patients?
   e) What technological advances were developed during and since the COVID-19 pandemic?
2. Record on a table the instruments, machines, and tools used by your community's health services.
3. In assembly, and with the help of your teacher, exchange your opinions about the scripts and tables and, if necessary, modify and adjust them to standardize the information.

Vocabulary



1. Individually, look up these instruments and machines in a dictionary, or on the internet, and write what they are used for.

   a) Blood pressure cuff: _____

   b) Oximeter: _____

   c) Stethoscope: _____

   d) Incubator: _____

   e) Defibrillator: _____

   f) Glucose meter: _____

   g) Thermometer: _____

   h) Audiometer: _____

2. Answer the question: What is the name of this instrument?

   _____

Answer: oximeter

3. Write on the line the name of each tool, instrument, or machine.

a) _____

d) _____

b) _____

e) _____

c) _____

f) _____

Answers: a) blood pressure cuff, b) defibrillator, c) stethoscope, d) incubator, e) thermometer, f) glucose meter

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Grammar

Present Perfect Tense

Affirmative

subject + auxiliary verb *have/has* + *past participle* + object or complement

I *have completed* all my homework.

Negative

subject + auxiliary verb *have/has* + *not* + *past participle* + object or complement

She *has not taken* chemistry.

Interrogative

auxiliary verb *have/has* + subject + *past participle* + object or complement + ?

Have you *performed* an experiment?

Note: The adverb *ever* expresses the idea of an unidentified time before now. It also means *anytime*.
For example: Have you *ever* had surgery? No, I have *never* had any surgery.

For	Since
Shows amount of time.	Shows when an event started.
I have been a nurse *for* ten years.	I have been a nurse *since* 2014.

1. Individually, write on the line *for* or *since* to complete each sentence correctly.

a) The use of oximeters has increased _____ 2019 because of the pandemic.

b) Doctors study _____ years to become professionals in their field.

c) The incubator has been used _____ more than 144 years.

d) Has the doctor been in a surgery _____ ten hours?

e) International Nurses Day has been celebrated on Florence Nightingale's birthday (May 12) _____ 1965.

f) My sister has worn an arm sling _____ two months because she broke her arm.

g) I have studied medicine _____ I finished high school in 2022.

h) In my community there have not been any doctors _____ more than five months.

i) Has your brother taken pills _____ he was diagnosed as hypertensive?

j) I have consulted with the doctor about my treatment _____ I was diagnosed with the flu.

Answers: a) since, b) for, c) for, d) for, e) since, f) for, g) since, h) for, i) since, j) since

2. Read the following sentences and identify which ones are written correctly and which ones are not.

Sentence	Correct	Incorrect
a) I hasn't gone to the doctor since 2022.		
b) My brother has measured his temperature with a digital thermometer.		
c) I have not gotten my vaccine. I need to go to the hospital.		
d) The cardiologist has checked my heartbeat and I'm in a great condition.		
e) Martha and Luis has made a donation to the blood bank.		
f) Ligia and Lourdes has taken new medication with good health results.		
g) Has he taken his blood pressure?		
h) She have made the experiment.		
i) I have verified the patient's oxygen levels.		
j) How has you mixed the injection?		

Answers: a) incorrect, b) correct, c) correct, d) correct, e) incorrect, f) incorrect, g) correct, h) incorrect, i) correct, j) incorrect

3. Now, rewrite correctly the incorrect sentences.

Answers: a) I haven't gone to the doctor since 2022. e) Martha and Luis have made a donation to the blood bank. f) Ligia and Lourdes have taken new medication with good health results. h) She has made the experiment. j) How have you mixed the injection?

When you are looking for information to work on your project, you can use the following kind of questions:

A: Have you ever used a blood pressure cuff?
B: Yes, I have used it since 2023, when I had a heart condition.
A: Have you ever used a stethoscope?
B: No, I have never used that instrument.

4. In communities, read the following information and match the questions with their answers.

I. Have you ever had a heart attack?
II. How has your health improved with technological advances?
III. Has the hospital ever had a defibrillator for emergencies?
IV. Have people started to use the oximeter more frequently?
V. Has the hospital ever had a vital signs monitor?

a) My health has improved since 2023 because I had a titanium plate placed in my arm.
b) Yes, people have started to use the oximeter more frequently since the pandemic.
c) No, the hospital has never had a vital signs monitor.
d) No, I have never had a heart attack.
e) No, the hospital has never had a defibrillator.

Answers: Id, IIa, IIIe, IVb, Vc

5. In pairs, fill in the blanks using *for* or *since* to complete the sentences.

a) The doctor has worked here _____ 2000.

b) He has been my family doctor _____ I was a teenager.

c) She has waited _____ half an hour to buy some face masks.

d) The patient's blood pressure has been high _____ more than three hours.

e) He has studied medicine _____ three years now.

Answers: a) since, b) since, c) for, d) for, e) for

6. Now, order the steps to measure blood pressure.

( ) Measure your pressure again.
( ) Place the cuff around your upper left arm.
( ) Stay calm and do not move until the machine finishes.
( ) Check the numbers shown and write them.
( ) Press the button to start and wait.

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Answers: 5, 1, 3, 4, 2

Building and/or Proving
Organizing the Activities

In assembly, read the following questions about what you need to develop your own catalog of instruments, tools, and machines. With the help of your teacher, draw and fill in a table like the following:

Activity	Description
What are we going to do?	To gather information about the machines, tools, and instruments used in the health care facilities of our community.
How are we going to do it?	By conducting interviews and drawing a table to organize and write the information.
Why are we going to do it?	To create a catalog of the machines, tools, and instruments used in our community's health services, and to inform the population about which ones they can have access to.
What time are we going to do it?	
How are we going to organize the activities?	
What resources do we have?	
What materials do we need?	
Others	

Creativity at Work

1. In communities, arrange a visit to a health center or clinic. Gather the information required to fill the table, as well as to conduct the interviews.
2. Find out where health services are provided in your community:
   a) Hospitals
   b) Health centers
   c) Medical office (dental, optical, hearing, podiatry, among others)
   d) Clinical laboratories
   e) Dispensaries
3. Visit some of these facilities and request an appointment for an interview.
4. Read the following tips to conduct the interviews:
   a) Make sure you follow the script to optimize the time invested.
   b) Whenever possible, ask for permission to take some photographs of any instruments, machines, and tools available.

c) Use the voice recorder on your mobile device.
d) If possible, film the interview. It will be useful for a video catalog. Remember, you must have authorization to do so.

5. Conduct the interviews:
   a) Organize the data and images of the instruments, machines, and tools used to regain, improve, or replace some bodily functions, and classify them.
   b) If there is only one health center, you can find out which services are provided and visit each facility (dental service, general medical consultation, nutrition, laboratory, among others).
   c) Once you have the information, in assembly, select the best items and images to include them in the catalog. Then, answer the questions with short and attractive sentences, for example:
      - Did you know that there are financial aids for buying low-cost wheelchairs in the community?
      - Are you aware of the technological innovations that help improve your vision with lenses that darken in sunlight? Are they available in your community?
      - Did you know that orthopedic services to treat problems related to the musculoskeletal system (surgeries, devices, or therapies) are available in your community?
      - Did you know that there are permanent vaccination campaigns at the community's clinic?
      - Did you know that your community provides ambulatory surgery services for some medical conditions?
      - The following services are available in the community:
        - Devices and test strips to measure the concentration of glucose in blood.
        - Devices for measuring blood pressure.
        - Devices to improve hearing.

6. Let's make the catalog! Remember the following:
   a) Use drawings or photographs to make it attractive.
   b) If you use the video catalog format, you can share it in social networks.
   c) Include a thank you note for those who helped you, as well as for the place you visited.

Sharing and Assessing What We Learned

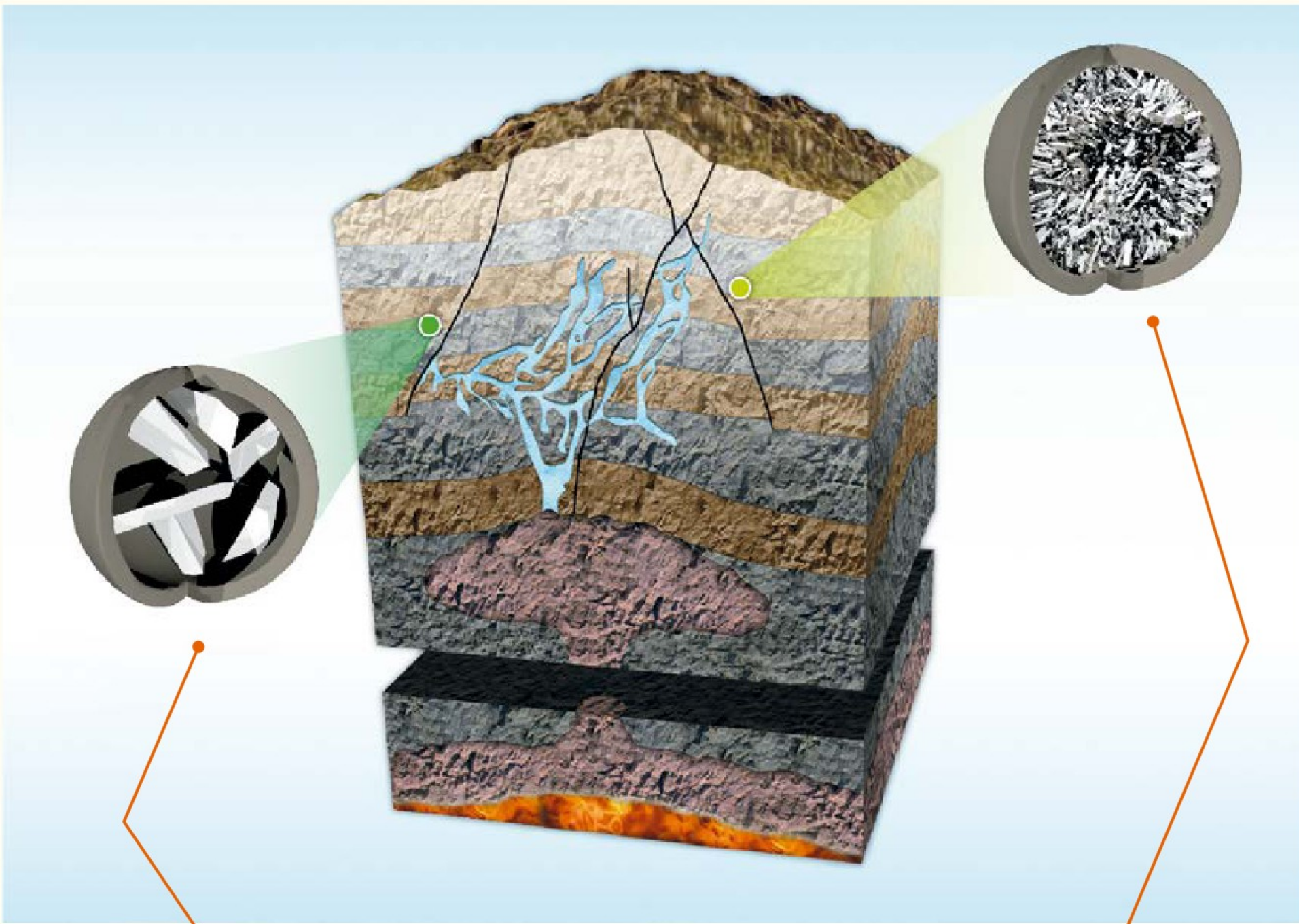
1. Present your project to the school community in an exhibition or on a wall newspaper.
2. Share your catalog in the community where you live; you can paste copies in public places, such as libraries, kiosks, and markets, among others.
3. In assembly, talk about the impact of the catalog.
4. Talk to your family about the usefulness of tools, machines, and instruments that facilitate and increase human capabilities in the health field.
5. Finally, write in your notebooks the assembly agreements reached by the community to learn more about the machines, tools, and instruments that you can get access to in the health field.

Big Underground Crystals

The Naica Mine, located in Saucillo, **Chihuahua** is a natural wonder known for housing the **largest** crystals in the **world** hundreds of meters underground.

Its history goes back more than 250,000 years, when volcanic and geothermal activity in the Naica region generated large deposits of **minerals**. These minerals dissolved in the groundwater that flowed through the rocks, creating enormous chambers. Because the cave is on a hill, it was sealed like a bubble, and the heat from the magma inside produced liquid and gas with excess sulfides. As time passed, water seeped in from the surface, and the **temperature changes** turned minerals into **selenite crystals**.

There are two caves inside the mine:



At a depth of 290 meters

•

The temperature is 54 °C

The Cave of **Crystals**, discovered in the year 2000, contains giant selenite columns ranging from **five** to **twelve** meters in length —equivalent to the size of a bus— and diameters of up to four meters, stretching from floor to ceiling and weighing up to **55** tons.

At a depth of 120 meters

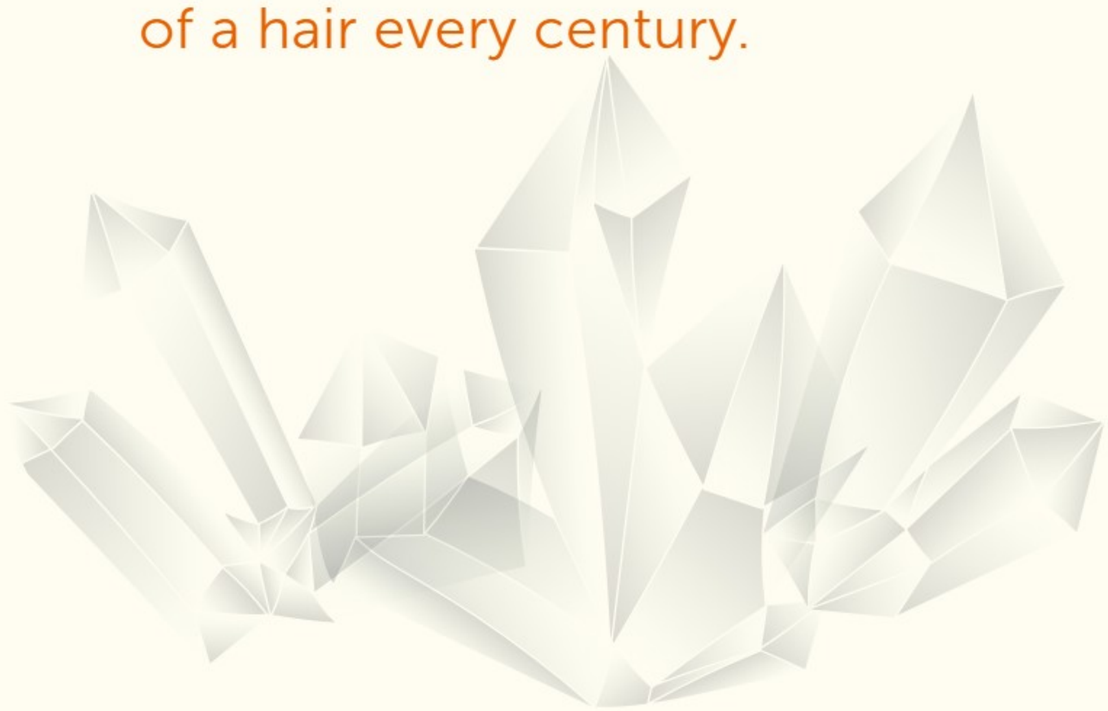
•

The temperature is 47 °C

The Cave of **Swords** was discovered in 1910 and named for the size of its crystals, which can reach up to **two** meters in length, covering the ceiling and walls.

A few years ago, tourists could visit the Cave of Crystals. However, due to **extreme temperatures**, humidity, and the presence of **toxic gases** (like hydrogen sulfide and carbon dioxide), access is now limited to researchers and scientists, who can stay for a maximum of **ten minutes** and must wear special suits.

Researchers have determined that crystals grow the equivalent of the thickness of a hair every century.



Since its discovery, the Cave of Crystals has been studied through various **scientific experiments**. Scientists want to understand how these mineral formations grew and their chemical composition.

In 2007, Penelope Boston, director of NASA Astrobiology Institute, and her team found 50-thousand-year-old **microorganisms** inside the crystals; surprisingly, they were still alive. That was because they carried out a process called *chemosynthesis*, which involves getting energy from sulfur and iron. It was an important finding because it could help us understand the evolution of microbes on our planet.

Chihuahua received the Guinness World Record for housing the cave with the largest crystals in the world.

The discovery of the Cave of Crystals in Naica has been a landmark in science, and it has allowed scientists to understand more about the formation of crystals and their potential use in scientific research. While the cave is still of interest to tourists, its **preservation** and **safety** are the main priorities to guarantee it continues to be **studied** and **enjoyed** by future generations.

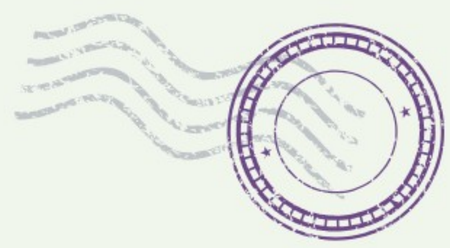
Reading

Discuss the following questions with your classmates and write the answers in your notebook.

a) What caused the formation of large chambers and crystals inside the Naica Cave?

b) Why can't tourists visit the Cave of Crystals anymore? And what do scientists need to do when they study it?

Vocabulary



1. The class will be divided into two communities.
2. The communities will take turns reading the vocabulary words.
3. Discuss and match the pictures with the correct words.
4. Share your answers with the rest of your classmates in your classroom community.

I. Sulfide

II. Dissolved

III. Humidity

IV. Magma

V. Landmark

VI. Microorganism

VII. Sealed

VIII. Chemosynthesis

a)

b)

c)

d)

e)

f)

g)

h)

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Answers: Ih, IIb, IIIc, IVa, Vf, VId, VIIe, VIIIg

5. In assembly, and with the help of your teacher, practice the correct pronunciation of the vocabulary words.
6. Individually, write each word along with your own definition in your notebook.

Writing

1. Get together in communities of five and do the following:
   a) Brainstorm ideas for a science fiction story together.
   b) Take out a sheet of paper and take turns writing your story. Be sure to use your new vocabulary words.
   c) Use the following paragraph as a starting point and continue the story.

   Deep within a cave on a newly discovered planet, millions of years ago, a strange source of energy created...

2. Share your story with other communities.
3. Discuss what you liked about their story and listen to their opinions about yours.

Grammar

Simple Past and Present Perfect Tense

Tense	Use	Examples
Simple past	To talk about a completed action in the past.	I *visited* the Cave of Crystals last year.
	To refer to an activity that was completed at a specific moment in the past.	In 2007, Penelope Boston and her team *found* many microorganisms.
Present perfect	To talk about actions that started in the past and continue in the present.	I *have practiced* soccer for 10 years.
	To refer to events that occurred at an indefinite time before now.	My mom *has visited* Mexico City a few times.

1. Individually, considering everyone, rewrite the statements on the following page about the Naica Mine in the correct order.

2. Once you finish, in communities, take turns reading the statements and, based on the text you read, write T (True) or F (False) in the parentheses.

a) the / famous / is / Naica Mine / for / crystals / its ( )

b) volcanic activity / the / and / formed / water / cave's / chambers ( )

c) was / the / discovered / Cave / 2007 / in / Sword ( )

d) priority / attract / to / the / Cave's / Naica / been / tourists / more / has ( )

e) microorganisms / are / old / inside / the / fifty / discovered / crystals / years ( )

Answers:
a) The Naica Mine is famous for its crystals. (T)
b) Volcanic activity and water formed the cave's chambers. (T)
c) The Sword Cave was discovered in 2007. (F)
d) The Naica Cave's priority has been to attract more tourists. (F)
e) Microorganisms discovered inside the crystals are fifty years old. (F)

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Writing

1. Choose a branch of science that interests you, such as chemistry, physics, or biology, and do a quick search about it in any sources at hand, so you have a general idea about the work that is undertaken in it.
2. Gather in communities of five, and discuss which discipline each of you chose, what you already know about it, and why you find it interesting.
3. Imagine yourself as a prominent scientist. What topics does your research cover? Share your research ideas with your community.
4. From the ideas discussed, select the one that intrigues you the most.
5. Answer the following interview questions. Write your answers using the simple past and present perfect tense whenever possible.

a) What made you become a scientist?

b) What is your field?

c) How long have you worked in this field?

d) Have you traveled to an interesting location for your research? Where? For how long?

e) What impact do you want your work to have?

6. Use the information gathered from the answers to craft a brief individual presentation where you will talk about your work as a scientist.
   a) Be sure to include personal details like your name, age, nationality, city of origin, and the name of the university where you did your studies.
   b) The presentation length must be 8-10 lines.
   c) Use Matilde's presentation as an example.

Hello, everybody! My name is Matilde, but everyone calls me Mati. I'm a brave woman from Mexico City! Believe it or not, I'm 25 years old and my dream was to become a doctor; a crazy idea for a girl in the past. Everyone thought only men could be doctors! But I didn't listen to them. I studied hard and went to the Escuela Nacional de Medicina here in Mexico City. It wasn't easy, but I didn't give up on my dream. And guess what? I became the very first female doctor in all of Mexico! Pretty cool, huh? So, yeah, that's me: Matilde, the doctor who decided to dream big.

Speaking

1. Choose two representatives from your community to deliver their presentation to the class.
2. After presenting it, ask your classmates questions and give them feedback.
3. Discuss what your experience was like with your teacher and the class. Was it easy or difficult? Did you get nervous? What stood out to you most?

Preserving Languages and Cultures

In this project, you will create an anthology of short folktales or legends in English, which will allow you to recognize English words or phrases you use daily in Spanish and the relationship between the English language and the cultures who speak it around the world.

En este proyecto, crearás una antología de cuentos populares o leyendas cortas en inglés, lo que te permitirá reconocer palabras y frases del inglés que usas cotidianamente en español, así como la relación entre el idioma inglés y las culturas que lo hablan alrededor del mundo.

Identification

In the world, there are many languages that allow people to communicate. Some of them incorporate words from other cultures; for example, Spanish words with the prefix *al-*, like *alfombra*, *almohada* and *alcanfor*, come from the Arabic language. In Mexican Spanish, there are also many words that come from Náhuatl, like *aguacate*, *papalote*, and *tamal*, which are still in use in everyday language.

English has also influenced the Spanish of Mexico with words like *aparcar*, from *parking*, as well as *crush*, to refer to an unspoken, often temporary attraction to someone, or *random*, to talk about something strange, although, originally, it means aleatory. Learning about the origin of words and the influence other languages have on your mother tongue allows you to better understand your own language and to deepen your knowledge of the world.

1. Individually, complete the table on the following page with words or phrases in English that you use in your daily life:

Word or Phrase in English	When Do I Use It?	How Did I Learn it?

2. In community, share your answers and discuss the following questions:
   a) Which word or phrase was the most common?
   b) Why do you think it was the most common?

Listening

English, as any language, is also the result of multiple influences from many other languages.

In assembly, watch the video "English in the World: A Very Brief History of a Global Language" by following the QR/link on the right, and organize the following events in chronological order, writing numbers 1 to 9 in the parentheses:

https://bit.ly/3ynveej

a) The Vikings invaded Britain. ( )
b) The Romans conquered large parts of Britain. ( )
c) The Normans conquered the island of Britain. ( )
d) Henry IV was the first king to speak English as his native language. ( )
e) It continued to spread through the entertainment industry, politics, the media, and technology. ( )
f) The Anglos, Saxons, and Jutes arrived on the island of Britain and expelled its Celtic inhabitants. ( )
g) English started to spread. ( )
h) English was established as the official language of England and used in the Parliament and the law in general. ( )
i) English colonialism pushed out the local languages and indigenous forms of English developed. ( )

Answers: a) 2, b) 1, c) 3, d) 6, e) 9, f) 4, g) 7, h) 5, i) 8

Reading

To practice some of the language items you will need for planning and doing your presentation, you are going to talk about responsibilities.

You will start by reading and reflecting on a Japanese legend.

The Blue Butterfly

Once upon a time, there was a man who became a widower and was left with his two young daughters. Both girls were very smart, curious, and always wanted to learn everything about the world. They were constantly asking their father all kinds of complex questions. Usually, the man was able to provide an answer; but there were many times when he wasn't sure how he should respond.

As a solution, he had the idea of sending his daughters to spend some time with a wise man who lived on top of a hill and who surely would be able to provide answers to all the questions the girls asked without hesitation. And he did, whatever the girls asked, he always had an answer. But, one day, the girls devised a plan to challenge the wise man and ask him a question he wouldn't be able to answer.

To carry out their plan, the older girl caught a blue butterfly and explained to her sister: "Tomorrow, while I hold the butterfly in my hands, we will ask him whether the butterfly is alive or dead. If he says that it's alive, I'll press my hands together and kill it. But, if he says that it's dead, I'll open my hands and the butterfly will fly away. This way, he will be wrong, regardless of his answer."

The next morning, the girls approached the wise man, the butterfly clasped in the older girl's hands, and asked him the question. The man just smiled and, with a shrug, he answered: "It's up to you: It's in your hands."

1. In communities, discuss this question: What does this legend teach us about responsibility?
2. When you finish, share your thoughts with the rest of the classroom community.

Retrieval

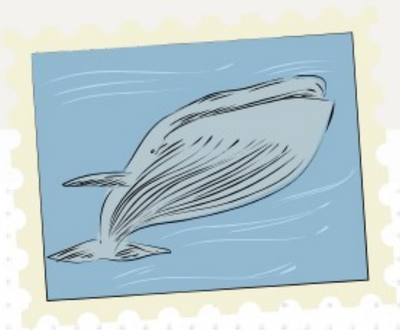
1. Individually, without forgetting your previous work in community, answer the following questions. To do this, use online resources, the public library, dictionaries, encyclopedias, or other materials.
   a) What are the origins of the English language?
   b) From which languages does it derive?
   c) Which countries have English as an official language? Organize them by continent.
   d) What percentage of the Mexican population speaks English?
   e) In which regions or states of Mexico is it spoken?
2. In community, discuss your answers to assess the importance of English in Mexico.

Grammar

Have to

In English, you can use the verb *have to* followed by the *base form of the main verb* to talk about obligations and responsibilities.

Affirmative	subject + *have/has to* + *base form of main verb* + object I *have to make* my bed at home. My older brother *has to help* my dad at work. I *have to arrive* on time at school.
Negative	subject + *don't/doesn't* + *have to* + *base form of main verb* + object I *don't have to pay* for my food. My little sister *doesn't have to make* her breakfast. We *don't have to choose* a story yet, there's still time.
Interrogative	*do/does* + subject + *have to* + *base form of main verb* + object + ? *Do* you *have to cook* at home? *Does* your brother *have to clean* his room? *Do* we *have to include* an index in our anthology?



Individually, write the correct form of *have to* and the verbs in parentheses to complete the sentences.

Follow the example:

_____ your sister _____ (study) for the exam?
Does your sister have to study for the exam?

a) She _____ (finish) her homework before dinner.

b) I _____ (not study) for the exam because it's been postponed.

c) _____ we _____ (buy) food for the weekend?

d) You _____ (not wake up) early on weekends.

e) My mom _____ (go) to work tomorrow.

f) _____ he _____ (ask) for permission before leaving?

g) They _____(not hurry up), there's enough time before the concert.

h) María and Paula _____ (train) next week for the competition.

i) _____ it _____ (be) so complicated?

j) The presentation _____ (start) on time.

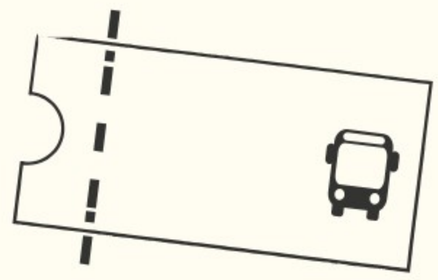
Answers: a) has to finish, b) don't have to study, c) Do / have to buy, d) don't have to wake up, e) has to go to work, f) Does / have to ask, g) don't have to hurry up, h) have to train, i) Does / have to be, j) has to start

Writing

Talk about the responsibilities you have at home, at school, and elsewhere. Then, write in your notebook a short text about your responsibilities and obligations. Use *have to* to describe them.

For example:
I have to make my bed in the morning. I have to study hard to get good grades and I have to do my homework.

Approach



It's time to think about the necessary elements for your anthology.

Collectively, create a chronogram of activities. You can use the following table as a guide and approach each of the activities successively:

Type of Project	Objective
Anthology	To understand, from literature (folktales and legends), the elements that conform the identity of countries.

Chronogram of Activities

Step 1	Step 2	Step 3	Step 4
Researching folktales or legends as well as their country of origin.	Collecting and selecting the texts to compile the anthology. Preparing a first draft.	Composing the last version of the anthology. Assigning these roles to each member of the team: narrator, interpreter, stage designer, among others. Selecting the visual and audio resources you will use for the presentation.	Oral presentation of the anthology to the community.

Planning

1. Make communities with the same number of members.
2. Taking into consideration the information you found in "Retrieval" about countries with English as an official language, select one of those, considering that, as a class, you should cover countries from all continents (the Americas, Africa, Europe, Asia, and Oceania) in a balanced way.
3. Find folktales or legends in English from the country you selected.
   a) You can use books from the library or online resources (in this case, prioritize websites with the endings .edu, .gov, .org).

Comprehension and Production

To compose the anthology of folktales, you must follow these steps:

1. Individually, considering what you did in community, go back to your research, and choose one of the folktales or legends you found.
   a) Identify words or phrases you don't understand and look them up in a dictionary.
      - Copy the table below in your notebook and fill it with the words and phrases you looked up.

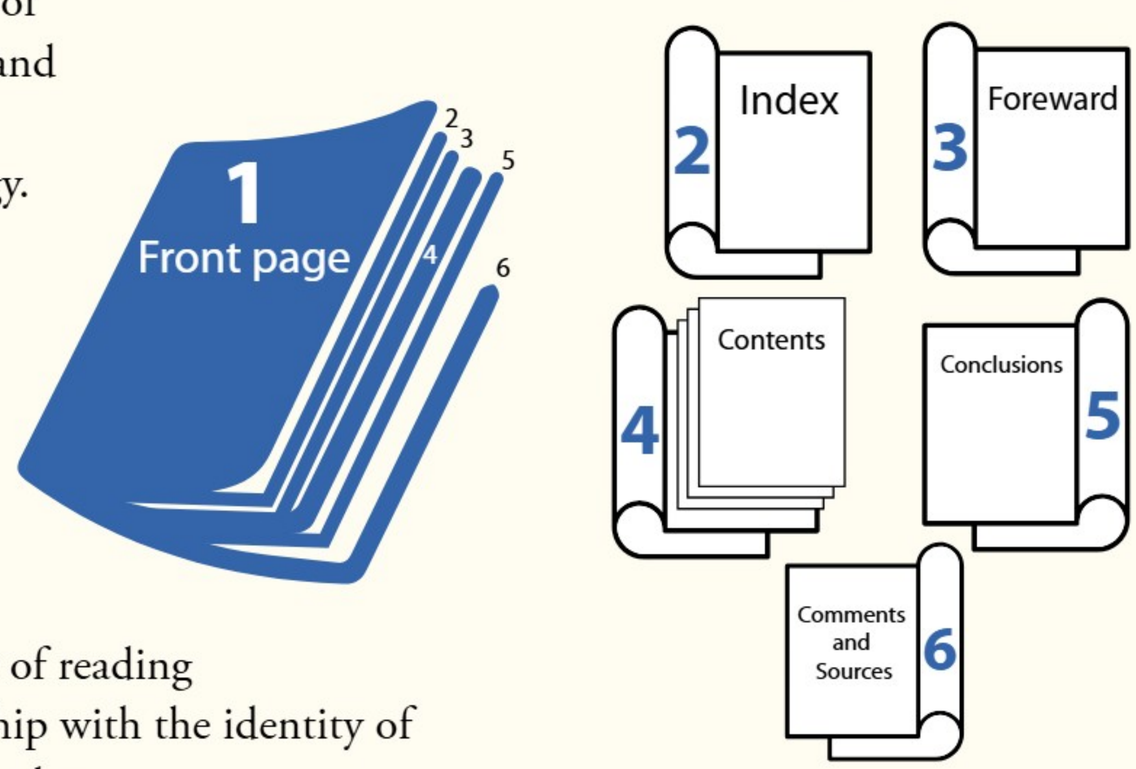
Words or Phrases I Looked Up	How Are They Used in the Text?	Definition in English

2. In community, read the folktales or legends you selected.

3. Choose the folktales or legends you liked best for your anthology. Remember to include texts from all the continents so that your anthology will be more representative of the diverse cultures where English is spoken.
   a) It's important to have it organized into the following sections:

- Front page: Official data (name of the school, teacher, group, title and so on).
- Index: Contents of the anthology.
- Foreword: Text written by the teacher as an introduction to the anthology.
- Contents: Collection of folktales and legends in English.
- Conclusions: Text written by the group about the importance of reading literature, as well as its relationship with the identity of the countries where English is spoken.
- Comments: Commentaries by the school community after the presentation in "Broadcasting," activity 3.
- Sources: Books, magazines, or websites in alphabetical order.

Structure of the Antology



Exploration

Before starting to compile the anthology, it's important to review the process in order to make any necessary adjustments.

1. In communities, copy the following table in your notebook and complete it.

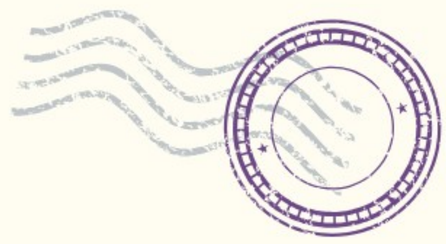
Actions	Yes	No
All members looked for folktales or legends.		
All members presented a folktale or legend to be included in the anthology.		
All members agreed on the texts selected.		

   a) Discuss your answers.
   b) Evaluate the progress of the project and, if you have any doubts, ask your teacher.

2. Use the following questions to plan strategies to improve the project if necessary:
   a) What do you have to keep doing?
   b) What do you need to modify?

Integration

1. In community, and with the help of your teacher, plan how you will produce your anthology.
   a) Define the days and places to transcribe and deliver folktales and legends. Also define the date and time for the oral presentation of the anthology.
   b) Gather the necessary materials and define the order of the texts in the anthology, as well as the sequence of the oral presentations.
   c) Read and correct any mistakes you find in the texts.
   d) Ask the teacher to write the foreword that will be included in the anthology.



2. In communities, make a first draft of the folktale or legend you chose.
   a) Include a front page with the title, year, and country of origin of the text.

3. In community, verify that the draft complies with the following:
   a) The text is well transcribed and complete.
   b) Spelling and grammar were checked.

4. The teacher will gather and organize the texts for the community's anthology.

5. In communities, write the conclusions of the project considering the following questions:
   a) What did you reflect on based on the words or phrases that you recognized in the stories?
   b) What are the relationships between the stories and the culture where they originated?
   c) Which identity traits –like traditions, food, or clothes– can you find in the texts?
   d) Why are folktales or legends important to preserve traditions and customs?
   e) Have any of these stories influenced Mexican culture? How?

6. Designate a member of the community to gather the information and deliver it to the teacher in order to include it in the anthology.

Broadcasting

It's time to share the anthology with the school community. To do this, consider the following activities:

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1. Establish the activities each member of the community will be in charge of:
   a) Narrators will read the narrative sections of the texts. Practice your pronunciation with the help of your teacher.
   b) Interpreters will provide a translation of the stories in the official language of the community.
   c) Creators of audiovisual material will make drawings or collages to illustrate the stories and will supplement them with music or sounds.
   d) Creators of promotion materials will make posters or invitations for the school community.
      - Consider using recycled materials to present your anthology in an innovative way.
2. Use the posters and invitations to promote your presentation.
3. Give your presentation in accordance with your established plan.
4. At the end of the presentation, distribute your anthology among the spectators and ask them for comments about the event.

Consideration and Advances

It's the moment to reflect on your individual and collective performance during the project.

1. In assembly, gather the opinions about your anthology and discuss the following:
   a) What did you learn from this project?
   b) Which activities did you carry out to achieve this learning?
   c) What you liked best was…
   d) What you liked the least was…
   e) How can you use what you learned from this project?
2. Finally, write in your notebooks the assembly agreements reached by the community to recognize and appreciate the diversity of languages and their characteristics.

Learning About Personal and Contextual Needs to Build a Community Life Project

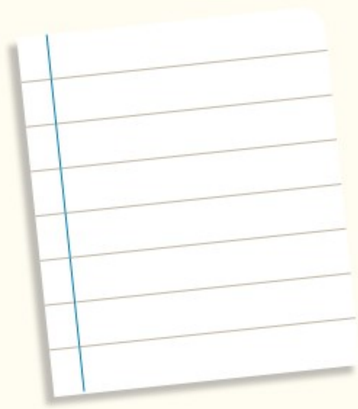
Awareness

What Are We Doing?

In this project, you will participate in creating a community life project to promote personal and collective well-being and build safe environments in the community by setting short, medium, and long-term goals. You will also organize community work for the environmental, artistic, and cultural recovery of an unsafe or risky place.

En este proyecto, participarás en crear un proyecto de vida comunitaria para promover el bienestar personal y colectivo, y la construcción de ambientes seguros en la comunidad, definiendo objetivos a corto, mediano y largo plazo. También ayudarás a organizar trabajo comunitario para la recuperación ambiental, artística y cultural de algún lugar inseguro o riesgoso.

Starting Point



➡ With your family, walk along the streets of your town or neighborhood and write in your notebook the collective needs that you find.

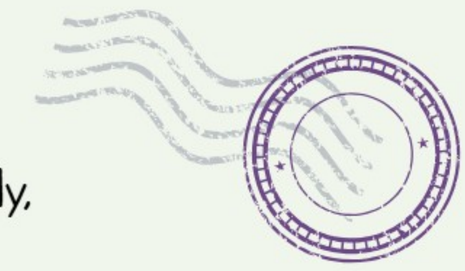
Having good physical and mental health helps people and communities develop properly in different areas of their lives, including the physical, social, cultural, and emotional ones. It also lets them participate actively in community projects to reduce risky situations for health, security, and the environment.

By living in a community, common needs are met, such as access to health and education, public services like water, electricity, and sewage, and places for recreational, sports, and cultural activities. This kind of life requires collective participation to solve existing problems in your town or neighborhood through community life projects, where neighbors, families, teachers, and students can establish goals to improve these situations.

Some examples are participating in voluntary work, cleaning public spaces, protecting, and taking care of the environment, or helping vulnerable people, including older adults or homeless people.

The needs of a group of people are called *collective needs*. A few examples of these are housing, nutrition, and water services. Each community has its own needs and goals, depending on how people live and get organized.

Vocabulary



1. Individually, complete the sentences with the following words. Then, compare your answers in pairs and, finally, check them with your teacher and classmates.

activities | organization's | well-being | risks | aid | community | needs | prevention

a) It is important to know the _____ of the community to offer support and _____ .

b) Accident prevention is important to reduce _____ and ensure the _____ of all community members.

c) The _____ volunteers work hard to plan recreational _____ for the _____ .

d) Home fire _____ includes installing smoke detectors.

Answers: a) needs / aid, b) risks / well-being, c) organization's / activities / community, d) prevention

Inquiry Design and Development

That's the Question!

To achieve personal and collective well-being, it is important to meet individual and collective needs. Individual needs include affection, recognition, a violence-free life, having a family, and feeling protected by it. Among collective needs, we can mention access to health, education, culture, traditions, and a healthy environment with good air quality. Personal needs are closely related to community ones. Besides knowing the needs, we must identify risky situations or problems that can make them difficult to meet.

1. In communities, identify personal and community needs that favor common well-being.
   a) Determine which needs are met and which ones are not.
   b) Talk about the things that make those needs difficult to meet.
   c) Discuss seriously about opportunity areas, conflict and risks in your family, school, and community. This analysis will be a starting point to build personal and collective goals during this project.

2. Share your answers respectfully. When you finish, write your findings in your notebook.

What I Do Know and What I Want to Know

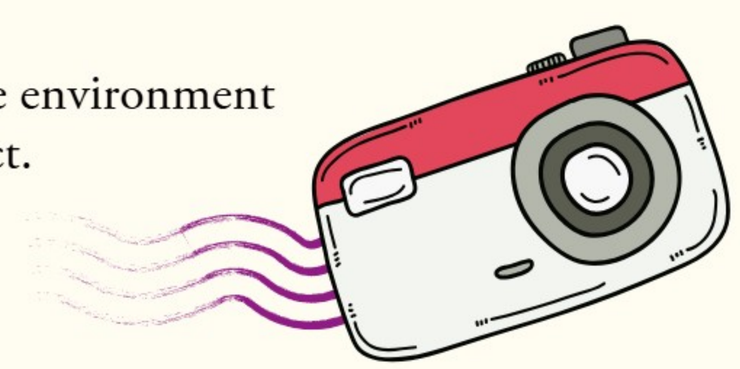
A community life project starts by identifying personal and collective needs.

1. In communities, interview your neighbors, family members, teachers, and students in your school and ask them what they think are the most important needs for living in a community. For example, the ones related to health, security, and the protection of the environment. Write their opinions and proposals on a table. Use the following example as a guide:

Questions	Answers
What are the collective needs related to health, security, and the environment?	
What problems prevent meeting the needs of the community?	
How can you solve these problems?	

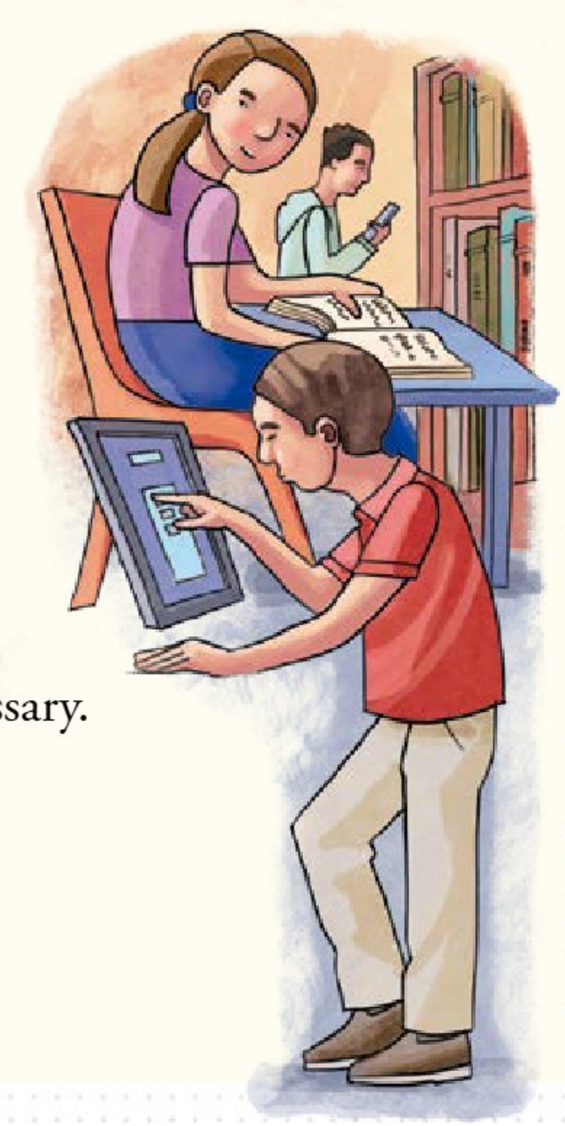
2. In assembly, analyze the information from the interviews. Pay attention to common problems or repetitive situations.

3. Choose a problem or risk situation for health, security, or the environment that you would like to solve through a community life project.



What I Need to Know

1. According to the results of the interviews, in communities refer to the following sources to get more information about the collective needs you want to address.
   a) Book *Colección Sk'asolil. De lo humano y lo comunitario. Segundo grado*, and the other books of this collection from the different Formative Fields
   b) The School Library and community public library
   c) Websites of public institutions and national or international educational institutions
   d) Interviews with experts



Ricardo Rodolfo Figueroa Cisneros, CIUDAD DE MÉXICO

2. Base your research on the following questions. Add any others if necessary.
   a) What is this need about?
   b) What problems make it difficult to meet this need?
   c) How did other communities solve this problem?
   d) What projects have you worked on?

Grammar

1. We use *will* or *going to* to talk about the future. Look at the differences in how to use them.

Will vs Going to

Will	Going to
Express future actions decided at the moment of speaking. (Immediate decisions) I *will* have salad and fish.	Express future plans decided before the moment of speaking. (Prior plans) I *am going to* visit my aunt next Friday.
Express a prediction based on personal present opinions or experiences. (Predictions without evidence) I think United *will* win the game.	Express a prediction based on evidence. (Predictions with evidence) Look at those black clouds. It *is going to* rain.
Express a future fact. The sun *will* rise tomorrow.	Express something that is about to happen. The concert *is going to* start in five minutes!

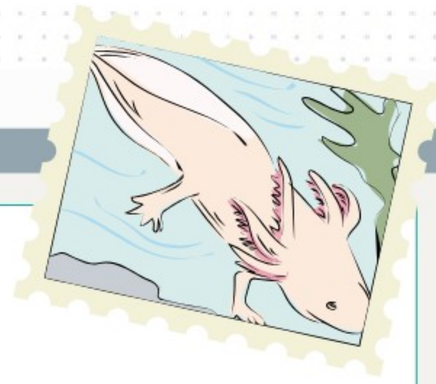
2. In community, check the structure below on how to use *will* and *going to*.

Form	Will	Going to
Affirmative	subject + *will* + verb Example: You *will* help. You'll help. (Contraction)	subject + *is* / *are* + *going to* + verb Example: I *am going to* travel. I*'m going to* travel. (Contraction)
Negative	subject + *will not* + verb Example: She *will not* come. She *won't* come. (Contraction)	subject + *is* / *are not* + *going to* + verb Example: He *is not going to* dance. He*'s not going to* dance. (Contraction) He *isn't going to* dance. (Contraction)
Interrogative	*will* + subject + verb + ? Example: *Will* they study?	*is* / *are* + subject + *going to* + verb + ? Example: *Is* he *going to* study?

Another kind of project you can develop is related to actions for protecting your family and community, before, during, and after a natural disaster.

3. In communities, read the announcement on the next page and complete the sentences using *will* or *going to*.

   Compare your answers with your classmates.



Urgent Help to Build Shelters in Jacarandas

Dear community!

The local organization United for Jacarandas is committed to the well-being of our population. We are happy to announce that we _____ build shelters in the next four months to provide support in times of need. These shelters _____ be a safe place for those facing emergencies such as natural disasters. We need your help to carry out the project effectively.

How can you help?

- Financial Donations
  Your financial contribution _____ be crucial to pay for the construction and equipment of the shelters. Every peso donated brings us closer to our goal!
- Volunteering
  Join our team of volunteers. We are looking for people willing to help with the construction and maintenance of the shelters.
- Construction materials
  If you have construction materials that you can donate, such as wood, cement, or tools, they _____ be of significant help to our project.

If we get enough materials and resources, the City Hall _____ build a big gymnasium for our town.

Answers: a) are going to, b) will, c) will, d) will, e) is going to

4. Individually, without forgetting that you are part of a community, underline the correct expression: *going to* or *will*.

   a) Farmers *will/are going to* use organic farming methods to cultivate crops without harming the environment.

   b) The natural club *is going to/will* collect trash in their rural community all week to help prevent climate change.

   c) Emergency services *will/are going to* prepare for potential landslides in the hilly regions after the heavy rains.

   d) Tonight, we *will/are going to* watch a documentary to learn more about volcanoes and their explosions.

   e) The village *will/is going to* organize a traditional harvest festival to celebrate the abundance of crops.

   f) The river *will/is going to* flood due to heavy rains, so the villagers are preparing for evacuation if necessary.

   g) We *are going to/will* make a survival kit in case of a natural disaster.

   h) The government *is going to/will* build stronger shelters for the vulnerable community.

Answers: a) are going to, b) is going to, c) are going to, d) will, e) is going to, f) will, g) will, h) is going to

Writing

1. Individually, imagine that the radio and TV news announce that a hurricane is coming to your town in two days. The community must get organized to prepare for the natural disaster. There is already a civil protection plan.

   a) Write five sentences about the community's preparations using *going to*.

   Example: The Town Hall is *going to* distribute bottles of water and canned food among families.

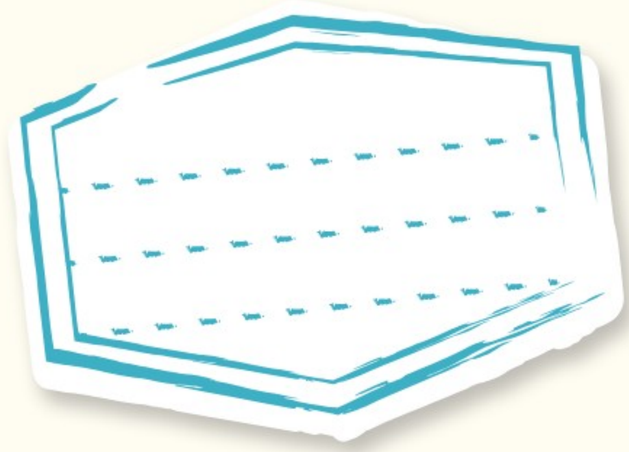
   _____
   _____
   _____
   _____
   _____

   b) Think of some of your family members and friends you know well and write five sentences predicting their actions before, during or after the hurricane. Remember to use *will*.

   Example: My brother *will* help our neighbors protect their windows with tape.

   _____
   _____
   _____
   _____

Building and/or Proving
Organizing the Activities



1. In communities, follow these steps to design your community life project:
   a) Identify collective needs. Review the information obtained from observation, the interview, and the bibliographic sources you used.
   b) Recognize the problems that make it difficult to satisfy personal or collective needs. Determine the causes why collective needs have not been taken care off. For example, concerning security, analyze how abandoned places put people's integrity at risk.
   c) Set short, medium, and long-term goals. Goals are related to the purposes you want to achieve with the project to live in harmony, feel safer, and improve your health and the environment. For example, during the first month of the project, you can clean an abandoned public place; during the second, do artistic activities at that place and, during the third, organize a festival to promote the culture of peace and self-care.
   d) As you design the project, plan the activities, materials, and resources.
   e) Create a project schedule to organize and do the activities.
   f) Evaluate what you learned and the benefits for the community.

2. With the help of your teachers, classmates, family members and neighbors, determine and write in your notebook the elements that you plan to include in your community life project.

3. Establish topics you would like to work on as part of your proposal. For example, improving health or recreational sites, reducing violence in public places, and reducing environmental damage. You can use the following proposals as a guide:
   a) In order to deal with the environmental problem, you can promote water care activities, creating orchards, planting trees, and recycling activities, among others.
   b) Concerning security, you can promote activities related to the culture of peace and non-violence, open dialogue spaces at school that can make it easier to understand what conflicts are and their viable solutions.

Creativity at Work

It is time to create the content of your community life project. You will share it with your school and neighborhood communities. For this, it is very important to complete the community tasks you planned; for example, recovering an abandoned place in the community as a strategy to improve security, by means of environmental, artistic, and cultural rehabilitation.

The purpose of the project is to solve community problems, so each member of the group should participate in finding a solution as follows.

1. In assembly, select the place for the community work and explain why it is necessary to rehabilitate that place. Make a list of resources needed to clean and recover the place.

2. Using the artistic skills of the community members, make a wall painting, drawing, or write some messages with recommendations to prevent situations of risk for health, security, and the environment.

3. Take pictures of the community space, after and before your work, to record the changes made.

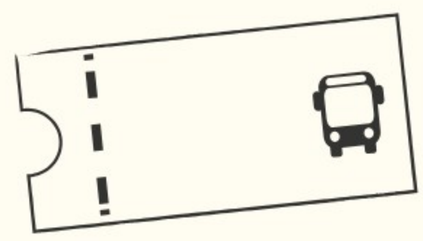
4. With the participation of your families, school, and community, organize an artistic, cultural, and sports festival at the site you want to recover.

Ricardo Rodolfo Figueroa Cisneros, CIUDAD DE MÉXICO

Sharing and Assessing What We Learned

1. Individually, without forgetting you are part of a community, evaluate your work from the beginning to the end of the activities of the community life project. Consider the following recommendations and add other aspects to evaluate it. Mark your accomplishments with an ✘.

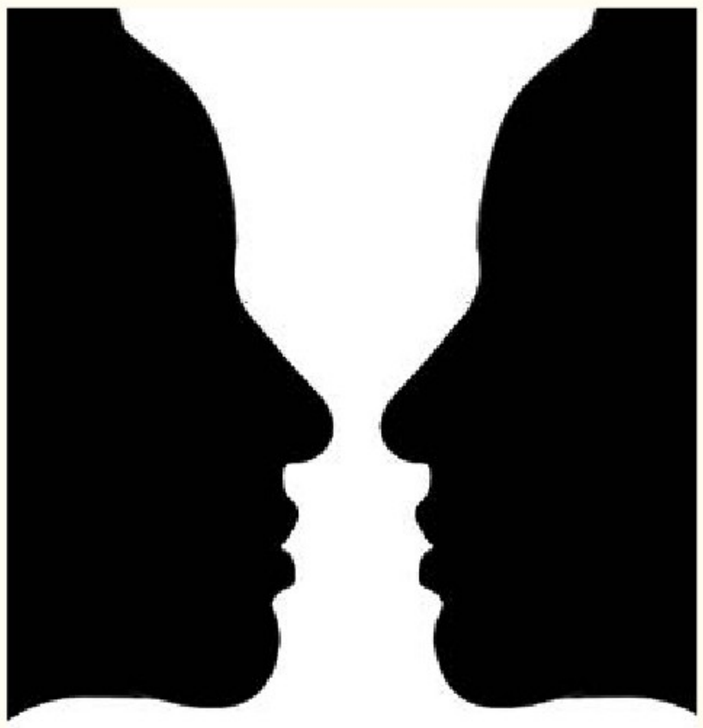
I looked closely at everything around me to identify needs, goals, and possible solutions.	
I actively participated in the interview to identify collective needs.	
I participated in designing the community life project.	
I made proposals for the project.	
I considered the importance of personal and collective needs while developing the project.	
I participated in community work to complete the project.	



2. In assembly, talk about your accomplishments and the things you can improve for future projects.

3. Finally, write in your notebooks the assembly agreements reached by the community about how to organize the activities included in the project.

Is This or the Other?



The Law of **Prägnanz**, also known as *the law of the good form*, is one of the fundamental principles of the **Gestalt** psychology school. This law establishes that the human mind tends to perceive objects and patterns in the simplest, most organized, and most meaningful way possible.

For example, what do you see here?

Two human silhouettes?
A cup?

Our visual perception tends to organize elements by grouping them in a clear and coherent way, to create forms that are easy to understand. This is achieved through principles such as **symmetry**, **continuity**, **proximity**, and **similarity**.

What do you see here?

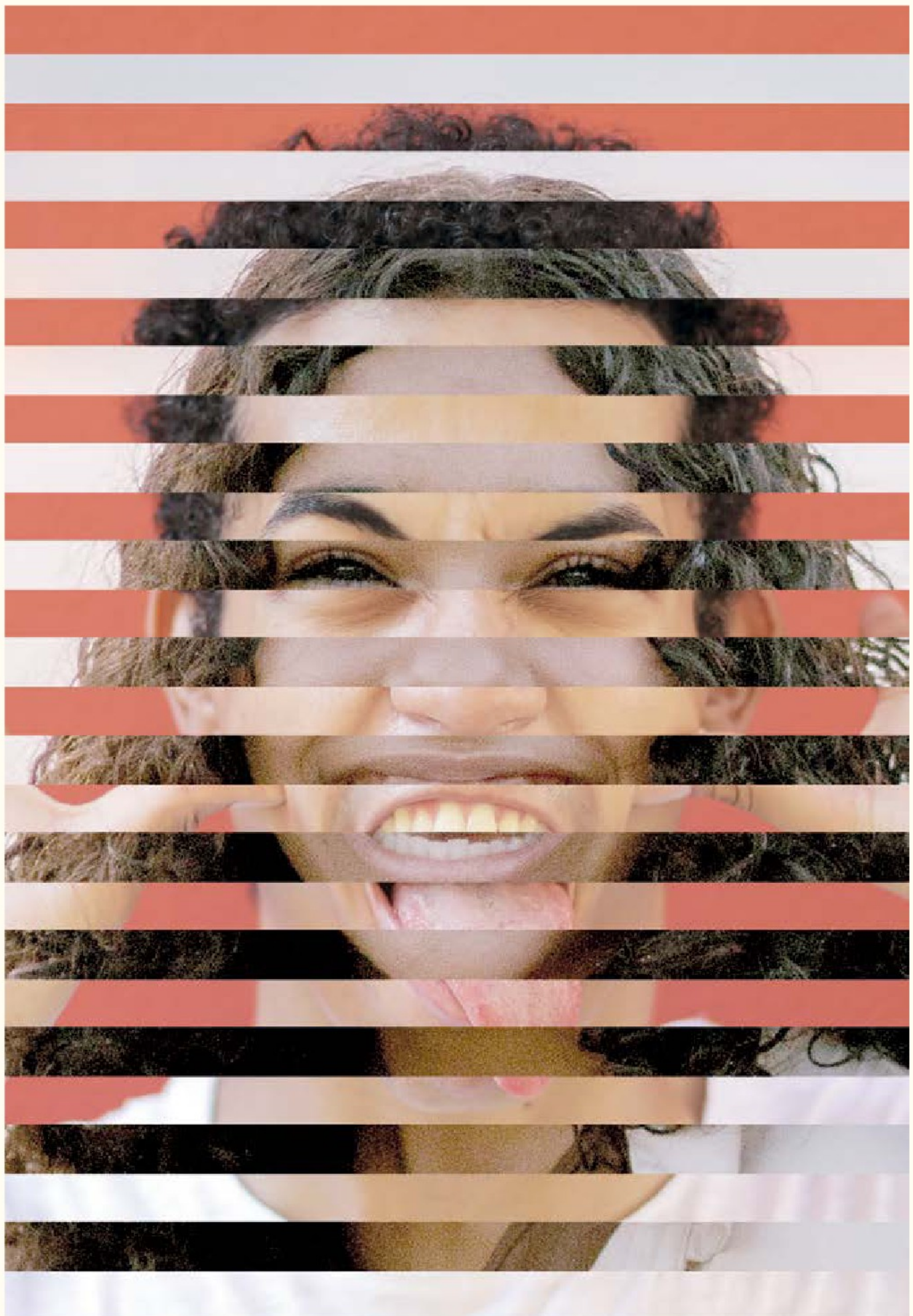
The face of a person to the left?

A bird about to fly to the right?

Surprise!

It is a view of the magnificent Antelope Canyon in Arizona, United States of America.

Now, look at this image, it is composed of two photographs. Do you think the people in it are angry? Or happy?



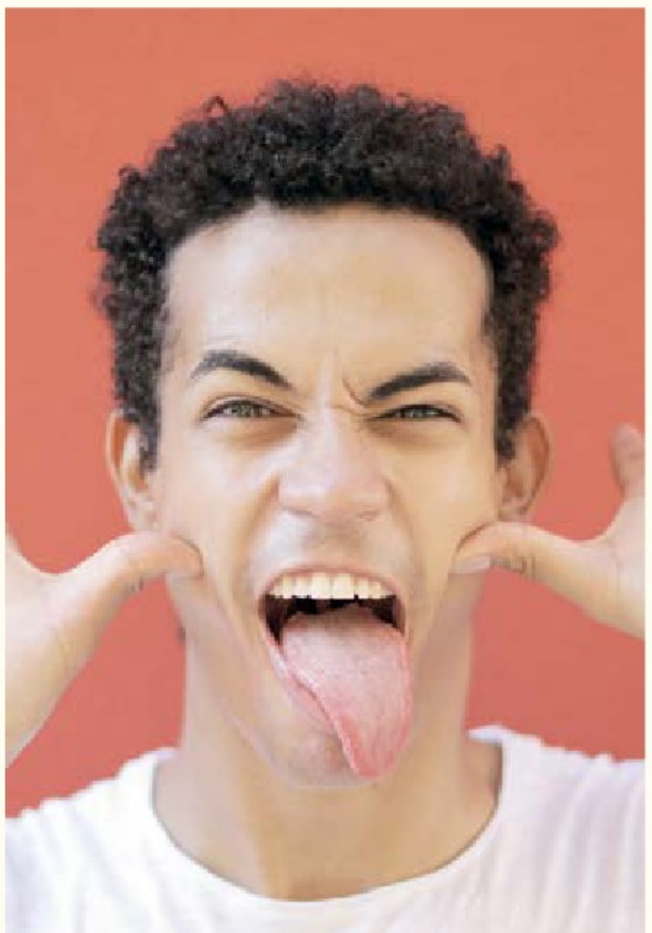
Human perception tends to look for simplicity and coherence in visual information, and this allows us to process information in an efficient and effective way.

Here, even though the two images on the left are not complete, we can **perceive** what they show.

This happens because our mind tries to complete them to **distinguish** clear images in a less defined background.

When you saw the picture on the previous page, could you imagine she was smiling?

Or did you notice he was making faces?



When we talk to other people, it's important to establish meaningful communication based on a respectful exchange of ideas, to stand by your own points of view, and to agree and disagree with others.

Speaking

1. In communities, discuss what you think about the sightings of UFOs in different parts of the world. Discuss if they are real or maybe just tricks of people's minds. How is human perception affected by external stimulation? Read the following questions that start with phrases like "Do you think" or "Do you agree." Answer them using *I think so, I don't think so, I agree*, or *I do not agree*. Take notes in your notebook.
   a) What would you do if you saw a UFO? Would you be afraid of it?
   b) Do you agree that UFO sightings can be misinterpretations of Earth objects?
   c) Do you think UFOs are real? If so, what should governments do about this matter?
   d) Can you imagine yourself contacting the crew of a UFO? How would it be?
   e) Based on the reading about human perception, do you think it is likely to mistake an Earth object for an alien ship?
2. Share your conclusions with the other communities and listen respectfully to them.
3. Collectively, answer the following questions:
   a) What expression is used when you think the same way as your friend?

   _____

   b) What do you say when you think differently?

   _____

   c) What expression is used to give an opinion about something?

   _____

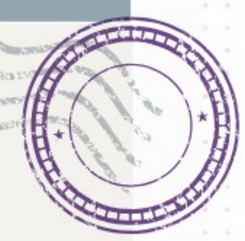
   d) What do you say when you want to explain a reason for something?

   _____

   e) How do you ask for someone's opinion?

   _____

Grammar

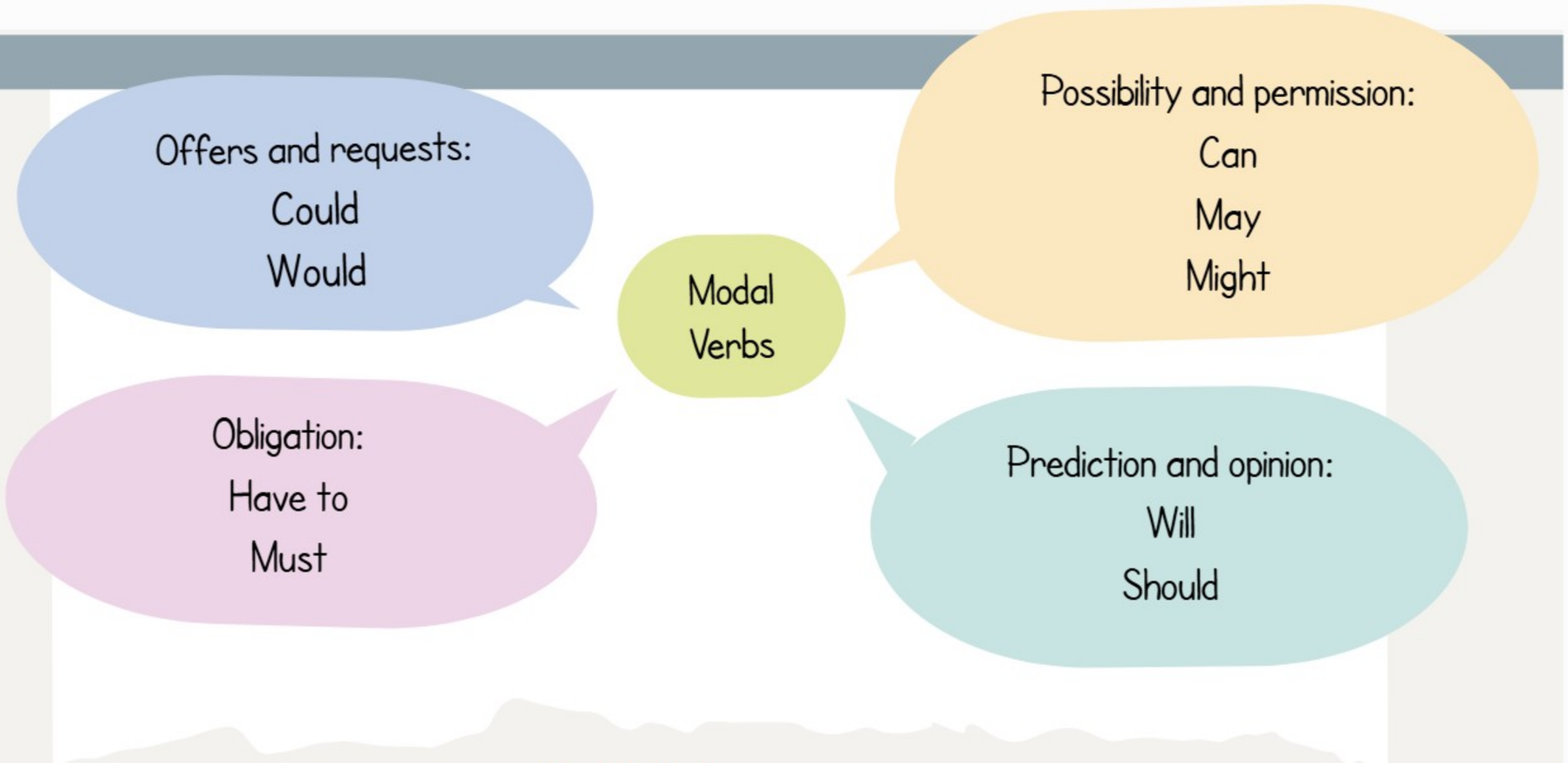


Modal Verbs

1. Individually, read and keep in mind this information.

A *modal verb* is an auxiliary that is used along with the base form of the main verb to express specific situations, like permission, possibility, obligation, request, and offer, among others. The main modal verbs are *can*, *may*, *might*, *could*, *should*, *would*, *will*, *have to*, and *must*.

For negative sentences, the word *not* is added to the modal:
You *should not* listen to music so loud.



Modal Verbs

Form	Structure	Examples	Use
Affirmative	subject + *modal verb* + main verb in base form + complement or object	My dad *can* speak English, French, and German. You *must* study harder.	They are used to express complex ideas like intentions, opinions, abilities, permission, obligation, etc.
Negative	subject + *modal verb* + *not* + main verb in base form + complement or object	She *shouldn't* go out with that guy. I *can't* believe what you say.	
Interrogative	*modal verb* + subject + main verb in base form + complement or object + ?	*Would* you like some coffee? *May* we sit here, please?	

2. Select from the box the correct *modal verbs* and write them on the lines to complete the sentences. You can't repeat any option.

may	can	should	would	must
may not	can't	shouldn't	wouldn't	mustn't

a) If you want to be healthy, you _____ smoke or drink alcohol.
b) What _____ you say if I told you that I love you?
c) Teacher, _____ I come in? I was in the bathroom.
d) _____ you play any instrument like the guitar or the violin?
e) I think you _____ eat so much sugar if you want to lose weight.
f) I _____ do that if I were you, it's very dangerous.
g) You can take pictures inside the church, but you _____ use the flash.

Answers: a) mustn't, b) would, c) may, d) Can, e) shouldn't, f) wouldn't, g) can't

3. Complete the following sentences with the adequate *modal verb*:

a) I _____ (can/have to/might) give you a ride if you're in a hurry.
b) Excuse me, _____ (might/may/must) I use your pen for a second?
c) What _____ (would/will/could) you like to do when we arrive to the city?
d) _____ (should/may/could) you tell me what time is the next train to Salina Cruz?
e) You look very tired today, I think you _____ (would/will/should) take a break.
f) People _____ (should/might/have to) think you're crazy if you go out in this rain.

Answers: a) can, b) may, c) would, d) Could, e) should, f) might

4. On the lines next to each sentence, write the kind of situation that each *modal verb* expresses. Use the following key words and look at the example:

obligation	offer	permission
opinion	possibility	request

Example:

If you visit Yucatán, you *can* go to Chichén Itzá. It's easy to get there and you'll enjoy it. _____ possibility _____

a) If you're planning to go to the beach, I think you should make a reservation. _____

b) I might come with you this evening; I have to finish this work. _____

c) We must leave now if we want to get there on time. _____

d) Your new smart watch is great. May I see it for a second? _____

e) I could help you drive if you get tired on the road. _____

f) Would you please tell her that I called? It's important. _____

Answers: a) opinion, b) possibility, c) obligation, d) permission, e) offer, f) request

The Mexican Revolution and Its People

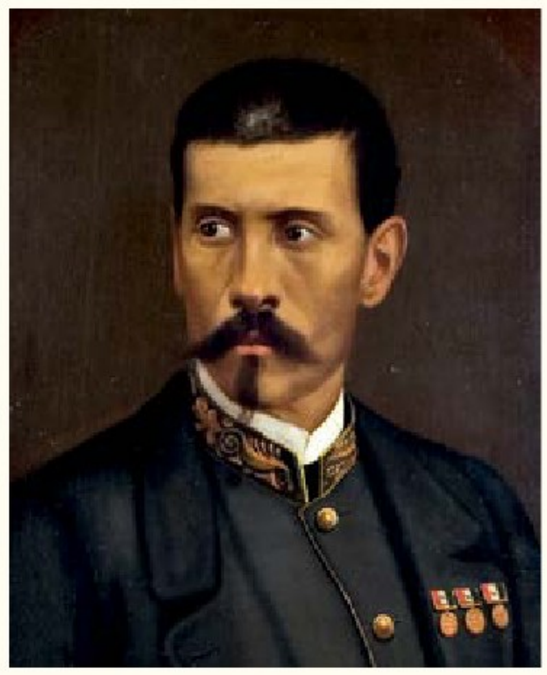
In this project, you will identify and analyze some of the motives that caused the Mexican Revolution in 1910: political, economic, and social. You will understand the diversity of issues across the country and how the affected people demanded a solution, which led to the armed uprising of the population. Apart from that, you will read testimonials of people who lived and participated in the Mexican Revolution. Based on those testimonials, you will prepare monologues for a public performance about the Mexican Revolution and its people.

En este proyecto, identificarás y analizarás algunos de los motivos que causaron la Revolución Mexicana en 1910: políticos, económicos y sociales. Entenderás la diversidad de los problemas a lo largo del país y cómo la población afectada exigió una solución, lo cual llevó a un levantamiento armado. Además, leerás testimonios de personas que vivieron y participaron en la Revolución Mexicana. De acuerdo con esos testimonios, prepararás monólogos para una presentación pública sobre la Revolución Mexicana y su gente.

Problem

1. In community, read the following text and answer the questions:

> After the fall of the Empire of Maximilian and the restoration of the Republic by Benito Juárez, there was a process of both change and continuity in the political organization of the country. From that time, the conservative party, which had supported the French intervention, lost the power to govern the country. Political power was left in the hands of politicians with a liberal ideology who defended a Republican government, the separation between the State and the Catholic Church, and the promotion of private property. Alongside these changes, many of the military who participated in the war against the invaders started to occupy positions of power.



Additionally, Mexico no longer had external threats or internal conflicts of power. At the end of the 19th century and the beginning of the 20th, Mexico had reached a period of political stability, but without democracy, as a consequence of General Porfirio Díaz's regime, who was reelected president every four years. He promoted investment from foreign corporations and an economy based on the export of raw materials for the global market.

a) What changed and what continued after the defeat of the Empire of Maximilian?

b) What were some characteristics of the liberal ideologies?

c) What problems could the policies of Porfirio Díaz cause to the Mexican population?

2. Look for information about the raw materials that were exported.
   a) Where were they extracted from?
   b) Which countries imported them?
   c) Which materials are still exported?

3. With this information, discuss about the effect of liberal policies on the population.

Identifying the Problem

To learn about the conditions in which people lived (peasants, workers, Indigenous peoples, professionals, and small businesspeople, among others), it is capital to consider the laws promulgated during that period; for example, the Ley de Colonización y Compañías Deslindadoras, on December 15, 1883, or the Código de Minas, on November 22, 1884. These laws were the basis for a great deal of abuse, even from foreign owners, which, as a consequence, caused discontent and protests by the people affected. In most of those cases, the Mexican authorities, under the command of a general who implanted a long dictatorship, preferred to repress the citizens instead of listening to their demands.

Listening

To get a general idea about the further development of the Mexican Revolution, watch the video "Mexican Revolution" by following the QR/link on the right. Then, order the events chronologically. Follow the example:

https://bit.ly/4cSzy44

( ) Huerta formed a military dictatorship.
( ) Zapata, Orozco, and Villa complained that Madero was working too slowly.
( ) Pascual Orozco and Francisco Villa led the revolutionary forces in the north.
( ) Obregón won the presidency.
( ) Díaz's army was defeated and he fled to France.
( ) The people who suffered the most, the peasants, finally got their own land.
(1) New railroads were built, industries grew, and foreign investment increased.
( ) Huerta had Venustiano Carranza and Álvaro Obregón as enemies.
( ) Carranza organized the Constitutional Convention that created the Constitution of 1917.
( ) Villa and Zapata rebelled against Carranza.
( ) Carranza became a hated man.
( ) Wealth and power were concentrated; most people lived in poverty and worked like slaves.

Answers: 6, 5, 3, 11, 4, 12, 1, 7, 8, 9, 10, 2

Grammar

We use the verb *to be* in simple past tense to talk about feelings, situations, or how things were in the past; we use the simple past tense to talk about an action that happened in the past; we use the past perfect tense to talk about an action that happened before another action in the past.

Remember that in the simple past tense *we use the past form* of the verbs *only in affirmative sentences,* and the auxiliary *did* and verb in base form in negative and interrogative sentences.

Remember also that *verbs in English are divided into regular and irregular* verbs.

Regular verbs are the majority:	Irregular verbs are a little over 100 verbs that are very commonly used. The majority of irregular verbs change a vowel for their past form, and can be better learned in groups:
work > worked	sing > sang
study > studied	swim > swam
rebel > rebelled	begin > began
play > played	
like > liked	

	To Be (Past)	Simple Past	Past Perfect
Affirmative	subject + *was/were* + complement Peasants *were* very poor. There *was* much discontent.	subject + *past form of verb* + complement or object The peasants *suffered* the most. Carranza *became* a hated man.	subject + *had* + *past participle* + complement or object The liberals *had won* the war against Maximilian.
Negative	subject + *was not/were not* (wasn't/weren't) + complement There *wasn't* freedom of speech.	subject + *did not/didn't* + *verb in base form* + complement or object Díaz *did not listen* to the demands of the people.	subject + *had not/hadn't* + *past participle* + complement or object Exploitation *hadn't changed* with Díaz's regime.
Interrogative	(wh-words) + *was/were* + subject + complement + ? What *was* social justice?	(wh-words) + *did* + subject + *verb in base form* + complement + ? Why *did* Villa and Zapata *rebel* against Carranza?	(wh-words) + *had* + subject + *past participle* + complement or object + ? When *had* the protests *started*?

1. To learn more about the pronunciation of regular verbs and to practice irregular verbs in communities, watch these three videos by following the QR/links on the right:

https://bit.ly/4aEUHgU

https://bit.ly/3UYIn5j

https://bit.ly/4e3VV8q

2. To practice this, read about women in the Mexican Revolution and fill in the blanks with the appropriate form of the verbs in parentheses.

A century after the end of the Revolution, the Adelitas still await real recognition

By Leigh Thelmadatter

The term *Adelitas* ("little Adeles") is used in Mexico today to refer to women who _____ (participate) in the Mexican Revolution, battling government forces.

To understand their story, it is important to understand just what the Revolution _____ (be). It _____ (begin) in 1910 as several uncoordinated revolts against the decades-long rule of President Porfirio Díaz. Díaz _____ (be) deposed rather quickly, but the shooting _____ (continue) for the rest of the decade as these same factions _____ (fight) each other for power.

By 1920, Álvaro Obregón _____ (be) president, the last of the major rebel leaders to survive. His government consolidated as the Partido Revolucionario Institucional or Institutional Revolutionary Party, and ruled Mexico until 2000.

As in most wars, women _____ (participate), but they and their stories have been pushed into the background, both because of *machismo* and because of the real desire by men to keep their families out of harm's way. Women _____ (feed) soldiers at camps and often _____ (take) care of each others' children and _____ (take) over male jobs such as farming. Women _____ (pick) up guns as well, either to defend themselves while their men _____ (be) off fighting somewhere else or because they _____ (be) motivated to join one of the factions.

The classic Adelita is depicted with humble dress, *rebozo* (a long shawl), bandolier, and rifle. It's an image _____ (make) famous by Mexican photographer Agustín Víctor Casasola and others who _____(spend) years documenting the fighting for the national and international press. The image has some basis in reality as Adelitas _____ (be) almost always poor and in rural areas, where fighting _____ (be) heavy.

[...]

There are a number of claims that the original Adelita _____ (be) a military nurse by the name of Adela Velardo Pérez, who _____ (run) away from home at the age of 14 to join the Cruz Blanca (White Cross), an organization that _____ (tend) to wounded soldiers. In 1948, Velardo _____ (tell) the newspaper *Excélsior* that the famous "Adelita" *corrido* had been composed by Sergeant Antonio del Río, who _____ (be) in love with her, but _____ (die) before the two _____ (can) marry.

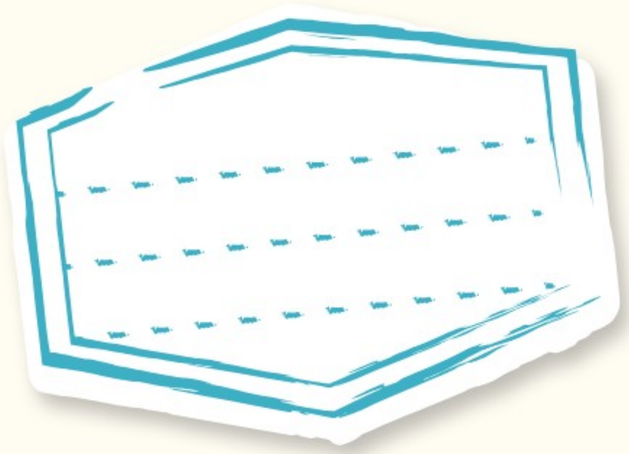
a) participated, b) was, c) began, d) was, e) continued, f) fought, g) was
h) participated, i) fed, j) took, k) took, l) picked, m) were, n) were, o) made, p) spent,
q) were, r) was, s) was, t) ran, u) tended, v) told, w) was, x) died, y) could

Let's Reorient It

After having reviewed the origins and development of the Mexican Revolution, you are now going to read some testimonials of people who lived at the time or participated in the Mexican Revolution.

Read the testimonials and then discuss how reading them changes or supplements the idea you had about the Mexican Revolution.

Testimonials translated from "Soldaderas y soldados en la Revolución mexicana. En los campamentos o empuñando armas en los escenarios bélicos" by Martha Eva Rocha Islas:

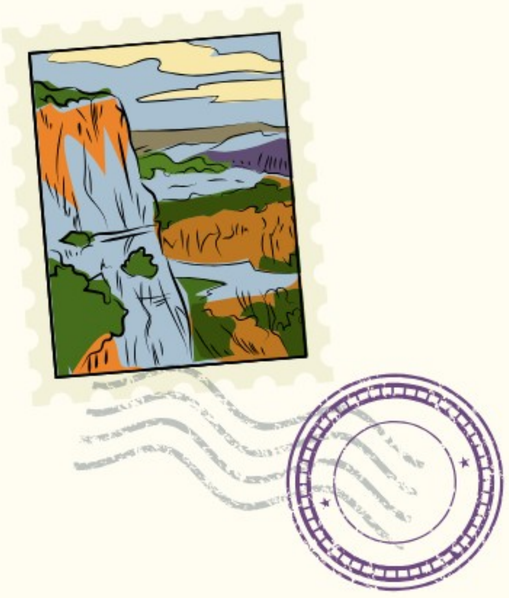


The wife of a USA diplomat, Edith O'Shaughnessy, described the soldaderas as:

> The heroic woman who accompanies the army, carrying her children or any other property with her, such as her cattle, baskets, blankets, goats, parrots, fruit, etc. These women are the only visible supply of the soldiers. They go with them in their long walks. They take care of them, feed them, heal them, and bury them and, in the case there is some money, they get paid. They do everything on the go, apart from providing the man any other service he might ask for. The abnegation they show in life is remarkable.

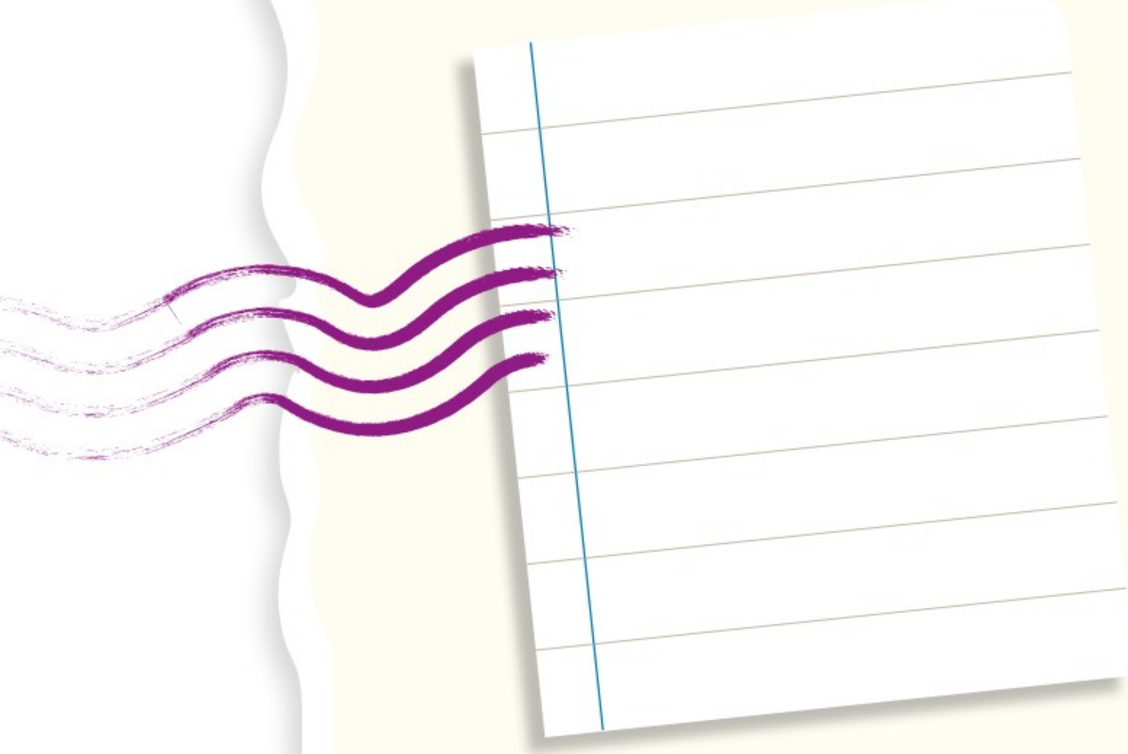
Women soldiers talk about their experience:

> Tomasa García: "Well, I was a *soldadera*! I was in the *guerrilla*, *guerrilla* means "armed troops," doesn't it? I wore my cartridge belt like this and another one like this. I carried my rifle, it was called *carabina* 30-30. A *soldadera* had to ride a horse and know how to saddle it. When your horse was killed, you lied on the ground waiting for somebody to get killed so that his horse would walk by and you could use your lasso to bind its neck and take the horse for you. You go to fight, to make war, in blood and fire, to kill and get killed!"



> María Encarnación "Chonita" Mares: "I took up arms out of sympathy for the Revolution, on March 3rd, 1913, in the mines of Pánuco, Coahuila. I was then 15 years old. My husband, Isidro Cárdenas, who was later a Constitutionalist captain, was then mechanic assistant in the mines and he had already told me he wanted to be part of the Revolution. I told him: 'Look, Isidro, I'd rather take up arms than follow you as a *soldadera*.' I very well remember his surprise when he heard me talk like that, but there was no remedy… Soon, I was given man's clothing, my rifle, and a horse, and I stayed in campaign until March 24th, 1916, when I was discharged in Soledad, Veracruz."

Testimonials of the consequences of the war on the everyday lives of people, taken from "War is hazardous for your health: photographs and testimonies about death, wounds, disease and medical care during the Mexican Revolution" by John Mraz:



Young boys: "We were students of thirteen years or younger. During the truces we would sneak out and watch how the scores of corpses in the streets moved slowly when burned with gasoline. Their eyes would open and their arms, legs, and fingers move with the fire's effect on their muscles and joints."

Francisco Ramírez Plancarte: "People's hunger was so great that many fainted. Crowds of indigents picked up fruit peels from the ground, and would gobble them down even though they were filthy. Others used poles to poke among the great mountains of garbage around the markets in the hope of finding some leftover poultry, fruit, vegetables, or entrails, even if they were rotten; their sole desire was to somehow placate the hunger that devoured them."

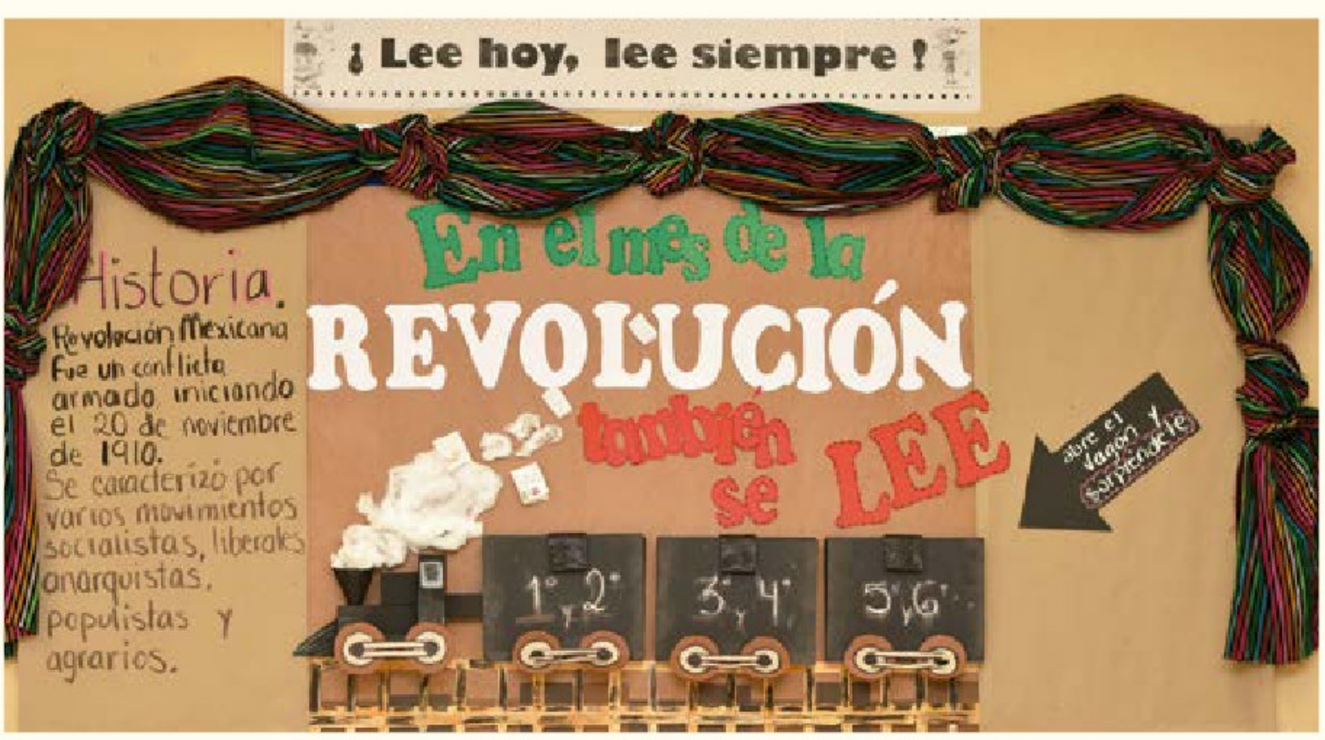
Eduardo Vargas Sánchez: "Men were killed on both sides during the shootouts and their bodies fell into the water, where they rotted. It occurred to me to send for some long ropes and poles that were used in the poorer neighborhoods as clothes lines, and we employed them and a sort of apron to pull out some of the lighter corpses. However, when the giant Yaqui Indian soldiers fell to the bottom of the springs it was impossible to retrieve them. They were especially heavy because they usually wore cartridge belts crossed from their left shoulder to their right hip and from their right shoulder to their left hip, as well as two more around their waists. That was the water that was drunk in the city and the source of all kinds of disease."

Let's Create!

1. Now it's your turn to find testimonials about the Mexican Revolution and develop a monologue from one of them.

   a) Ask your parents, grandparents, or some older adults in your community if they know testimonials about the Mexican Revolution from people from your community.
   b) When you find a testimonial that you especially like, research more about it.
   c) Prepare a monologue based on the testimonial as if you were the person telling their story.
   d) As a class, define a date, time, and means of promotion to present your monologues to your community.
   e) Prepare the clothes you will need, accessories, and scenography for your monologues.
   f) Promote your presentation and invite your family, friends, and community.

Let's Reflect!



1. The day of your presentation, leave a notebook for comments and suggestions on your monologues.
2. As a class, read the comments and suggestions, and discuss:

   a) What you learned from this project.
   b) How your perspective of the Mexican Revolution and the history of Mexico has changed after reading, listening, and representing testimonials of people who actually experienced the events.
   c) How these kinds of projects can be important to recover the memory of our community and our ancestors and for our collective identity.

The Arts: A Path to the Expression of Our Environment

In this project, you will develop an artistic proposal, in any of its forms, combining artistic elements with thematic features and the characters from the legend of La Llorona. This will allow you to make the legend yours, and to creatively generate an artistic innovative speech based on what you already know.

En este proyecto, desarrollarás una propuesta artística en cualquiera de sus formas, combinando elementos artísticos con las características temáticas y los personajes de La Llorona. Esto te permitirá hacer la leyenda tuya y generar un discurso artístico e innovador de acuerdo con lo que ya sabes.

Identification

Filomena Tun Cocon, Quintana Roo

For centuries, La Llorona (the Weeping Woman) has been one of the most popular legends in Mexico. It has inspired oral traditions that vary from one region of the country to another. It has also made way for literary works, both in prose and in verse, songs, paintings, movies, and other cultural and artistic works.

1. In community, search in reliable sources, in the School Library, and the Classroom Library the poetic narrative version of the legend of La Llorona, written by Vicente Rivera Palacio and Juan de Dios Peza.
2. In communities, analyze the following questions, and write the answers in your notebook.
   a) According to the text from Riva Palacio and Juan de Dios Peza, why hasn't La Llorona found peace for more than 300 years?
   b) In what context is this version set?
   c) What natural events do you identify in the text?
   d) What traditions, social practices, or beliefs can be associated with the legend's context?
   e) Which moment in the legend makes you feel a particular emotion?

Perfect Verb Tenses

The perfect verb tenses describe actions that started or will start at some point and are still relevant in the moment of speaking. They use the auxiliary verb *have* conjugated in the present, past, or future accordingly.

Tense	Structure	Examples	Use
Present perfect	subject + *has/have* + *verb in the past participle* + object	I *have read* about La Llorona many times. She *has heard* La Llorona's lament at night.	Used to describe an action that started in the past and is still relevant in the present; an action that started at some point in the past (the exact moment is not relevant), and to describe past experiences. You may use the prepositions *for* and *since* to specify the moment being described.
Past perfect	subject + *had* + *verb in the past participle* + object	He *had read* all her albums by June. They *had played* video games for hours.	Used to describe an action that started in an earlier past than the most recent past we are describing at the moment of speaking.
Future perfect	subject + *will* + *have* + *verb in the past participle* + object	They *will have played* for ten hours by noon. It *will have rained* for an entire week by Monday.	Used to describe that an action will be finished before a specific time in the future.

1. Fill in the blanks using the correct form of the verbs in parentheses. Don't forget the auxiliary *have*:

   a) Many people _____ (report) hearing La Llorona's lament near rivers and lakes.

   b) By the end of this century, countless generations _____ (narrate) the haunting story of La Llorona.

   c) Before the legend became famous, only a few villagers _____ (encounter) La Llorona.

Answers: a) have reported, b) will have narrated, c) had encountered

Retrieval

In performing arts, the body is the main element that transmits emotions and messages to the audience. In dance and theater, body movements are used to tell a story and express emotions; the stage space is essential to create the perfect environment and to put the audience in the right place. For instance, in music, the musicians' movements and bodies are also important, especially for musical interpretation.

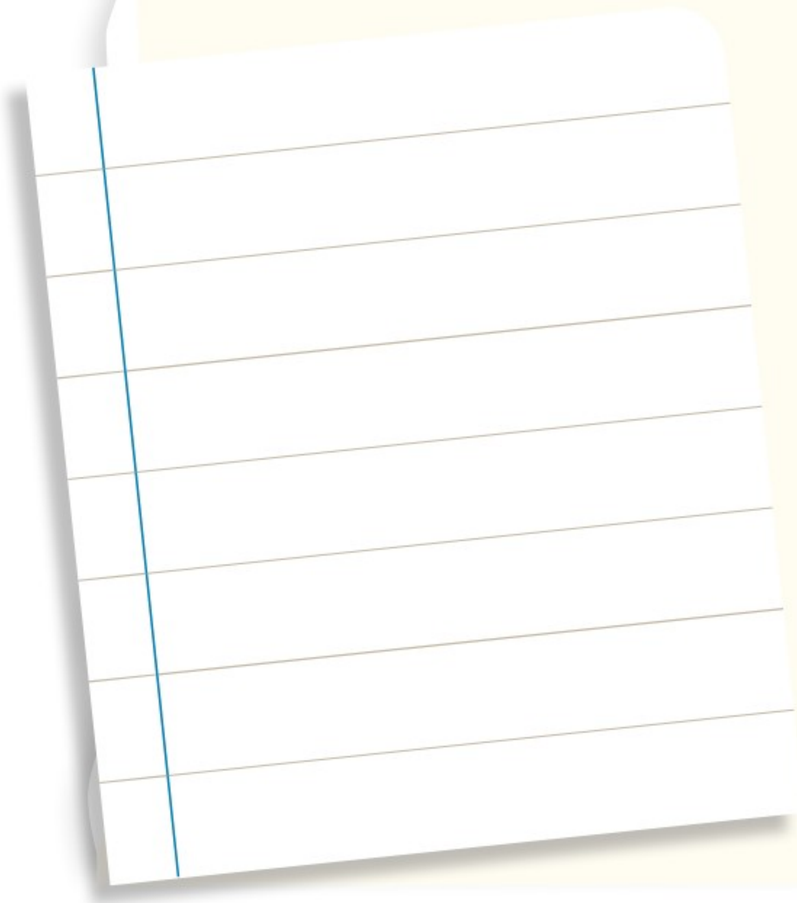
In plastic arts, space is the means to communicate the message. In painting and in sculpture, it helps create depth and perspective to set the elements and give them a sense of reality. In architecture, space is key to the functionality and the aesthetic of buildings.

In music, time is essential because it establishes melodical and rhythmic patterns. Time, the length of the notes, rhythm, and metric are the elements that determine the structure and the character of music.

Body, space, and time are crucial components of art. Every art uses them in a different way, but they are always present and important for the creation, comprehension, and appreciation of the work of art.

Approach

To identify the aspects of body, space, and time, you can analyze a cultural and artistic work of art in the next activity about the legend of La Llorona. Write in your notebook the answers to the following questions:



a) Is there an oral tradition built upon a different version of La Llorona? If so, what are the similarities and differences?
b) In what place and time is it set? A town, a city, or a village? When does it take place? In the colonial or the contemporary era?
c) What artistic or cultural manifestations (songs, paintings, photographs, movies, or audios) exist about La Llorona?
d) What is La Llorona like? Describe her with adjectives, comparisons, and sensory associations, identifying smells, textures, colors, sounds, and body sensations.

Planning

Now, let's consider important topics and set goals related to the artistic expressions of the legend of La Llorona.

1. In community, follow these steps:
   a) Create a dance performance (with rap, folk, regional, or another kind of music) or a theater play about the legend.
   b) Create a picture, a sculpture, or a piece of digital art, web art, or objective art. You can use colored pencils, chalk, water paint, any other inexpensive material, or an artisanal technique.
   c) Compose a musical piece or capture a soundscape about what the legend evokes.
   d) Write a poem or take pictures that express the emotions and the moods that the life of Luisa, La Llorona, and her eternal spectral roaming provoke in the community.
   e) Record a podcast or short film. You can also consider other variants such as video dance or video poetry works.
   f) Suggest other artistic forms to represent the legend.

Besides these suggestions, each community can propose additional projects and goals adapted to your needs and experience.

2. In community and with the help of your teacher, write the dates set for each activity. Use the following table as a guide:

Activity	Date
Read and listen to the legend in order to identify its elements.	
Remember the elements of the artistic expressions.	
Set the date and stages of the project.	
Identify the social problems and determine how you will represent them.	
Make a first draft and select the material.	
Make a second draft and carry out the first rehearsals.	
Evaluate and work on the details.	
Prepare the artistic exhibition.	
Evaluate the activity and write the conclusions.	

In order to set the above mentioned goals, take into consideration that artistic expressions help us notice some of the problems of our times.

3. In assembly and with the help of your teacher, identify a recent topic related to the legend. For example, forced disappearances, death of innocent civilians, gender-based violence, and the negative impact of *machismo* or sexism. Some other topics may be discrimination, gender stereotypes, sadness, loneliness, betrayal, guilt, fear of death, fear of the unknown, mystery, and terror.
4. In communities, decide which topic to work on as well as the artistic expression you will use.

Comprehension and Production

Once the topic and artistic expression have been selected, in communities, do the following:

1. Determine your starting point: If it's a song, a poem, or a play, brainstorm and write your first ideas. If it's a picture, a sculpture, a painting or a photograph, make sketches.
   a) You can do this in your notebook or on a sheet of paper, and don't forget the elements of the artistic expressions: body, space, and time.

2. Identify and decide what materials you will need. Considering that your works will be exhibited, make sure that they are attractive.

Keep in mind that you can use easy, readily available materials, such as cardboard sheets, recycled paper, water or soda bottles, colored pencils, or some natural elements such as dried leaves or soil.

Exploration

Once you have identified the scripts, sketches, or basic ideas as well as the materials to be used, make the final product.

1. Create the original idea with the final materials.
   a) If you decided to make a theater play or choreography, you must create the scenery.
   b) If it's a sculpture, a drawing, or a painting, the materials you use will depend on the artistic representation selected.
   c) If the final product is a song, add music and the melodic line and harmony (first, second, and third voices).
   d) If it's a poem or a story, determine how it will be presented.

2. Once the product has been completed, it's time to practice the work or presentation. With the help of your teacher, ask your classmates to share their opinions.

Integration

Now, it's time to make sure that the requirements for creating each artistic expression have been met. In order to do so, follow the steps:

1. Use these questions as a guide:
   a) Does it represent the topic you chose?
   b) Does it contain well-defined time and space elements?
   c) Is there a link between any of these elements and the legend of La Llorona?

2. Evaluate if you are satisfied with the results, or if you need to make any adjustments.

Broadcasting

1. In community, plan and set up the space to showcase or present the artistic expressions. To that end, you will need to do the following:

   a) Set the date, time, and place of the presentation.
   b) Define a schedule of the activities to be carried out and assign the roles and responsibilities to every member.
   c) Identify and visit the places for the presentations, and visualize where the works and the participants of each community will be placed.
   d) Rehearse in this place, whenever necessary, to reduce the risks or experiencing setbacks.
   e) Verify that the logistics and the promotion of the event go according to your plan.

2. Decide what activity you will do for interacting with the audience and for receiving their opinions and suggestions about the artistic expressions inspired by the legend of La Llorona.

   a) Guided tours for seeing the play or the exhibition.
   b) Online or printed satisfaction surveys asking the following questions:

   - What artistic expression did you identify?
   - What emotion did it make you feel? For example, peace, stress, happiness, sadness, fear, security, anxiety, or others. Explain why you think this emotion came up.
   - What natural elements can you identify? For example, mountains, fields, houses, streets, and public places, among other sites.
   - What traditions, social practices, laws, or beliefs are associated with the problem?

Consideration and Advances

It's time to evaluate your work.

1. In community, and with the help of your teacher, carry out the final project evaluation using the model survey below. This will allow you to gather the results from the audience surveys. (You can adapt this survey to the requirements of the project you selected.)

Activity	Yes (Most Visitors)	Yes (Some Visitors)	No (A Few Visitors)
The community identified the different artistic expressions.			
The community identified the artistic, cultural, and symbolic elements in the legend of La Llorona.			
The community identified current problems in their environment portrayed in the representations.			
The presentation arose feelings or ideas about a current social problem.			
The presentation or play attracted the public or audience and transmitted some knowledge or a message. The presentation was a significant experience.			

2. Finally, write in your notebooks the assembly agreements reached by the community regarding which aspects were the most satisfying, which ones required more effort, and which ones require further efforts and attention in order to improve future projects.

Vocabulary

Read the following concepts, and their definitions, and provide an example of each. Also, use the examples to create sentences using the perfect tenses.

Example: I have heard about the legend of the Nahuala.

Concept	Definition
legend	A widespread story about the past, one that may or may not be based on fact. Every culture has its own familiar, traditional stories.
folk tale	An entertaining story –often dealing with heroes, adventure, magic, or romance– orally composed and then passed from person to person by word of mouth, reflecting their cultural beliefs and their environment.
fable	A brief story, usually with animal characters, that teaches a lesson, or moral, which is frequently stated at the end.
parable	A short story intended to teach or convey a moral truth; related to a culture's religious or spiritual beliefs.
myth	A fictional story about the actions of gods or heroes, or the origins of elements of nature, and that is part of the oral tradition. Every ancient culture has its own collection of such stories.
tragedy	A work of literature (often plays) related to a catastrophe for the main character. It is intended to arouse fear and pity in the audience, and to convey a sense of the grandeur and nobility of the human spirit.
fantasy	Highly imaginative writing that contains fictional elements. Examples include stories that involve supernatural elements, stories that resemble fairy tales, and stories that deal with imaginary people, places, and creatures.
theme	The central message or insight about life. It often reflects a belief, an attitude, or a value of the culture from which the story comes.
moral	The wise message conveyed at the end of a story that states its lesson to the reader or spectator.
oral tradition	The transmission of songs, stories, and poems from generation to generation by word of mouth. Folk tales, myths, legends, fables, and parables are part of it.
cultural context	The background, customs, values, and beliefs of the particular culture and people who originally told the story.
characterization	The process by which writers create and develop a character –often when describing a character's traits; revealing a character's personality from their appearance, speech, and actions, and describing what others in the story think about the character.
dialect	A form of language and vocabulary that is characteristic of a specific group or region.

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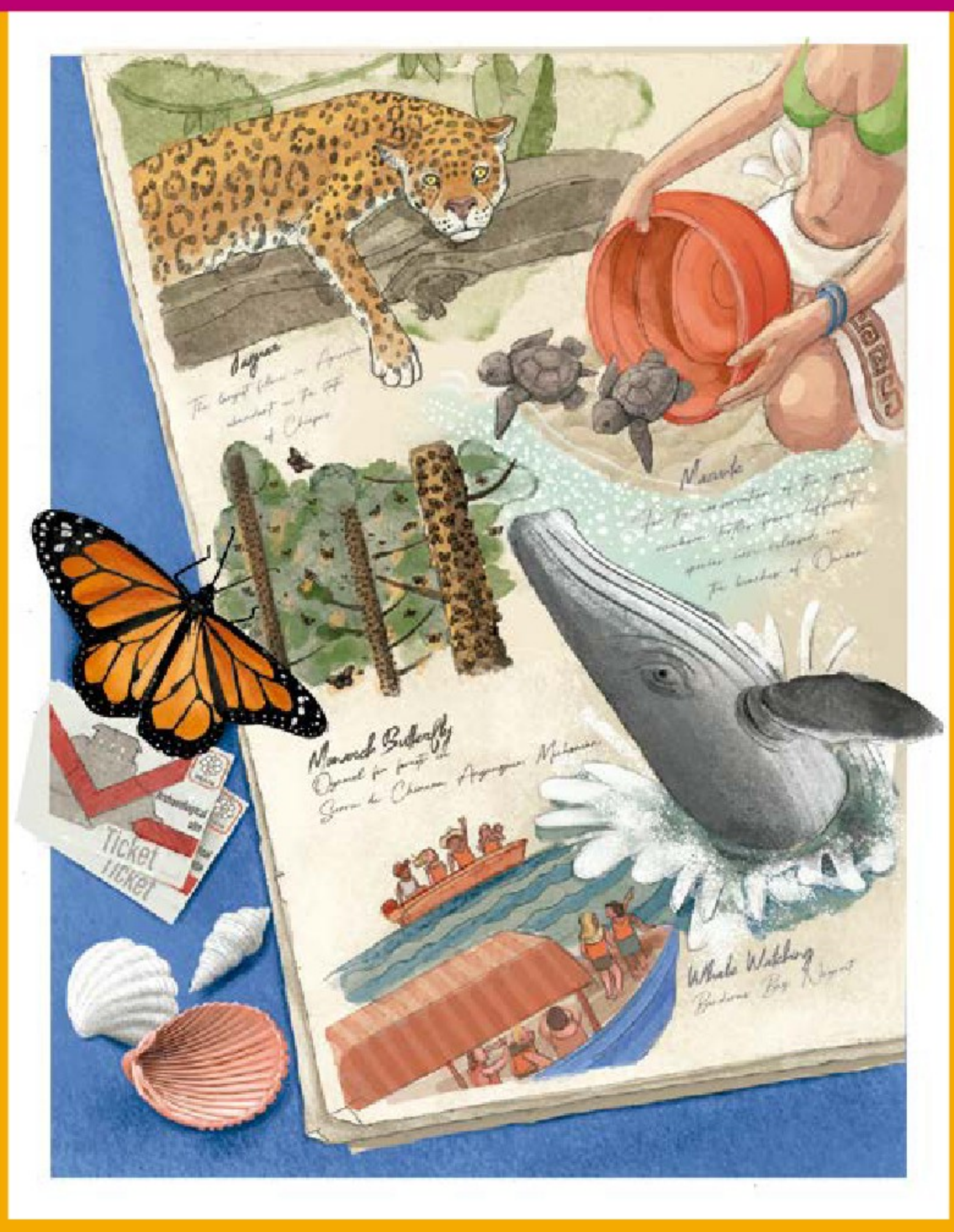

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