

The Poinsettia: Native Mexican Plant vs. U.S. Christmas Flower

Objectives:

The student will demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied. TEKS § 114.22 Languages Other Than English, Novice Progress Checkpoint (c)(2)(A)

The student will use resources (that may include technology) in the language and cultures being studied to gain access to information. TEKS § 114.22 Languages Other Than English, Novice Progress Checkpoint (c)(3)(A)

The student will demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied. TEKS § 114.22 Languages Other Than English, Novice Progress Checkpoint (c)(4)(A)

The student will demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied. TEKS § 114.22 Languages Other Than English, Novice Progress Checkpoint (c)(4)(B)

The student will demonstrate an understanding of the influence of one language and culture on another. TEKS § 114.22 Languages Other Than English, Novice Progress Checkpoint (c)(4)(C)

Procedures:

Students will journal during warm-up time about their prior knowledge of the poinsettia. Then students will read and discuss their responses as a group.

Then teacher will present pictures and video comparing native Mexican poinsettia plants to those marketed in the United States, or students may view the pictures and video on their own using classroom technology. Growing patterns, life span, usability, and other factors concerning the plant in both the US and Mexico will be discussed.

Teacher will then read a version of the legend of the poinsettia to the class to expose the students to Mexican folklore. Many versions of the legend are available on the internet and one version by Tomie dePaola has been published in children's book form.

Product:

Then students will create a paper pinwheel poinsettia following the directions of the teacher.

Students will use a 6 in. by 6 in square of red paper. They will draw two dotted lines each connecting the two opposing corners. Then they will place dots in the corners of the square as shown. Then they will cut inward on the dotted line from each corner and stop about 1in from the middle of the poinsettia. Then they will glue each dot to the center of the square. Then they will glue a 1 1/2 in yellow paper circle to the middle of the paper poinsettia.

Created by Jana McLain, 2006