



Child of the

Flower-Song People:

Luz Jimenez, Daughter of the Nahuatl

WRITTEN BY GLORIA AMESCUA

ILLUSTRATED BY DUNCAN TONATIUH

Learning Objectives

- ▶ Identify some **indigenous** or native words and customs from Mexico
- ▶ Discuss how indigenous people have faced and continue to face **discrimination**
- ▶ Understand why some people work to **preserve** indigenous language and culture

Where Nahuatl Speakers Live

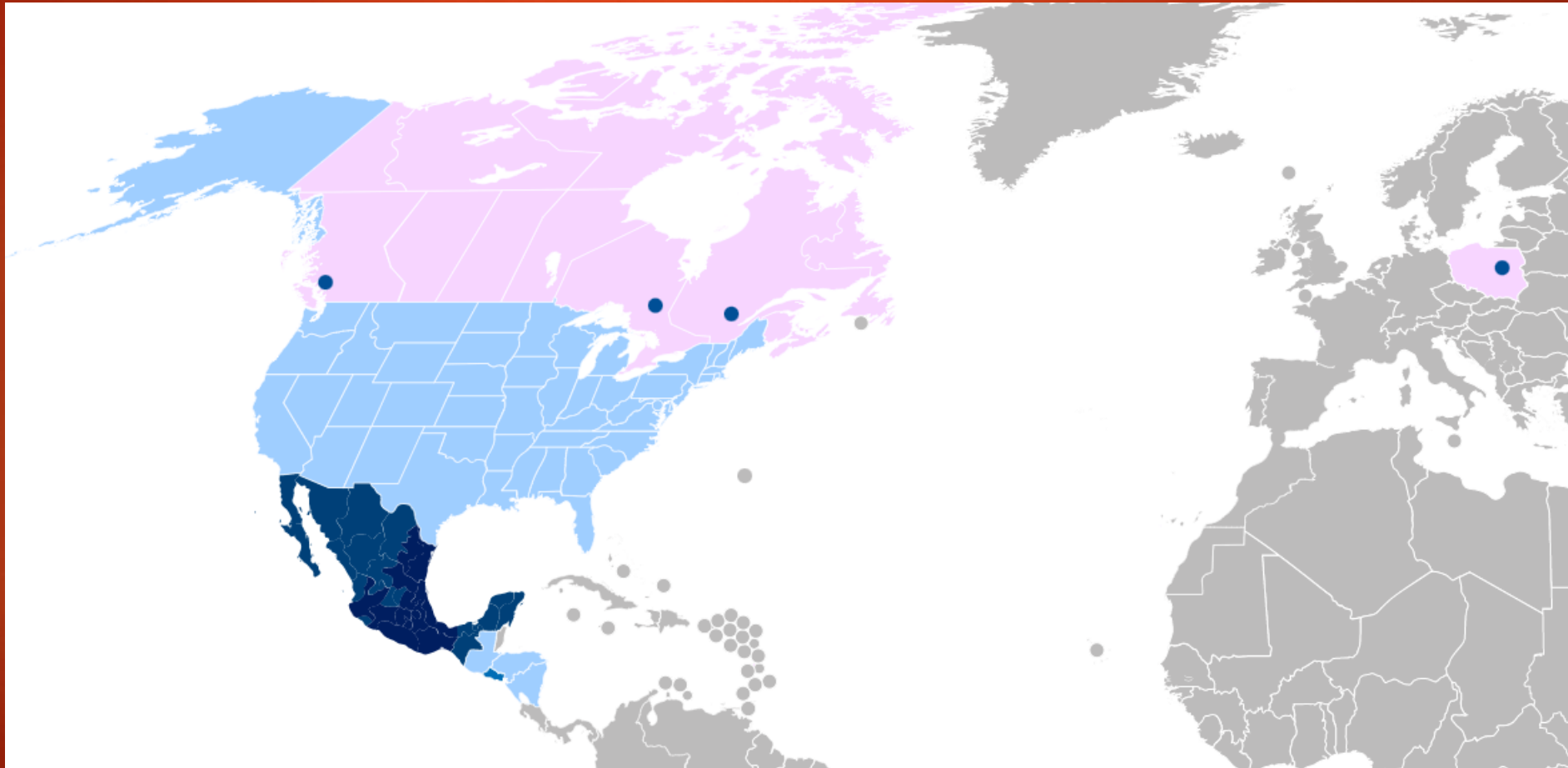


Mexican States with **more than 10,000** náhuatl speakers

Mexican States with **fewer than de 10,000** náhuatl speakers

Countries where a Nahua language is spoken but it is not an oficial language

Other countries with Nahua communities



Nahuatl Vocabulary

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ATOLE/ atolli
(ah-TOH-lee)
A porridge
made of corn
flour.



METATE/metatl
(meh-TAH-teh)
Flat grindstone
used to prepare
corn & grain for
food like tortillas



POPOTE/popōtl
(poh-POH-teh)
Plant used to
make brooms. It
means “straw”
including the kind
used to drink.



<i>Mostla</i>	Náhuatl	MAÑANA
Mostla	Queman nehuatl nionmiquis Amo queman xinocueso	Mañana... Mañana que yo me muera No quiero que estés triste;
Nican Ocsepa nican nionhualas Cualtzin huitzitzitlin Nimocuepas		Aquí... Aquí yo volveré Convertido en colibrí
Soatzin Queman ticonitas tonatiu Ica moyolo xionpaqui		Mujer... Cuando mires hacia el sol Sonríe con alegría;
Ompa...Ompa niyetos ihuan totahtzin Cualtzin tlahuili Nimitzmacas		Ahí... Ahí estaré con nuestro padre; Buena luz yo te enviaré

Xochicuicatl
(shos-chee-KWEE-
kah-tul) Poetry,
“floricanto” in
Spanish and
“flower-song” in
English

Preview:

Look at the **flowers** on the first pages.

- ▶ What color are they? Can you guess what kind of flowers they are?
- ▶ Estimate: how many petals do you think they have?
- ▶ Do you know why these flowers are special to some Mexicans and Mexican Americans in the United States?





Day of the Dead
altar with
cempasuchil,
marigold, flowers

Preview: Look at pages 3-11.

- ▶ Guess from the illustrations: what does Luz learn to do at home and at school?
- ▶ Do you know how to do any of these activities?
Who taught you to do them?
- ▶ Which would you would like to learn and why?

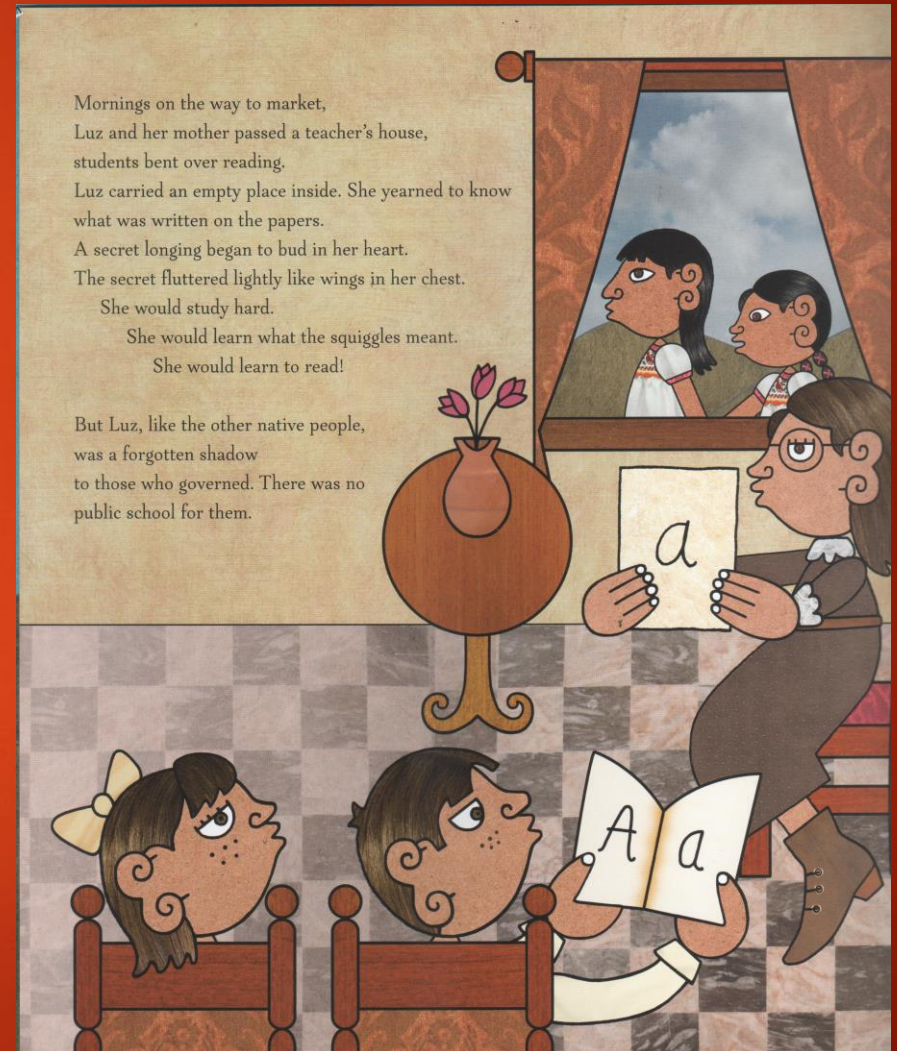
Preview #2

- ▶ Where do you think this style comes from?
- ▶ What do the hook-like symbols represent and why might they be important to the story?
- ▶ The illustrations are inspired by Mixtec (Aztec) Codices, books created by indigenous people in Mexico during the colonial period to record their history and culture before Spanish colonization. This is an illustration of an Aztec poet from a codex. The hook symbols show he is speaking.



While Reading, After page 9

- ▶ Where are Luz and her mother in this picture?
- ▶ How do they look different from the children and teacher?
- ▶ Why is there no school for Luz? Is that fair? Why or why not?
- ▶ How would you feel if you could not go to school?

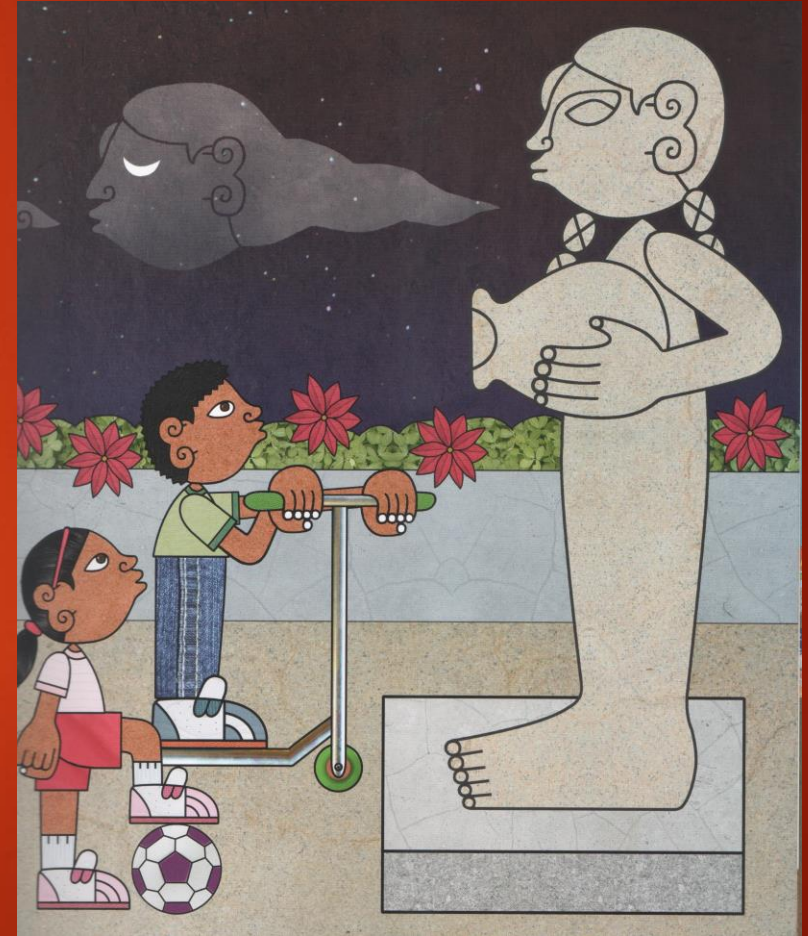


While Reading, After pg. 14

- ▶ How would you feel if someone told you could no longer speak your native language or wear your own clothes?
- ▶ Is it fair that students are punished for speaking Nahuatl? Why or why not?
- ▶ Why does Luz want to remember Nahuatl and Nahua ways?
- ▶ Make a prediction: how do you think Luz will protect the Nahua language and culture? What will she do?

After Reading

- ▶ **Predictions:** Did Luz protect the Nahua language and culture in the ways you had predicted or in other ways? What did she do to help?
- ▶ **Inference:** How do you think the children feel when they look at the statue of Luz? Why do you think they feel that way?
- ▶ **Ask Questions:** Imagine you could talk with Luz. What questions would you ask about her life?



Review Learning Objectives

Can you do these 3 things?

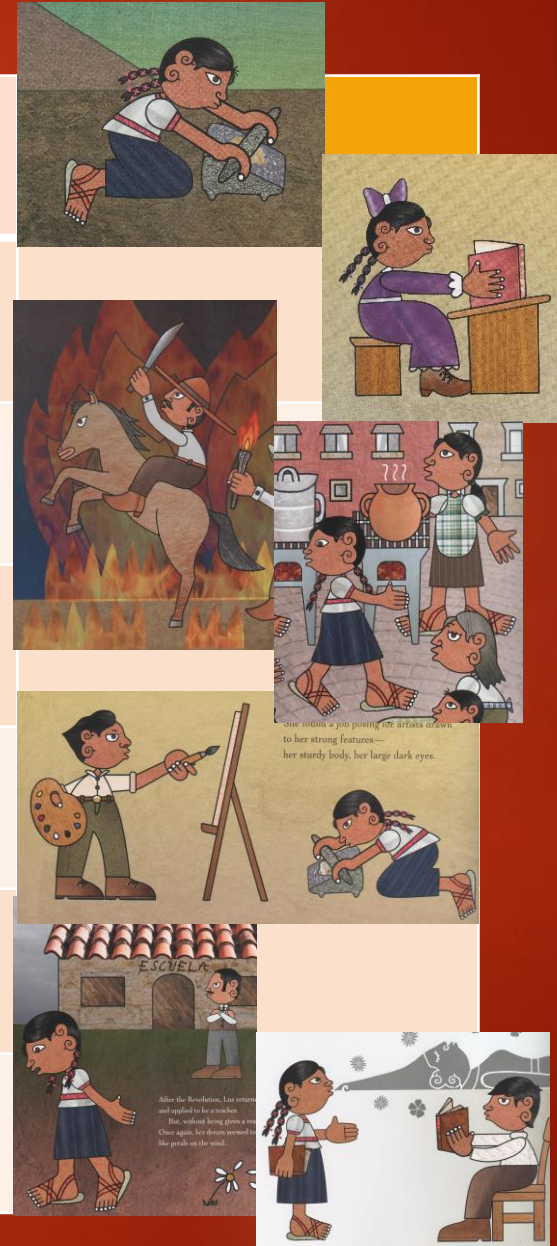
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Timeline

FIRST	Luz grows up in Milpa Alta, Mexico. She learns Nahuatl traditions like stories about Aztec gods, how to make corn, brooms, and medicine.
SECOND	Luz begins school and must learn Spanish language and culture. Native children can't speak Nahuatl or wear native clothing.
THIRD	The Mexican Revolution begins. Soldiers kill Luz's father, uncles, and most of the men and boys. Her home and school are burned down.
FOURTH	Luz's family leave Milpa Alta to live in Mexico City. It is hard to live in city, which is bigger than their hometown. They sell atole and tamales.
FIFTH	Luz models for famous artists who want to honor the strength and beauty of native people instead of only light-skinned Spaniards.
SIXTH	Luz returns to Milpa Alta and applies to be a schoolteacher, but she is rejected. She teaches artists about Nahuatl culture and language.
LAST	A college professor writes down Luz's stories in Nahuatl. Her words are published in books. Luz teaches Nahuatl at the College of Mexico City.



Tissue Paper Marigold Flower Directions:

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1. Take 4 pieces of pre-cut paper and stack them on top of each other
2. Make accordion style folds every inch (alternating directions)
3. Make two small V-shaped cuts in the center of the folded paper
4. Wrap a pipe cleaner around the cuts and twist tight
5. Cut each end of the folded paper into a U-shape
6. Gently pull the layers of paper apart to create fullness in the tissue paper flower



Watch here:

<https://youtu.be/5qApl360wdQ>