

The Sizzling Southwest

La Vida Hispanica (¡No es loca!)

Hispanic Culture in the Southwestern United States

INTRODUCTION: Because the Southwestern states border on Mexico, they have a very large population of people who speak Spanish, or who have Spanish heritage. Such people are known as Latinos or Hispanics. The purpose of this lesson is to learn about the culture of Hispanic people. Along the way we'll learn some Spanish, too!

PART ONE:

Whether you realize or not, you know words that have made their way into the English language from Spanish-speaking people of the Southwest. The list below is divided into four categories: food, place names, desert landscapes, building terms. Next to each word, write down the English meaning, or translate from Spanish:

Food:

tortilla
taco
chili
salsa
quesadilla
pico de gallo

Place names:

El Paso
Santa Fe
Sangre de Cristo (mountains)
Monterey
Rio Grande
Las Vegas

desert landscapes:

canyon (cañon)
arroyo
playa
mesa

building terms:

adobe
ramada
pueblo
mission

* Some space has been left so you can add to the list. Feel free to do so!

PART TWO: Hispanic people - *a long and proud tradition*

Hispanic people have been living in the Southwest since the 1500's. Towns like Santa Fe and El Paso are much older than the United States. Originally this part of the country was part of New Spain, and then Mexico. After the Mexican War, the Southwest was annexed by the United States. Although most are American citizens, Hispanic people have their own distinct customs. Some of these traditions are now becoming part of the mainstream American culture, because the Hispanic

population is one of the fastest growing groups in the country.

Look at the data table below:

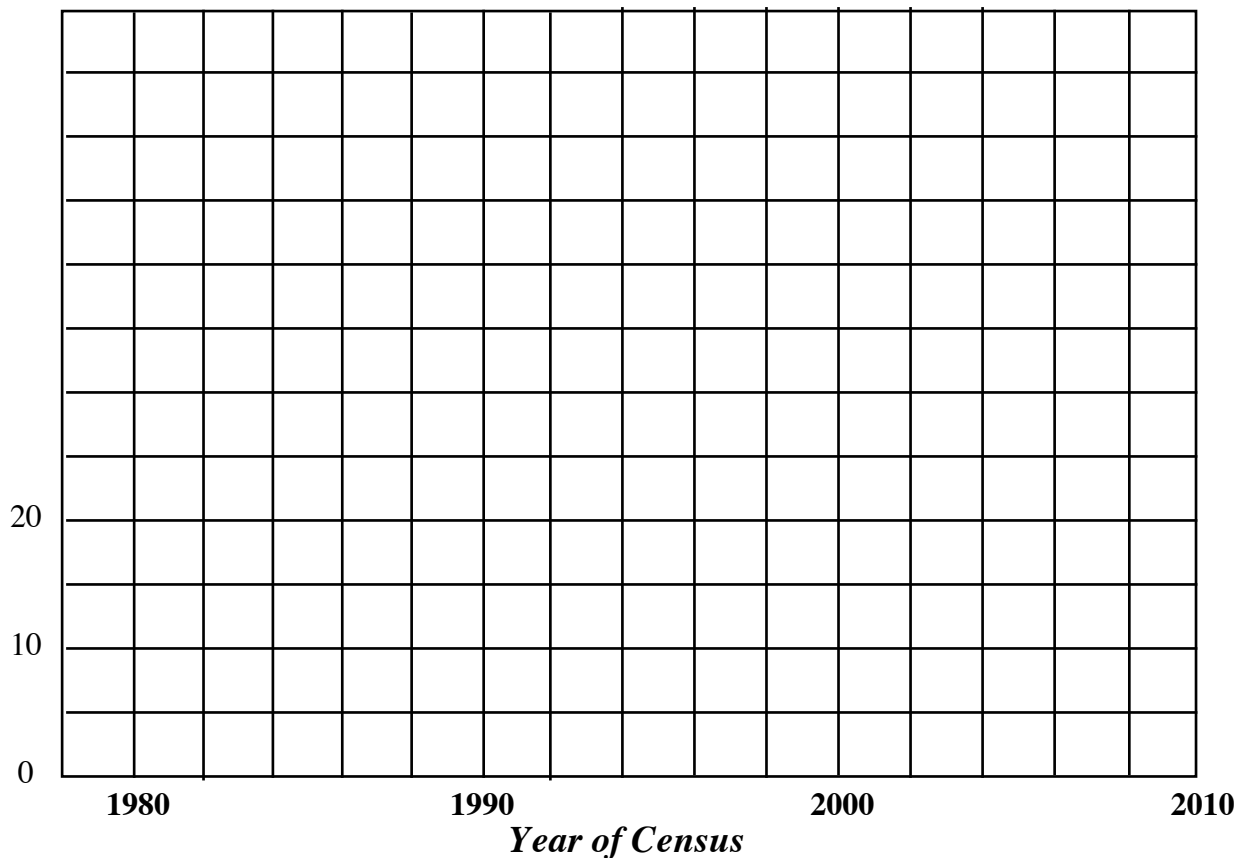
Year	Total Population of the United States	Hispanic/Latino Population of USA	Percent Hispanic
1980	226.5 million	14.6 million	
1990	248.7 million	22.4 million	
2000	281.4 million	35.2 million	

Determine the Percent of Hispanics in the total US Population and then use the grid below to make a line graph of that data.

1980: $\frac{14.6}{226.5} \times 100\% =$

1990:

2000:



Make sure you give a **title** to the graph. Also, make a **prediction** of the percentage of Hispanics in the United States for the year 2010.

Compare the growth of the total population of the United States to the Hispanic population of the United States: _____

An important point...in just a few years, the Hispanics will be the largest minority group in the United States!

Not only is the population large and growing, but the Hispanic people have also added much to our country's heritage. A good example is their architecture. Spanish-style buildings are becoming popular all over the country. They are also some of the most historic buildings in the United States.

Go online and visit the web sites that your teacher assigns you. They describe **missions** built by the Spanish several centuries ago.

Name three missions you found at this web site and the dates of their construction: _____

Why were these missions built? _____

What kinds of people lived in the missions during Spanish control? _____

What is there about the architecture of the missions that makes them stand out from buildings you are more familiar with?

Long after the Spanish padres left, these missions remained important. Towns and cities grew around them. Name three Southwest cities that have missions in the town center: _____

These missions are still in use. Why do you think they are so important, especially to Hispanic people? _____

PART THREE: *Reading about the Hispanic Southwest*

Most of you are familiar with the children's story of the *Three Little Pigs*. Susan Lowell, an author from Tucson, Arizona, has written a bilingual version of this story titled, *Los Tres Pequeños Jabalíes*, or the _____ Javelinas.

What is a javelina? _____

Read through the story first in English, so you can familiarize yourself with the characters and the story line. Then go back and skim through the story in Spanish. You are not expected to understand everything, but there are words and expressions you should be able to pick out. Find them and write the Spanish words next to each one:

head _____	hair _____
snouts _____	forest _____
road, path _____	dust storm _____
tumbleweeds _____	trick _____
mice _____	rabbits _____
sneaky _____	giant _____
sticks _____	ribs _____
language _____	heat _____
people _____	smile _____
teeth _____	green _____
yellow _____	flowers _____
bricks _____	mud _____
straw _____	little house _____
trail _____	old _____
weak _____	window _____
tail _____	noses _____
roof _____	skinny _____
fire _____	wood stove _____
noise _____	sounds _____
hot chili sauce _____	
clouds of smoke _____	

"Little pig, little pig, let me come in!" _____

"Not by the hair of my chinny, chin, chin!" _____

"I'll huff and I'll puff, and I'll blow your house in!" _____

Characters: Describe each of the characters in this story. *¿Describe en español!*

Primer Javalí: _____

Segund Javalí: _____

La Javalinita: _____

Coyote: _____

Describe las casas de los tres javalíes: _____

¿Qué tiempo hace en el desierto? _____

¿Cómo se llama la planta muy grande que vive en el desierto? _____

¿Porqué es muy inteligente la javalinita? _____

¿Qué quiere hacer el coyote con los javalíes? _____

¿Porqué tiene hambre el coyote? _____

This, of course, is just a story for children, but it is based on real people of the desert. Make sure you read "A Note on the Story" at the end of the book.

¿Donde vivan los TohonoO' Odham? _____

¿Qué es una ramada? _____

¿Qué usan los Tohono O' Odham para sus casas permanentes? _____

