

# HOLY MOLÉ

Second Grade

## **Outcome:**

Students will learn about Mexico and Mexican culture.

## **Materials:**

Book, *Holy Molé*  
Map or globe  
Blackboard or whiteboard  
Paper  
Crayons or markers  
Pencils  
5x8-index cards  
Sample postcards  
Large picture of a donkey  
Post-it® notes  
Pencils  
A bandanna to serve as a blindfold  
Tape  
Handkerchief  
Materials to make piñata  
Broomstick  
Blind-fold  
Small, wrapped candy and/or small trinkets to stuff piñata

## **Cooking Materials:**

Non-stick or seasoned iron skillet  
Stove  
Plates  
Spatula  
Napkins  
Damp cloth

## **Ingredients:**

2 C instant corn flour  
1 ½ cups warm water

## **Optional:**

Library or computer with Internet access  
DeSpain, Pleasant. "Señor Rattlesnake Learns to Fly." *Thirty-Three Multicultural Tales to Tell*. Little Rock: August House, 1993. 31-33.  
Hamilton, Martha, and Mitch Weiss. *How and Why Stories*. Little Rock: August House, 1999.  
West, John O. *Mexican-American Folklore*. Little Rock: August House, 1989.

## **INSTRUCTIONAL PLAN**

### **Introductory Activity:**

#### Materials:

Map or globe

#### Teacher:

- informs students that they will be reading a story that takes place in Mexico.
- asks students to locate Mexico on a map or globe.
- asks students to relate facts that they know about Mexico.
- prompts students as necessary to make sure that their information includes location, language, food, and customs.

### **Reading the Story:**

- Teacher reads title page of the book.
- Students each read one page aloud.
- Teacher asks students to think about how they know the story takes place in Mexico and how important the setting is to the story.

### **Questions for Assessing Students' Comprehension:**

- What is the setting of the story? (monastery, Mexico) How do you know?
- Who are the main characters in the story?
- What are the brothers worried about?
- Why did Brother Pascual think that it would be difficult to make a meal for the Viceroy?
- Who is the Viceroy?
- What did Brother Pascual tell the other brothers to do to get ready for the visit?
- Why did Brother Pascual order that the turkeys be plucked carefully?
- What was Carlos thinking about as he patted the tortillas?
- How much is Carlos paid for working in the kitchen?
- Why did Carlos collide with Brother Pascual?
- For what purpose were the cinnamon and chocolate?
- What was on Brother Pascual's tray?
- Why did Brother Pascual begin to pray when the spices landed in the pot with the turkey?
- What did the brothers do when the bell rang twelve times?
- What did Carlos think would happen to him because of the accident he caused?
- How did the stew smell?
- How did the stew taste?
- What did the brothers do while the Viceroy tasted the stew?
- What did the Viceroy say about the stew?
- When the Viceroy said, "I give the cook my highest praise," how did Brother Pascual respond?
- Why did Carlos eat until he could eat no more?

## **Interpretation:**

- Why is the setting important to the story?
- Brother Pascual was “wringing his hands.” What does that mean?
- The Bishop told Brother Pascual to have everything ready by noon. Brother Pascual said, “Noon! We have just two hours before he arrives.” What time was it then?
- Why did Brother Pascual want to impress the Viceroy?
- What time was it when the bell rang eleven times?
- Why did they need the bell to tell what time it was?
- Why did Brother Pascual, say, “Take the onion before I start crying”?
- Have you ever cut an onion? What happened?
- Why did the brothers think the meal was ruined?
- How did Carlos know the stew would taste good?
- When the Viceroy complimented the stew, why did Brother Pascual say, “...I do not deserve your praise. All praise belongs to Him above”?
- Why did Carlos think it was a complete miracle?
- Why is the book titled, *Holy Molé*?
- How do the illustrations add to the story?

## **Follow Up Activities:**

### • **Create Sentences**

#### Materials:

Blackboard or whiteboard

Word list: squatted, feathers, tortillas, impression, chocolate, chilies, ingredients, seasonings, stew, miracle

#### **Directions:**

- Teacher writes one word from the word list on the board and asks the students to read the word.
- Teacher then asks a student to create a 5-word sentence using the word.
- Teacher then asks another student to create a 6-word sentence using the word.
- Teacher then asks another student to create a 7-word sentence with the word.
- Activity is repeated with all of the words.
- **Optional:** Teacher asks students to work with a partner and write a sentence using as many of the words from the word list as possible. Sentences are shared with the class.

### • **Drawing**

#### Materials:

Paper

Crayons or markers

#### **Directions:**

- Teacher instructs students to draw their favorite parts of the story.
- Drawings are shared with the class.
- Students explain their choices.
- Teacher creates a bar graph to show which parts of the story were the most popular.

## **Follow Up Activities cont.:**

### • **Write a Postcard**

#### Materials:

5x8-index cards  
Markers or crayons  
Pencils  
Sample postcards

#### **Directions:**

1. Teacher shows students a postcard and points out its features (the postage stamp, the address, the note, and the picture).
2. Using the lined side of the card, students write a note from the Viceroy to Bishop Roberto after his visit to the monastery.
3. Students write a general address for Bishop Roberto (Monastery, Mexico) or create an address for the monastery.
4. Students draw a postage stamp on the postcard.
5. Students draw a picture on the unlined side of the card.
6. **Optional:** Students research Mexico in the library or on the Internet to help them create a design for their postcards. The postcard could be from another part of Mexico where the Viceroy was visiting, the Mexican flag, or it can depict a scene of Mexican culture.

### • **Create a Magazine Ad**

#### Materials:

Paper  
Markers or crayons  
Pencils

#### **Directions:**

- Teacher informs students the word “molé” can refer to a stew or a sauce.
- Students work with a partner to create a magazine advertisement for molé sauce.  
Considerations:
  1. What will the sauce be named? It might possibly be named after someone in the story, a place in Mexico, or a Mexican word.
  2. Who is the target audience for the advertisement? How will the intended target audience determine the design for the ad?
  3. Will the advertisement be in one specific magazine or will the same ad appear in many publications?
- Advertisements are shared with the class.

## **Follow Up Activities cont.:**

- **Mexican Games**

- “Pin the Tale on the Burro”

Materials:

Large picture of a donkey

Post-it® notes

Pencils

A bandanna to serve as a blindfold

Tape

**Directions:**

- Each student writes his or her name on a Post-it® note.
- Teacher tapes the picture of the burro on the wall.
- Teacher blindfolds each student one at a time. Student is turned around a few times so he or she is somewhat disoriented regarding the location of the burro.
- Each student in turn is asked to place the Post-it® note on the burro’s tail.
- The student who places his or her Post-it® note closest to the tail is the winner.

## **Mexican Games cont.**

- “Drop the Handkerchief”

Materials:

Handkerchief or bandanna

**Directions:**

- Teacher informs students this game is similar to “Duck, Duck, Goose.”
- Students sit in a circle with their hands behind their backs.
- One student is chosen to be “it.”
- “It” walks around the outside of the circle, finally putting the handkerchief in someone’s hands.
- The student receiving the handkerchief chases “it” around the circle. If “it” gets back to the second student’s place and sits down first, then the second student becomes “it”
- If the second student tags “it” before he or she can sit down, then the first student stays “it” and chooses another student in whose hands to drop the handkerchief.
- The game continues in the same fashion.

- “The Beans are Burning”

**Directions:**

- Teacher informs students this game is similar to “Hot and Cold.”
- Everyone hides his or her eyes while one person hides an object that everyone has seen.
- The person who hides the object calls out, “The beans are burning!”
- The person who hid the object can give clues to help the others find the object. Typical clues are, “You are getting hotter,” (closer to the object), or, “You are getting colder,” (further away from the object).

- More Mexican games can be found in the book *Mexican-American Folklore* by John O. West.

- **Cooking: Make Tortillas**

Materials:

Non-stick or seasoned iron pan  
Stove  
Plates  
Spatula  
Napkins  
Damp cloth  
Knife

Ingredients:

2 C instant corn flour  
1 ½ C warm water  
Butter

Directions:

1. Mix corn flour and warm water to form soft dough.
2. Pinch off pieces of dough and form into smooth balls.
3. Heat pan on stove.
4. Keep remaining dough covered with a damp cloth.
5. Pat dough into tortillas with damp hands (as Carlos did).
6. Place tortillas one at a time in pan to cook. Flip over one time (like a pancake).
7. Flip tortillas a second time and press firmly in the center.
8. Transfer tortillas to a plate.
9. If dough is too sticky, add more flour. Keep hands damp while working with dough.
10. Spread butter on the tortillas and enjoy!

Extensions:

- **Pourquoi Stories**

Directions:

- Teacher informs students *Holy Molé* is a **pourquoi** (“por kwa”) story. “Pourquoi” means “**why**” in French. Pourquoi stories explain how something is created (such as molé), or why an animal, plant, or natural object looks or acts the way that it does. These stories have been told since ancient times to help us explain why things are the way they are.
- Students read more pourquoi stories in *How and Why Stories* by Martha Hamilton and Mitch Weiss.

- **Past Tense Verbs**

Materials:

Blackboard or whiteboard

1. Teacher reviews concept of “past tense verbs” with students.
2. Students take turns, each re-reading a page in the book and identifying the past tense verbs on the page.
3. Students record verbs on blackboard or whiteboard.

## **Extensions cont.:**

### **• Make a Piñata**

#### Materials:

Library or computer with Internet access for researching materials and directions for making a piñata.

Materials to make piñata

Broomstick

Blind fold or bandanna

Small wrapped candy and small trinkets to stuff piñata

#### ○ Teacher informs students:

- Breaking a piñata is a fun party activity in Mexico.
- The piñata is a symbol of three virtues. The blindfolded participant represents a good force against evil. The piñata is a symbol of hope and charity. When the piñata breaks open, everyone shares in the gifts.
- During festivals people traditionally sing songs while breaking the piñatas.  
“Dale, dale, dale.                   (dah`lay, dah`lay, dah`lay)  
No pierdas el tino,               (no` pyair`dahz el tee`noh)  
Por que si lo pierdes,       (por kay` see` loh pyair`dehz)  
Pierdes el camino.”       (pyair`dehz el kah-mee`-noh)

“Hit it, hit it, hit it.”  
Don’t lose your aim,  
‘Cause if you lose it,  
You’ll lose your way.”

## **Directions:**

1. Students research directions to make a piñata.
2. Teacher gathers needed materials.
3. Students, as a class, create a piñata.
4. Students fill the piñata with candy and small trinkets.
5. Students seal the piñata.
6. Students take turns being blindfolded and trying to bat the piñata with the broomstick.
7. When the piñata is broken open, students share the treats.

### **• Mexican Folktales**

- Teacher reminds students that *Holy Molé* is a folktale from Mexico.
- Teacher tells students that they will read another folktale from Mexico.
- Teacher reads “Señor Rattlesnake Learns To Fly: A Tale From Mexico” on page 31 in *Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain. This story tells the tale of a rattlesnake befriended by birds who tried to help him fly. His abrupt landing on a prickly cactus was caused by the revelation of his true nature.