**Orozco, Bonnie Unit 3 Lesson Plan**

**Lesson Title: Hit a Homerun: A Glimpse of History (of Baseball)**

**Spanish, level 2**

**State Curricular Standards:**

Student can describe a sport, such as baseball.

Students can present information on a familiar topic using a variety of words, phrases and sentences that have been practiced. (KSDE World Language Standard Communication 1.3.A)

Students can identify and label maps of cities, states, or countries with civic and geographic features where the target language is used. (Kansas World Language Standard Connection 3.1.A)

Students can use authentic materials to access new information and gain diverse perspective. (KSDE World Language Standard Connection 3.2)

Students can communicate using digital media tools within a school community in the target language. (KSDE World Language Standard Communities 5.1)

*Intermediate level: Students can compare and contrast racial issues from the 1950-60’s to present day within a common theme, such as sports.*

**Curriculum Goal:**

The focus is on presentational communication for students in a welcoming classroom environment while providing easy access to digital media for all students through use of a FlipGrid station. FlipGrid will be used to gain historical background information of the history of baseball, from the 1960’s to present day. This will provide a framework for the student to develop multiple historical perspectives, and increase intercultural competence. It is the hope that this project will open a new consciousness against racism and discrimination within a sport, such as baseball.

(Intermediate Level may add the historical background of the Dominican Republic during the dictatorship of Rafael Trujillo and compare that to historical knowledge to the Civil Rights Movement and Martin Luther King, Jr. in the USA. )

**Timeline: 4-6 45-minute class periods**

**Vocabulary:** Essential vocabulary for baseball & minimum Novice-high basic vocabulary

*El béisbol* baseball *La entrada* the inning

*El juego de béisbol* baseball game *El campo de béisbol* baseball field

*El jugador de béisbol* baseball player *La carrera / El jonrón* homerun

 */ El pelotero La pelota nula* foul ball

*El equipo* the team *El guante de béisbol* baseball glove

*El compañero del equipo* teammate *La lanzador* pitcher *Batear* to bat *El uniforme* uniform

*El bateador* the batter *El bate* the bat

**Background Information:**

I’d much rather play baseball than talk about it, and to learn Spanish you have to use it rather than talk about it. Before beginning this lesson/unit if you are not a baseball fan, then do the research to develop your knowledge of the sport, basic information of how the game is played and the terms used to describe it. Some of the students may be more knowledgeable than you and you can incorporate that student as the expert (*experto de béisbol*). Learn about the separation between white and black teammates in the 1950-60’s era of baseball by investigating some of the players who crossed the color line. I’ve selected Felipe Alou (the first Dominican to go straight to a Major League Baseball (MLB) team), Jackie Robinson, Juan Marichal for this lesson.

Another focus for the lesson is to increase awareness of the Caribbean, geographic knowledge and a glimpse of baseball players experiences through the lens of culture and language during the 1950-60’s in the United States. Extension of the discussion will develop historical perspective and cultural consciousness for the student by completing a choice board with investigation into baseball today.

Additional Resources include two blog posts with many ideas and suggestions for a whole class unit with the novel and/or extension activities for intermediate and advanced learners.

**Materials Required**

*Felipe Alou, desde los valles hasta las montañas*, by Carol Gaab, Language Learner Literature, class set

Baseball diamonds on posterboard or cardstock, labeled in the target language, 1 die and tokens for each player. Baseball diamonds can be laminated for durability.

FlipGrid Educator (<https://flipgrid.com/>) Set up an account with historical photos from the 1950-60’s era baseball figures Jackie Robinson, Felipe Alou, and Juan Marichal (Intermediate Level -Japanese Relocation Camp photo).

Computer or other internet accessible device for student use, with audio/recording capability

Alternate to FlipGrid: prints of photos & newspapers related to baseball in 1950-60’s

**Procedures/Instructional Delivery:**

**Day 1**: Baseball Vocabulary

Project the photo of a baseball diamond and ask students to list what they see in the target language to engage background knowledge. Allow 2-3 minutes for thinking, then create a global list for the class. Fill in the gaps in vocabulary, with drawing on whiteboard or use props. Be aware that students may want to know the vocabulary for all positions but stick to the pitcher and batter for simplicity in the introductory section. You may want to assign a student to do this research for you.

Continue to a new picture of Felipe Alou, baseball player and use the [Picture Talk](https://tprsquestionsandanswers.wordpress.com/2015/08/07/how-to-do-picturetalk/) strategy to provide repetitions of the baseball terms. Make sure you have biographical information on the player. This is the place to add additional players pictures from current teams to increase the level for intermediate students, especially if there is an MLB team in your area. Use the map to point out where each player is from. Students have a printed map (for a one-to-one class, can you use an interactive map for a pin drop?) to mark with player’s name and team.

Continue to the next picture with side by side pictures of baseball players, continue with the Personalized Question & Answer strategy (read about it here [PQA](http://teachingcomprehensibly.com/pqa/)) with students. You may be able to determine who are your baseball fans while engaging the whole class in talking about sports.

**Day 2**: Flipgrid / Reading

Begin the class with a think/pair/share describing a baseball diamond in the target language. If your students are unfamiliar with Flipgrid.com, complete the demo with the class and explain that you will be completing a pre-assessment video response. No access the Flipgrid for students then adapt for use with print baseball pictures.

Students who are not actively engaged working with Flipgrid (students don’t have one-to-one access in my district) will complete the embedded reading on the history of Felipe Alou, professional baseball player from the Dominican Republic. After reading students complete the illustration activity. Hand out included. The fast finishers can hand in their work and you will have illustrations to copy in preparation for the next day. If you have an Elmo or other device you can skip the printed copies.

**Flipgrid** example: student code snwp8cw , student enrolled is Avery Haxton, bearcat2k20 **(please don’t share this code publicly)**

Students record their first response to the prompts on Flipgrid. Students watch the 1962 video clip, view the photos and respond to the prompts below.

* ¿Cómo era el béisbol antes de hoy?
* Describe la experiencia de un jugador del béisbol de los 1960’s.
* ¿Por qué es famoso el lanzador, Juan Marichal?
* Identifica los países donde venían los jugadores en las fotos. (puede usar el video y mapa).

**Day 3**: Felipe Alou, FOLLOW UP(slide 6)

Students finish their first responses on Flipgrid, as needed. Be sure to set a time limit for completion.

Collect and use the illustrations from the embedded reading of Felipe Alou for a sequencing activity in the target language. Be sure to scaffold, repeat, ask questions and repeat any comments in English in the target language. Continue to include the baseball terms.

Brain break: TPR actions for baseball game/player. Example: The teacher has the students stand and says ‘*batear,’* students respond with the action of batting, teacher says *‘correr’* and students run in place, etc.

Students read in pairs or alone for Chapter 7-8 of the novel. This may mean skipping some of the chapters, especially if you don’t plan to use the book as a whole class novel. Reading the two chapters may take more time and the teacher may opt to read aloud with the class as a whole with building in checks for understanding. Chapter 7 is *La Primera Hamburguesa* (The First Hamburger) and Chapter 8 is *Un Equipo Dividido* (A Team Divided). Both highlight the experiences of Felipe Alou and his inability to understand English and the separation that existed between white and black teammates during this time period.

**Day 4:** Felipe Alou, continued reading of Ch7-8

There are many options for summarizing the chapters. I like the choice board.

Time for Baseball Vocabulary with the diamonds you have on cardstock. Divide students into groups of three, with the die and game tokens. For the die I assign the following 1=first base, 2=second base, 3=third base, 4= homerun, 5= foul ball, 6=out. The pitcher gives the word/statement you want to practice. I usually have students write true/false statements about the reading & use the expressions we are working with for the game. My version is adapted from this more active version baseball vocabulary can be found [here](https://freeology.com/reading/how-to-play-vocabulary-baseball/). You can assign students to write true/false statements to use as well.

**Day 5**: Choice Boards and Flipgrid

Students will complete the choice board without a formal evaluation. The Flipgrid second response will be the graded assessment for the lesson. Students record a second response to the original Flipgrid prompts, with the use of the map and additional details from their readings. I recommend placing a copy of the questions next to the computer/device for student reference. This lesson is set up with the original questions posted, and the second response is designed to show the development of students’ ability to speak on the same topic with more detail. I have found that handing out the rubric for assessment before speaking and allowing questions for clarifications helps students process as they prepare their thoughts for the task.

Peer assessments could be included as an additional option for feedback.

**Reproducibles**

Assessment Rubric:

<https://scesena.myteachersite.org/teacher/files/announcements/speaking%20rubric.pdf>

Map: <https://www.printableworldmap.net/click2.php>

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