

ARTS INTEGRATION LESSON FRAMEWORK (ARTS/OTHER DISCIPLINE)

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| Title: Instruments of Mexico | | Grade: K-5 |
| Subject/Content Area & Art Form: Music, Science, Social Studies | | Lesson Duration: 1-4 hours |
| Driving Question: What are the different kinds of instruments in Mexico and why are there so many? | | |
| Connected Objective: Students will make direct connections between the variety of musical instruments in Mexico and the various cultural groups that settled there as well as the materials available to them. | | |
| Subject/Content Area Objective Students will know: The natural environment of different areas of Mexico and which cultural groups live in various areas. Students will be able to: Explain how instrument construction is influenced by environment and cultural groups. | | Art Form Objective Students will know: How much variety there is in instruments in Mexico. Students will be able to: Categorize various instruments and relate instruments to different cultural influences. |
| Subject Area Standard(s): <u>Social Studies:</u> NSS-USH.K-4.1 Living and Working together in families and communities, now and long ago. <ul style="list-style-type: none"> Understands the history of the local community and how communities in North America varied long ago NSS-USH.K-4.4 The Histories of many peoples of many cultures around the world. <ul style="list-style-type: none"> Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe | Art Elements: Music: <ul style="list-style-type: none"> LISTENING TO, ANALYZING, AND DESCRIBING MUSIC EVALUATING MUSIC AND MUSIC PERFORMANCES UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE | 21st Century Skills: <ul style="list-style-type: none"> Creativity & Innovation Critical Thinking & Problem Solving Collaboration & Teamwork Communication Cross-cultural Understanding |

Science:

PS4.A: Wave Properties

Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

Develop a simple model based on evidence to represent a proposed object or tool.
(K-2-ETS1-2)

Structure and Function

The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

ETS1.A: Defining and Delimiting Engineering Problems

Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)

Asking Questions and Defining Problems

Asking questions and defining problems in grades 3–5 builds from grades K–2 experiences and progresses to specifying qualitative relationships.

Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)

Formative Assessment(s): Create a diagram to show differences in music, culture or instruments in the various regions of Mexico.

Summative Assessment(s): Build an instrument using found materials. Work in a small group or as a class to create a sound piece with your instruments.

Lesson Materials/ Preparation:

- **Melodic Planet video 4- Son Jarocho**
- **Internet and computers for research**
- **National Geographic [Introduction and fast facts](#)**
- **Materials from home or school that can be used to create musical instruments such as wood, cardboard, rice or beans, paperclips, string, boxes or containers, fishing line, etc.**

Lesson Steps/Strategies for Learning

- **Introduce:** Mexico has a great variety of musical instruments, they vary from region to region and depend on the cultural group who lived there or settled there and what materials were available.

[Live links to instruments](#)

-Pre-contact (before 1500) there were 5 major cultural groups: Olmec, Maya, Teotihuacan, Toltec, and Aztec

-1500-1800 Colonial era: people of Spanish descent and people of Native descent, mixed and Africans brought as slaves. Although most European immigrants were from various regions of Spain, there were Europeans with other origins including Italians, Flemish, Greeks, French, and a few Irish. Asians arrived in Mexico via the Manila Galleon and the Pacific coast port of Acapulco. Filipinos, Chinese, and Japanese were part of this first wave, many of them enslaved.

-Post independence 1821: Many businessmen and disillusioned Southerners moved to Mexico as well as immigrants from France, Britain and Germany. In 1876 there was a mass migration of Chinese men to Mexico.

-The first known Asians arrived during the Colonial era as slaves, laborers and adventurers from the Philippines, southern China and India. Smaller numbers of immigrants came from Korea, Ceylon (now Sri Lanka), Indonesia, Cambodia, Japan and the Malay peninsula. (See chart below for modern immigration numbers).

- **Engage:** The styles of music from each region depend on the type of instruments they have. What are some of the styles and which instruments do they use?

[Veracruz](#)

[Jalisco](#)

[Yucatan](#)

[Durango](#)

[Chihuahua](#), [Dance from Chihuahua](#)

[Sonora](#)

[Nuevo Leon](#), [Dance from Nuevo Leon](#)

[Oaxaca](#)

[Chiapas](#)

- **Build Knowledge:** Which cultural groups settled the area? What materials were available to them? (Also see charts below)

The city of Mexicali in Baja California has the largest Chinese population in Mexico and the largest Chinatown called *La Chinesca*. The culture and language from the mainly Cantonese and Mandarin-speaking peoples are evident in the food, architecture, and everyday life in Mexico City. The Chinese entered the nation in the 19th century to build railroads, and many xenophobic acts were taken against them because Mexico preferred European immigrants. According to the 2010 Census there are 6,655 Chinese immigrants living in Mexico.

Korean descendants are most numerous in the coastal regions like Baja California, Sonora, Guerrero, Veracruz, Campeche, Yucatán and Quintana Roo. According to INM, in 2009 there were 5,518 South Koreans and 481 North Koreans living in México.^[62] There are an estimated 40,000 descendants of Korean henequen workers.

The Japanese community is also important in Mexico, and they reside mainly in Mexico City, Morelia, San Luis Potosí, Puebla, Monterrey, Querétaro, León, Toluca, Tijuana, Guadalajara, and Aguascalientes, and the immigrant colony in the state of Chiapas known as Colonia Enomoto.

The history of the Jews in Mexico began in 1519, they came from Europe and later from the crumbling Ottoman Empire, including Syria, until the first half of the 20th century. Others arrived as refugees during World War II. Today, most Jews in Mexico are descendants of this immigration and still divided by diasporic origin, principally Yiddish-speaking Ashkenazi and Judaeo-Spanish-speaking Sephardim. They are concentrated in big cities: Mexico City, Guadalajara, Monterrey.

Mexico received immigration from France in waves in the 19th and 20th centuries. The French language is often taught and studied in secondary public education and in universities throughout the country. French may also be heard occasionally in the state of Veracruz in the cities of Jicaltepec, San Rafael, Mentideros, and Los Altos, where the architecture and food is also very French. An important French village in Mexico is Santa Rosalía, Baja California Sur, where the French culture/architecture are still found. Other French cultural traits are in a number of regional cultures such as the states of Jalisco and Sinaloa. **The national folk music *marachi* is thought to have been named after the French word for "marriage" when the music developed in wedding parties held by French landowning families.** It is the legacy of settlers brought in during the Napoleonic-era French occupation is found in Guadalajara, Jalisco.












The Plautdietsch language, is spoken by descendants of German and Dutch Mennonite immigrants in the states of Chihuahua and Durango. Other German communities are in Nuevo León, Puebla, Mexico City, Sinaloa and Chiapas, and the Yucatán Peninsula. The largest German school outside of Germany is in Mexico City. **There are German populations where they still try to preserve the German culture which is evident in its popular regional polka-like music types, *conjunto* and *norteño*.** Included in the ethnic German immigration to Mexico are people from

Austria, Switzerland and the French region of Alsace as well those from Bavaria and High German regions of Germany. There are about 2,000,000 Mexicans with some partial German ancestry.

- **Deepen/Assess Understanding:** If you were going to build an instrument, what would you use? Something in your house? What if you had to build an instrument from what you could find outside?
- **Apply:** Design an instrument that you could build from the materials available to you.
- **Reflect:** How does your instrument compare to others? Can you play a song with it?

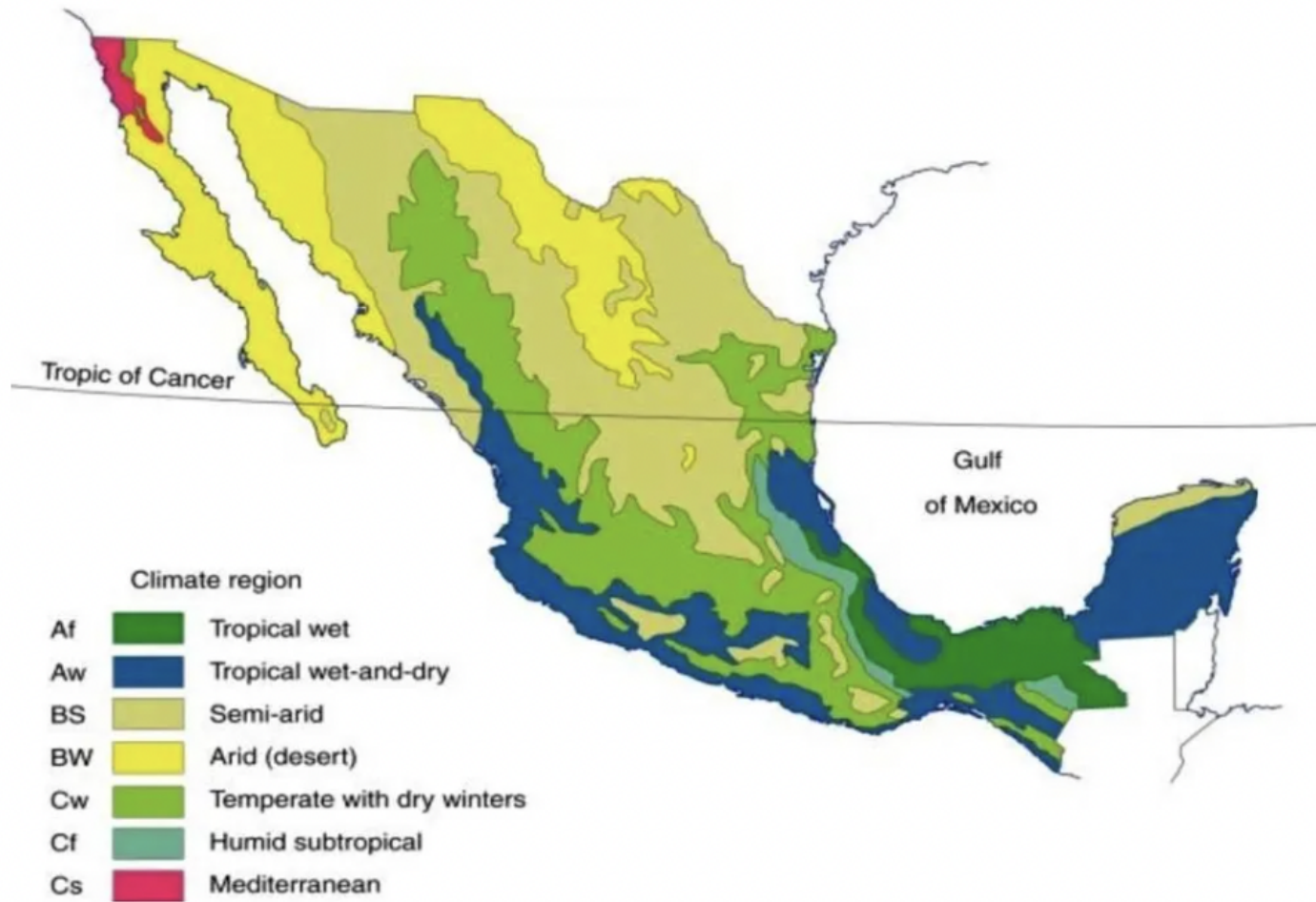
Immigrants to Mexico: Country of Birth

| Place | Country | 2020 | 2010 | Change % |
|-------|-------------------------------------------------------------------------------------------------|---------|---------|-----------|
| 1 |  United States | 797,226 | 738,103 | ▲ 8.02% |
| 2 |  Guatemala | 56,810 | 35,322 | ▲ 60.83% |
| 3 |  Venezuela | 52,948 | 10,063 | ▲ 426.17% |
| 4 |  Colombia | 36,234 | 13,922 | ▲ 160.26% |
| 5 |  Honduras | 35,361 | 10,991 | ▲ 221.73% |
| 6 |  Cuba | 25,976 | 12,108 | ▲ 114.54% |

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|----|-----------------------------------------------------------------------------------------------|--------|--------|-----------|
| 7 |  Spain | 20,763 | 18,873 | ▲ 10.01% |
| 8 |  El Salvador | 19,736 | 8,088 | ▲ 144.02% |
| 9 |  Argentina | 18,693 | 13,696 | ▲ 36.49% |
| 10 |  Canada | 12,439 | 7,943 | ▲ 56.60% |
| 11 |  China | 10,547 | 6,655 | ▲ 58.48% |
| 12 |  France | 9,080 | 7,163 | ▲ 26.76% |
| 13 |  Brazil | 8,689 | 4,532 | ▲ 91.73% |
| 14 |  Peru | 8,670 | 5,886 | ▲ 47.30% |
| 15 |  Germany | 6,860 | 6,214 | ▲ 10.40% |
| 16 |  Italy | 6,619 | 4,964 | ▲ 33.34% |
| 17 |  Chile | 6,532 | 5,267 | ▲ 24.02% |
| 18 |  Haiti | 5,895 | | |

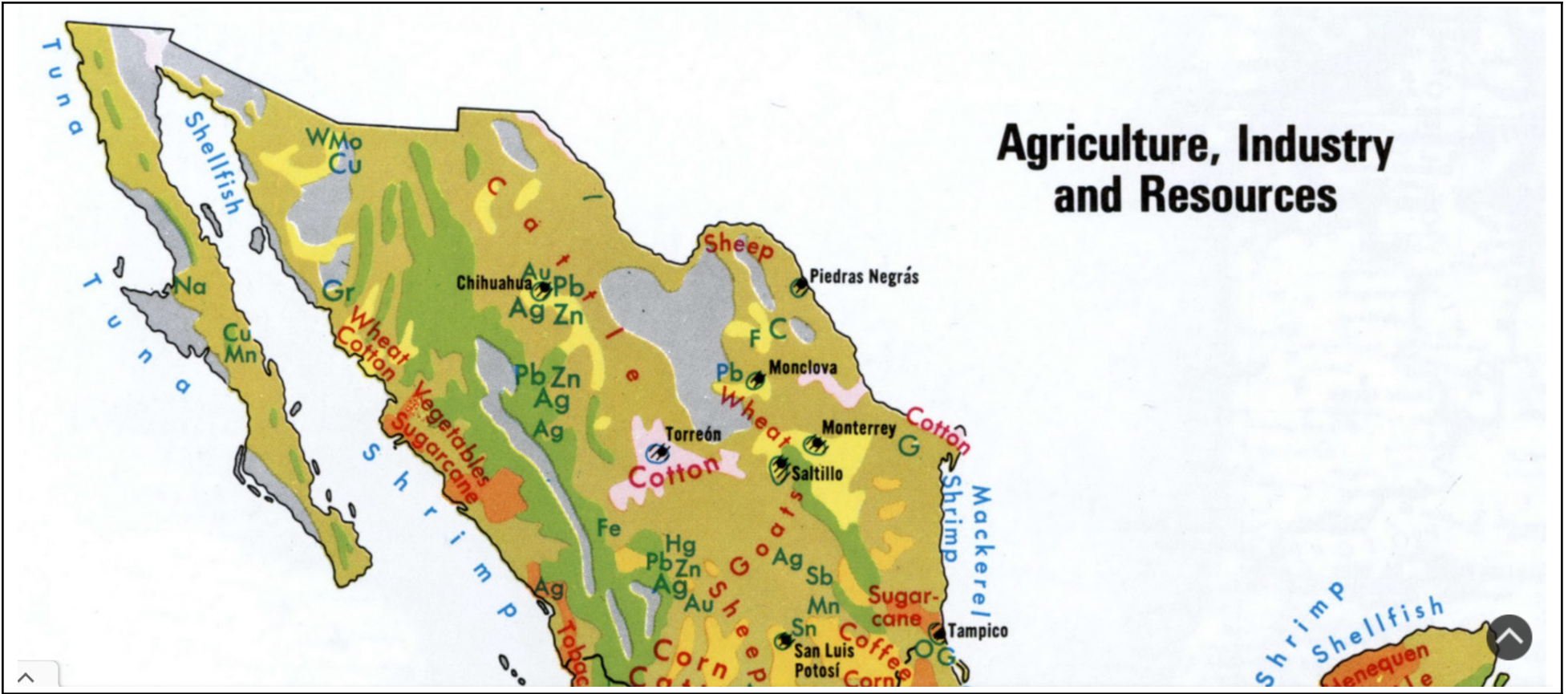
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| 19 |  Nicaragua | 5,731 | 3,572 | ▲ 60.44% |
| 20 |  Japan | 5,539 | 3,004 | ▲ 84.39% |
| 21 |  South Korea | 5,339 | 3,960 | ▲ 34.82% |
| 22 |  United Kingdom | 4,030 | | |
| 23 |  Ecuador | 3,995 | | |
| 24 |  Costa Rica | 3,803 | | |
| 25 |  Dominican Republic | 2,849 | | |
| 26 |  Belize | 2,813 | | |
| 27 |  Uruguay | 2,706 | | |
| 28 |  India | 2,656 | | |
| 29 |  Bolivia | 2,505 | | |

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|----------------------|-----------------------------------------------------------------------------------------------|------------------|----------------|-----------------|
| 30 |  Russia | 2,321 | | |
| 31 |  Panama | 1,916 | | |
| 32 |  Switzerland | 1,439 | | |
| | Other countries | 25,492 | | |
| TOTAL | | 1,212,252 | 961,121 | ▲ 26.13% |
| Source: INEGI (2020) | | | | |











Mexico's seven climate regions (Source: [Geo-Mexico](#))



Agriculture, Industry and Resources





DOMINANT LAND USE

-  Wheat, Livestock
-  Cereals (chiefly corn), Livestock
-  Diversified Tropical Cash Crops
-  Cotton, Mixed Cereals
-  Livestock, Limited Agriculture
-  Range Livestock
-  Forests
-  Nonagricultural Land

-  Water Power
-  Major Industrial Areas

MAJOR MINERAL OCCURRENCES

- | | | |
|--------------------|----------------------|--------------------|
| Ag Silver | G Natural Gas | O Petroleum |
| Au Gold | Gr Graphite | Pb Lead |
| C Coal | Hg Mercury | S Sulfur |
| Cu Copper | Mn Manganese | Sb Antimony |
| F Fluorspar | Mo Molybdenum | Sn Tin |
| Fe Iron Ore | Na Salt | W Tungsten |
| | | Zn Zinc |

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