UNIT 3 ASSIGNMENT – LESSON PLAN TEMPLATE

Lesson Title:

I’m not Mexican (unless my family is from Mexico.) Identifying Spanish-Speaking Peoples

Grade Level(s) and Subject:

Middle School Spanish, Grade Levels 6-8, Exploring Spanish A & B and Spanish 1

State Curricular Standards: A list of standards (with codes) that are satisfied/addressed by the lesson plan.

**Kansas Curricular Standards for World Languages**

**2.1 Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Curriculum Goals and Objectives: In 3-4 lines, explain, in concrete and specific terms, what students will gain from your lesson plan.

The student will broaden their understanding of Spanish-speaking populations by addressing typical stereotypes and misunderstandings held by some American students in rural and suburban communities. Students will work to develop cultural consciousness about latino populations as they see that “Mexican” is not an all-inclusive term for native Spanish speakers.

Time Required:

120 minutes (3 class periods)

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Multicultural Goals: Please check or highlight one or more. Developing Multiple Historical Perspective  
Developing Cultural Consciousness  
Increasing Intercultural Competence

Combating Racism, Prejudice, and Discrimination  
Developing Awareness of the State of the Planet and Global Dynamics Developing Social Action Skills

Primary Source Bibliography: Please review definition at (http://research.library.gsu.edu/primaryhistory). Identify your source(s) so that others can find it such as websites with hyperlink or books with title, and publication date and (optional) link to on-line purchasing site.

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Gente de Zona. [Gente De Zona]. (2015, June 5).

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Anthony

La Gozadera Official Video ft. Marc

[Video File]. Retrieved from https://www.youtube.com/watch?v=VMp55KH\_3wo

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Other Resources Used: What non-primary sources or other items did you use that added a deeper understanding of this lesson’s topic? You may also include resources that teachers might appreciate if they want more background information.

What is latino/Hispanic? [Video

Required Materials / Supplies:

Internet Access, Student Devices (iPads, chromebooks, etc), Teacher computer/projector Lyricstraining.com  
PearDeck Add-on to Google Slides  
Y outube

Vocabulary: Please define vocabulary words; put foreign words in italics.

**Latino/latina/Latinx Hispanic Culture Misconception Stereotype**

*caribe yo arroz Colombia bien zanduga esta tambora merenguera mira somos Venezuela Miami ¿Dónde? México Dominicana Boricua hay tu hoy*

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De Meij, Richard. [Richard de Meij]. (2009, September 22).

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File]. Retrieved from https://youtu.be/Jrowk04bqZM

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Instructional Delivery/Student Activities: Give as much detail as possible about the learning methods and activities.

The learning methods and activities will be fully described and detailed below in the Procedural Breakdown Section. Here, however, are the basic activities to plan for this lesson.

* 1)  Student and Teacher Interactive Slides Presentation using Google Slides with PearDeck
* 2)  Student Target Language Cloze Activity using Lyricstraining.com and Reproducible #1
* 3)  Student Research component about target culture; presentation using Microsoft Sway
* 4)  Exit Ticket Response; students match definitions to appropriately describe Spanish   
  speakers.

Background Information: Include background information that a teacher would be able to use in lectures and lessons. This can be in outline form or prose but should be complete and presented in the same way and with the wording that you would use to teach this lesson yourself. Remember, other teachers should be able to use your lesson plan to teach their class.

The teacher should be aware of the following background information. Any licensed Spanish language teacher in the state should be fully aware of these basic background points already.

1) Awareness of the 20+ countries worldwide that speak Spanish as a native/official language 2) Awareness of the definitions of Hispanic, latino, latina, latinx  
3) Awareness that nationality and language spoken are not always necessarily the same thing 4) Awareness of common stereotypes and misconceptions attributed to Spanish-speaking peoples and cultures. Awareness of students’ possibly vary narrow perspectives and knowledge

Procedural Breakdown: A step-by-step procedural breakdown, including instructions for reproducibles.

1) **Day 1:** Students and teacher will log-in to the Google Slides Presentation. The Pear Deck Add-on will be used to promote student engagement and critical thinking. (To get the Pear Deck Add on, go to add-ons and install Pear Deck.) Teacher will project slides on classroom projector while students can follow along on their own devices such as tablets, chrome books, phones, etc. The Google slides portion of the lesson should take up to one 45-minute class period to complete. Many of the slides are interactive. On the interactive slides, students will often be prompted to reflect or respond to questions based on what they are seeing, hearing or reading. At the beginning of the presentation, the goal will be to activate prior knowledge and beliefs about what students think of Spanish-speaking people. On each slide, teacher may choose to facilitate discussion, have students record their written response with Pear Deck, or do a combination of both. It is flexible! Teacher should play video clips as they come up in the presentation, and continue to guide discussion to help students realize that Mexican is not a language and that many different types of people from various origins and backgrounds speak Spanish. They should also negotiate meaning to determine great definitions and understandings of the words Hispanic, Latino, etc.

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* 2)  At the end of the presentation, the students and teacher will come across authentic Spanish language resources, the music video *La Gozadera* by Marc Anthony and Gente de La Zona. First, they will watch the video and be immersed in the images and words that represent the distinct varieties of Spanish-speaking peoples across the world. Then, they will play a game on Lyrics Training to dive deeper into comprehension of the target language. Finally they will view the video a third time to complete the cloze vocabulary activity on reproducible 1.
* 3)  After viewing, the students should complete the final two reflection slides on Google Slides with Pear Deck. They are then ready for tomorrow’s assessment assignment.
* 4)  **Day 2:** Students will research and investigate two different Spanish- Speaking countries and complete the Compare/Contrast Reproducible to demonstrate their learning and to compare and contrast the various Spanish-speaking populations. They should use the websites posted on the rubric document to complete their research.
* 5)  Once students have completed their graphic organizer, they should log into Microsoft Sway, choose create presentation, and use the design elements to create a visually pleasing presentation with text and graphics that represent what the two countries have in common, as well as what makes the two populations special and distinct. Students will have two periods for research and presentation completion.
* 6)  **Day 3:** Continue research and Sway presentation.
* 7)  Finally, students will complete the exit ticket quiz and turn into teacher at end of Day 3.

Presentation – Google Slides with PearDeck Student Copy – La Gozadera (Cloze) Teacher Copy – La Gozadera (Cloze)

Exit Ticket

Materials: Include all materials (handouts, articles, instructions, worksheets, etc.) needed to successfully implement the lesson. You may send materials separately, using the following file name: “Last Name, First Name–Unit 3 Material #”

Materials and reproducible documents are attached in e-mail with lesson submission.

Assessment / Evaluation: How will you know to what degree students have met your goals and objectives for this lesson? Design and include grading rubric or peer- evaluation form used for teacher evaluation. You may send rubrics separately, using the following file name: “Last Name, First Name–Unit 3 Rubric”

Instructions and Rubric for Microsoft Sway Presentation Assignment are submitted as a separate uploaded document. Formatively, on the first day, we will gain insight into students understanding of Hispanic and Latino populations based on their reflective responses in the PearDeck/Google Slides. Summatively, we will know if they are able to identify similarities and differences among Spanish-speaking countries and populations based on the rubric that will be used for their mini-research project, with the final version posted on Sway. Finally, students will complete an exit ticket quiz at the end of day three.

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