

**K-12 Handbook:
Integrating Latin American Studies
Across the Curriculum**



Edited by Erika Davis, University of Florida

Table of Contents

Lessons

Confronting Views of Mexico	3
Grades 9-12. Latin American History/ ESL/ Spanish	
Activities for book: <i>El Regalo de Fernando</i>	8
Grades 9-12. Spanish I	
Exploring Afro-Mexican Culture	14
Grades 7-12. ESL, English, Spanish	
Neocolonialism in Latin America	19
Grades 11-12. Social Studies, Latin American Studies, Spanish (post AP recommended)	
¡Vamos a Costa Rica!	26
Grades 7-12. Spanish I	
Activities for book: <i>The Remembering Stone. What is home?</i>	38
Grades 3-5. ELA, Art	
Activities for book: <i>Magic Window. Day of the Dead –</i> Appreciating Cultural Holidays	47
Grade 2. ELA, Social Studies, Art	
Activities for book: <i>Malika’s Costume:</i> Carnival: A Caribbean Tradition	51
Grade 1. ELA, Art	
“What Would You Do?” The Exploration and Purpose of a Paleta	54
Kindergarten. Reading comprehension/Social Studies/Art	

Confronting Views of Mexico

Author: Andrea Dinan

School: Princeton High School

Curriculum Area(s): Latin American History/ ESL/ Spanish

Grade Level: 9-12

Time Frame: 3 days

Content Standards:

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Overview: Following a preview discussion on views of Mexico, students will analyze multiple videos that offer different perspectives. Students will compare and contrast images and messages from these videos. Then, in groups, they will each research and present on a specific topic as it relates to Mexico. “The Danger of a Single Story” will serve as the conceptual framework for the lesson.

Materials: Instructor computer, projector, speakers (for videos); student computers with internet access; materials/resources for posters (optional); links to videos and lyrics (see Additional Resources); rubrics for final presentation (see Appendix)

Essential Questions:

1. How can students identify and critique media representations of people, cultures and/or regions?
2. How can students use the research process to investigate their own perspectives and challenge any unsubstantiated assumptions or generalizations about people, cultures and/or regions?

Knowledge (Students will learn...):

- Multicultural texts exist within our repertoire of literary knowledge
- The danger of a single story is only being able to view literature (or an event) from one person's perspective

Skills (Students will be able to...):

- Gain an understanding of how their preconceived notions of a story do not encompass all stories being told
- Summarize material on an aspect of Mexican culture

Assessment Evidence:

Self-Assessment: Pre-lesson reflection questions on knowledge and preconceived views of Mexico, students can use the final presentation rubric to self-assess their group (optional)

Formative: Homework or exit slip comparing and contrasting videos and reflecting on their own perspectives

Summative: Rubrics for group work and the final presentation

PROCEDURES

Day 1:

Students post questions, responses, and ideas about Mexico (using sticky notes on a board or technology, such as Padlet). The teacher can post these questions to get things started:

- Have you ever visited Mexico?
- Can you name any famous Mexican people?
- What images come to mind when you think about Mexico?

After a brief discussion of questions and responses, the teacher should show the video “The Danger of a Single Story” (see additional resources). The following questions can be posted on the projector or on a worksheet for students to complete individually or in pairs:

- What does Adichie mean by a “single story”?
- What do you think the following quote means: “The problem with stereotypes is not that they are untrue, but that they are incomplete”?
- Adichie offers us a call to action. What is it? What does her TED talk ask us to do?
- If someone told a single story about you, what might they say?

The teacher should facilitate a class discussion, asking at least one student from each group to share (or, if completed independently, asking for volunteers to share their answers and others to respond in discussion).

Next, the teacher should show the video “Welcome to Mexico.” The following questions can guide discussion:

- What areas, if any, have you visited in Latin America?
- What images come to mind when you think of Mexico? Of Latin America?
- What images stood out to you from the video?
- How would you describe the people you saw in the video and what they were doing?
- What aspects of the video would you critique?

For the last video of the class, the teacher should show the music video from the group Calle 13 and distribute copies of the lyrics. The following questions can be posed to facilitate small group discussions or to be completed independently:

- What images or symbols do Calle 13 highlight in their video and/or lyrics?
- Which of the following were addressed in the video? How?
 - Culture
 - Politics
 - Economy
 - Religion
 - Sports
 - Environment
 - People
- Describe the people you saw and what they were doing.
- How many languages did you recognize throughout the video?

For homework or as an exit activity, students can compare and contrast the videos they saw today (with specifics) and write a reflection on how their own ideas and opinions about Mexico and/or Latin America may have changed.

Day 2:

Discuss the final activity/homework assignment from the previous day. Then, break students into groups of 4-5. Explain that they will be creating a poster or PowerPoint presentation on an aspect of Mexican culture. Allow each group to choose one of the following topics to research and present on:

- Education
- Indigenous people
- Women in Mexico
- Sports
- Music
- Dance
- Traditions and cultural events

Each group should include a section of general information on their topic (and cite their sources) and a section that compares and contrasts the topic in the context of Mexico and the US.

Day 3:

Final Presentations - Students can assess their peers and the teacher can assess students using the rubric attached (see Appendix A).

COMMENTS

Additional Resources:

The Danger of a Single Story – Video

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Welcome to Mexico - Tourist Video

<https://www.youtube.com/watch?v=EkisrY5sPjg&t=66s>

Calle 13 Latino Américas – Video

<https://www.youtube.com/watch?v=DkFJE8ZdeG8>

Lyrics (Spanish)

<https://www.azlyrics.com/lyrics/calle13/latinoamerica.html>

Lyrics (English)

<https://lyricstranslate.com/en/latinoamerica-latinoamerica.html>

Extension Activity:

Each student group can create their own video proposal (with script, music choices, ideas for images, etc.) related to the topic they researched. The class can vote on the proposal they like most and work together to produce the video and share it with the school.

APPENDIX A
Rubric for final presentations: 28 points

	Awesome 4	Admirable 3	Acceptable 2	Unacceptable 1	Assessment of Group
Critical thinking	Thoughtfully and accurately interprets results, shows in-depth understanding of major ideas	Identifies relevant arguments, justifies results, offers reasons	Usually justifies results and offers reasons	Misinterprets data, gives unjustified arguments	
Quality of information	Covers topic thoroughly, includes details that support the topic	Includes essential information, includes some supporting details	Includes most essential information, details are somewhat sketchy	Lacks essential information	
Organization	Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions	Organized, some topics are out of logical order, conclusions are generally clear	Some organization, topics jump around, conclusions are unclear	Not organized, topics make no sense	
Grammar and spelling	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors	
Visual design	Visually appealing, clean simple layout, text is easy to read, graphics enhance understanding of ideas	Visually attractive, text is easy to read, colors enhance readability, graphics and special effects do not distract from understanding ideas	Text is sometimes hard to read, sometimes graphics or special effects distract from understanding	Text is very difficult to read, layout is cluttered and confusing	
Oral presentation	Well prepared, speaks clearly, makes eye contact with audience, delivers with ease, invites questions	Engages audience, fluid delivery, uses different approach other than simply reading screen, invites questions	Clear and understandable, uses limited delivery techniques	Not clear, not understandable	
Teamwork	Willingly accepts and fulfills individual role in group, sensitive to feelings and needs of group members	Fulfills individual role within group without prompting, respectful of others	Works toward group goals with occasional prompting, maintains positive attitude	Works toward group goals only when prompted, needs occasional reminders to be sensitive to others	
				Total	

El regalo de Fernando

Author: Beatrice Torres and Stephanie Doyle
School: Eastside High School & Bell High School

Curriculum Area(s): Spanish I

Grade Level: 9-12

Time Frame: 2-3 days

Content Standards:

Interpretive Reading - The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

-WL.K12.NM.2.1- Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

-WL.K12.NM.2.2 - Demonstrate understanding of short, simple literary stories.

-WL.K12.NM.2.4 - Recognize words and phrases when used in context on familiar topics.

Presentational writing - The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

-WL.K12.NM.5.1 - Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

-WL.K12.NM.5.5 - Write about previously acquired knowledge and experiences.

-WL.K12.NM.5.7 - Draw pictures in sequence to demonstrate a story plot.

Connections -The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

-WL.K12.NM.7.2 - Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

Culture - The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

-WL.K12.NM.6.4 - Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

Interpersonal Communication - The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

-WL.K12.NM.3.3 – Ask simple questions and provide simple responses related to personal preferences.

Overview:

Students will increase vocabulary, reading and writing skills and language appreciation with the reading of a children’s literature book in Spanish. Students will write about typical activities in the target language. In addition, students will compare similar environmental issues and cultural practices in the United States and Costa Rica.

Materials: map of Costa Rica, Spanish I textbook, Fernando’s Gift, large chart paper to record student findings (which can be used to create a bulletin board on Costa Rica), Tic-Tac-Toe Choice Board (Additional Resources)

Essential Questions:

1. What crops are important in U.S. agriculture?
2. What are the effects of deforestation?
3. Why are trees important in the environment?
4. What are characteristics of birthday celebrations in Costa Rica?

Knowledge (Student will learn...):

- Vocabulary words pertaining to environment of Costa Rica
 - Nouns: la selva, la madera, la lluvia, la cosecha, el achiote, el árbol, las nueces, los insectos, los lagartos, las flores, el loro, el mono, el tití, el arroyo, el río, la trucha, el criadero, el caballo, el lugar, el sonido
 - Verbs: cortar, crecer, arrullar, contar, cuidar, educar, acompañar, buscar, ladrar, cumplir, pescar, trepar, escoger
- Effects of deforestation
- Culture, crops of Costa Rica
- Typical houses in Costa Rica
- Animals found in the rainforest

Skills (Students will be able to...):

- Demonstrate understanding of new and recycled words, phrases, and questions about self and personal experiences through gestures, drawings, pictures, and actions
- Answer either/or, sí/no questions such as:
 - ¿De qué color es una planta?
 - ¿Es alto o bajo este árbol?
 - ¿Es grande o pequeño?
 - ¿Te gustan los árboles?
- Understand and interpret information and ideas generated from Fernando’s Gift
 - Read and follow the story and continue to answer questions that reflect the vocabulary and the main idea of the story
- Acquire, reinforce, and further his/her knowledge of science and deforestation through the target language

- The student will be able to present written information, concepts, and ideas to an audience of readers
- Use the target language to gain knowledge and demonstrate understanding of the relationship among practices (housing), products (achiote, madera), and perspectives of cultures other than his/her own

Assessment Evidence:

Self-Assessment: Answer sí/no, either/or questions, chorally

Formative: Discussion of problems in rainforest; listen and repeat new words; participate in vocabulary games such as matamoscas, Pictionary, and password in order to learn and practice; record discussion information on infographic bulletin board; write 50-75 words in Spanish describing how he/she spends a typical birthday

Summative: Complete three chosen tasks from the Tic-Tac-Toe Choice Board (Appendix A) which includes interpretive, interpersonal, and presentational activities

PROCEDURES

Day 1: Provide vocabulary list (from Knowledge section above) of select words pertaining to plants, trees, crops, environment and specific vocabulary and verb bank on Fernando's Gift. Students copy words or receive vocabulary list, practice choral repetition in Spanish, answer questions such as:

- ¿De qué color es una planta? (show picture of tree)
- ¿Es alto o bajo este árbol?
- ¿Es grande o pequeño?
- ¿Te gustan los árboles?
- ¿Por qué necesitamos cuidar los árboles?

Teacher should implement additional guided activities for students to practice vocabulary including partner work, use of pictures, and memory activities. (Examples: vocab bingo, teacher says the word and students draw, Matamoscas [see Additional Resources for instructions], Pictionary, hangman, etc.)

Day 2: For interdisciplinary interaction with science, teacher initiates the following essential questions:

- Why are trees important in the environment?
- What is their role?
- What do you know about deforestation?
- Can you explain photosynthesis?

Students should discuss for 10 minutes and return and share (think-pair-share). Teacher should record information shared out from each group on chart paper for another bulletin board.

Teacher introduces the book, Fernando's Gift, by first showing the pictures in order to engage students in the story. Recycle previous vocabulary on family and other topics by asking students to name objects and people in the pictures. Review new vocabulary (on plants and trees) by using the pictures in the book and summarizing the gist of the story.

Next, teacher focuses on certain sections of the book by showing a typical Costa Rican house (page 5 and 11), tools being used, such as hoe and machete (page 8 and 12), and the two children in the book looking sad (page 21). Ask students to predict why the children look sad and ask what has happened to the trees in this photograph. Continue reading with students, stopping and asking them questions that target the specific vocabulary and asking them to identify cognates, vocabulary words and specific verbs.

Finally, ask what do you normally get for your birthday? How would you feel about getting a tree for your birthday? Teacher shows the pictures (page 27 and 28) where the students are planting trees. Again read aloud the paragraphs pertaining to the tree planting, working again with students to increase the use of new and previous vocabulary.

Writing assignment: Independently, students should write a 50-75 word paragraph in Spanish describing how they spend a typical birthday addressing the following questions:

- When is your birthday?
- How do you spend your birthday?
- What foods are typical at your birthday celebration?
- What gifts do you receive?
- What do you like to do on your birthday?
- Who attends your party?
- What do you wear on your birthday?

If short on time, this activity can be assigned as homework.

Day 3: Tic-Tac-Toe Choice Board (see Additional Resources and Appendix A) – Students should choose three activities that form a straight line from the Tic-Tac-Toe Board and complete them. Materials vary depending on the activities chosen. Teachers can adjust the activities to better suit their class.

COMMENTS

Additional Resources:

Tic-Tac-Toe Choice Board

The attached choice board is provided so that the student will be able to participate in three types of activities: InterPERSONAL, INTERPRETIVE and PRESENTATIONAL. In addition, the board is tiered so that each group of three is a different complexity. For instance, Activity #1 is less complex than Activity #8 even though they are in the same category of INTERPRETIVE. This gives students the opportunity to work within their own particular learning style and level.

“Matamoscas” Instructions

The teacher writes as many vocabulary words as possible on section of white board in classroom or projects words on screen in random order. Students should form two lines. The first students in each line should have a “matamoscas” (flyswatter) in their hand. The teacher calls a word in English and both students run to the board to smack the corresponding word in Spanish with their flyswatter. Each student will pass the “matamoscas” to the next student in their line. A different word is said in English and, again, the students must smack the corresponding word in Spanish. Count points according to which team was the fastest/correct. Assign time limits as necessary.

Play at a higher level by giving a clue about the vocabulary word in Spanish and students must identify and smack the matching word. For instance, if “bosque” is one of the vocabulary words, during the first round the teacher would say “forest,” and the students would smack “bosque.” At the higher level, the teacher would say, “un lugar donde viven muchos arboles,” and the student would smack “bosque” as the matching answer.

APPENDIX A

Nombre: _____ **Clase:** _____ **Fecha de entregar:** _____

TIC-TAC-TOE Choice Board

Choose three boxes to form a Tic-Tac-Toe and complete the activities.

Las cajas que quiero son _____, _____, y _____.

<p>INTERPRETIVE</p> <p>#1 After reading pages 6,9,10 in <i>Fernando's Gift</i> (in Spanish), highlight the following:</p> <ul style="list-style-type: none"> —plants, family in BLUE —descriptions in YELLOW —actions in PINK 	<p>InterPERSONAL</p> <p>#2 Record yourself answering the teacher's questions in Spanish on your phone or USB recording device. The teacher's questions are on a USB recording device.</p>	<p>PRESENTATIONAL</p> <p>#3 Create an assessment for pages 13, 14, 16, 19 of <i>Fernando's Gift</i> using kahoot.com or quizlet.com.</p>
<p>InterPERSONAL</p> <p>#4 Read page 16 from Fernando describing school and his friend. Write an email to him to tell a little about your school, a friend's birthday and what gift you will get your friend.</p>	<p>PRESENTATIONAL</p> <p>#5 Create book jacket or advertisement for <i>Fernando's Gift</i>. Include a brief paragraph to summarize the story for future readers without giving the ending.</p>	<p>INTERPRETIVE</p> <p>#6 Read pages 20 and 23. Using a graphic organizer with a tree at the center, explain the events in the life of trees according to Fernando and su abuelo.</p>
<p>PRESENTATIONAL</p> <p>#7 Prepare a continuation of the story in Spanish. What happens to the tree in 10 years? What animals grow and are nurtured by the tree? Describe Fernando and his friend in the future.</p>	<p>INTERPRETIVE</p> <p>#8 Listen to a recording of (or read aloud) pages 4 and 6 and then draw it in four scenes. Once finished, label as many parts of the scenes as possible with words and phrases OR caption the scene.</p>	<p>InterPERSONAL</p> <p>#9 Turn to a partner and describe a scene from the book <i>Fernando's Gift</i> in Spanish. Your partner will draw the scene as you describe it. Switch roles - you draw as your partner describes.</p>

PLEASE COMPLETE THE TIC-TAC-TOE BOARD HORIZONTALLY, DIAGONALLY OR VERTICALLY SO THAT YOU WILL COMPLETE ONE OF EACH TYPE OF ACTIVITY: InterPERSONAL, INTERPRETIVE AND PRESENTATIONAL. **OJO:** THERE IS ONE DIAGONAL DIRECTION WHICH IS ILLEGAL BECAUSE EACH TYPE OF ACTIVITY IS THE SAME.

Exploring Afro-Mexican Culture

Author: Andrea Dinan

School: Princeton High School

Curriculum Area(s): ESL, English, Spanish

Grade Level: 7-12 ESL

Time Frame: 3-5 days

Content Standards:

Social Studies: Latin America

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Overview:

Students will explore the history of slavery in Latin America (specifically Mexico) via artifacts and videos.

Middle School: Students will create a PowerPoint (or Google Slides) presentation depicting current cultural practices maintained by Afro-Mexicans.

High School: Students will create their own [Google Site](#) summarizing Afro-Mexican history and current social status in Mexico.

Materials: Instructor computer, projector, speakers (for videos); student computers with internet access; Google Site accounts created by teacher for each group; articles, readings, and videos (see Additional Resources)

Essential Questions:

1. What evidence of an African presence can be found in countries around the world?
2. What is the history of Afro-Mexicans in Mexico?
3. How has this presence affected and influenced the present culture and traditions in Mexico?

4. What issues and obstacles do Afro-Mexicans face today?

Knowledge (Student will learn...):

- A brief history of slavery in North America
- How the history of slavery in North America impacted African descendants living in Latin American countries
- How cultural diffusion impacted African descendants in Latin America
- The cultural impact of African descendants on contemporary cultures in the region
- Some current cultural practices of Afro-Mexicans

Skills (Students will be able to...):

- Organize and utilize PowerPoint (or Google Slides) and create a [Google Site](#)
- Use research to uncover historical information
- Report on research findings using technology and other presentations
- Describe evidence of African influences in Mexico through research
- Describe the influences of African and other cultures in the development of present-day Mexico

Assessment Evidence:

Self-Assessment: Pre- and post-lesson reflection questions

Formative: Exit ticket: 3-2-1 Format (3 descriptions, 2 interests, 1 question)

Summative: Creation of [Google Sites](#) (in small groups); in-class presentations on research findings

PROCEDURES

[Note: This lesson can be shortened to 3 days by changing the presentation form from a Google Site to something simpler, like a PowerPoint or poster – this may be more appropriate for middle school.]

Day 1:

Students post questions, responses, and ideas about Mexico (using sticky notes on a board or technology, such as [Padlet](#)). The teacher can post these questions to get things started:

- Have you ever visited Mexico?
- Can you name any famous Mexican people?
- What images come to mind when you think about Mexico?

The teacher can then draw from a series of articles and videos to be read or shown in class (see Additional Resources) to prompt discussion of the following questions:

1) What are some of the similarities and differences between the African American population in the U.S. and the Afro-Mexican population? (This can be discussed orally or with the aid of a Venn Diagram to organize information.)

2) What are some of the obstacles and issues that African Americans face in the U.S. today? How do these obstacles and issues differ for Afro-Mexicans in Mexico?

3) Can you think of potential ways to address some of these obstacles and issues? Think about what the government can do, as well as communities and individuals.

The teacher should then assign students to groups of 4-5. Each group should choose a topic as it relates to the history and current lived experiences of Afro-Mexicans. Some potential topics include art, music, dance, and food. Students should also be encouraged to think of other aspects of Mexican culture that have African influences.

After students have chosen their topics, they should start researching them for homework.

Exit ticket: 3-2-1 Format (3 descriptions, 2 interests, 1 question)

Students should write down three descriptions of things that they learned or remember from the video/articles shown in class. Then, they should write down two aspects/thoughts that they are interested in researching further related to the lesson. Finally, they should write one question they still have after the lesson. The teacher can review these and address some of the common themes at the beginning of the next class.

Days 2-4:

Student groups should spend ample time in class (and at home/library, depending on access to resources) researching and organizing their Google Site (or PowerPoint, for middle school).

The teacher should create the accounts for each Google Site and provide each group with the information to log on. If students are unfamiliar with Google Sites, time must be built in to show tutorials and/or allow students to explore functions.

Day 5:

Student groups will present their Google Site (or PowerPoint) to the class through an oral presentation explaining what they learned about their topics and what content they chose to include.

A rubric is provided in Appendix A which allows for students to self-assess and/or peer-assess. Students can complete these rubrics for themselves and for other individuals, or groups can complete them together for their own group and other groups. The teacher can also complete the rubric for individuals or groups. Students or groups should receive a final grade that averages their rubric scores.

COMMENTS

Additional Resources:

Articles and Readings

<https://m.dailyhunt.in/news/india/english/the+indian+economist-epaper-indecono/despite+victories+the+fight+for+afro+mexican+recognition+has+a+way+to+go-newsid-76159132>

<https://www.animalpolitico.com/blogueros-codices-geek/2015/12/11/por-fin-se-reconoce-a-los-afromexicanos/>

<https://negracubanateniaqueser.com/somos-negras-cubanas/me-gritaron-negra-de-victoria-santa-cruz/>

<http://remezcla.com/culture/afro-mexican-obatala-dances/>

<https://www.blackpast.org/global-african-history/yanga-gaspar-c-1545/>

Videos

<https://www.youtube.com/watch?v=Mt92OnIy8XI>

<https://www.youtube.com/watch?v=cHr8DTNRZdg>

APPENDIX A
Rubric for in-class presentations – 20 points

	Awesome 4	Admirable 3	Acceptable 2	Unacceptable 1	Self- Assessment	Teacher/Peer Assessment
Critical thinking	Thoughtfully and accurately interprets results, shows in-depth understanding of major ideas	Identifies relevant arguments, justifies results, offers reasons	Usually justifies results and offers reasons	Misinterprets data, gives unjustified arguments		
Quality of information	Covers topic thoroughly, includes details that support the topic	Includes essential information, includes some supporting details	Includes most essential information, details are somewhat sketchy	Lacks essential information		
Organization	Well organized and coherent, topics are in logical sequence, includes clear introduction and conclusions	Organized, some topics are out of logical order, conclusions are generally clear	Some organization, topics jump around, conclusions are unclear	Not organized, topics make no sense		
Grammar and spelling	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and/or spelling errors		
Visual design	Visually appealing, clean simple layout, text is easy to read, graphics enhance understanding of ideas	Visually attractive, text is easy to read, colors enhance readability, graphics and special effects do not distract from understanding ideas	Text is sometimes hard to read, sometimes graphics or special effects distract from understanding	Text is very difficult to read, layout is cluttered and confusing		
Oral presentation	Well prepared, speaks clearly, makes eye contact with audience, delivers with ease, invites questions	Engages audience, fluid delivery, uses different approach other than simply reading screen, invites questions	Clear and understandable, uses limited delivery techniques	Not clear, not understandable		

Neocolonialism in Latin America

Author: Bryan Whitford

School: Bullis School, Maryland

Curriculum Area(s): Social Studies, Spanish (post AP recommended)

Grade Level: Grades 11-12, Latin American Studies/History

Can be adapted to advanced high school Spanish class (for example a post AP culture and civilization course)

Time Frame: One week

Content Standards:

Maryland Social Studies Standards:

Reading Standard RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.

Reading Standard RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Standard WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standard WHST.11-12.7 Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ACTFL and Montgomery County, MD Spanish Standards:

Standard 1.1: Interpersonal Communication (Speaking and writing): Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Interpretive Communication (Listening and Reading): Students understand and interpret the language in its spoken and written form on a variety of topics.

Standard 1.3: Presentational Communication (Speaking and Writing): Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Overview: Common images of Latin America often portray a region separated by a stark divide between the modern cities and parts of the countryside sometimes lacking basic infrastructure. This is further accompanied by disparate socioeconomic characteristics. Is there a story behind this? How did Latin America come to be this way?

The Neocolonial Period in Latin America stretched roughly from the 1870s to the 1930s and is generally perceived as the period when Latin American countries sought to modernize themselves

in the model of some European nations (and the United States to a certain extent). The study and exploration of this period will highlight the cultural, social, and economic motivations while also understanding the long-term economic, social, and political consequences. This section will enable students to better understand the current social and economic realities by applying lessons from this unit. By the end of the unit students will be able to debate if neocolonialism has shaped the Latin America we see today.

- Students will explore the motivations of Latin American nations to modernize beginning in the 1870s.
- Students will analyze the attempts to replicate European culture.
- Students will review the steps taken to modernize their infrastructures.
- Students will discuss the importance of the exportation boom and debate the value of the products to other countries.
- Students will discuss the change of land to support agro-production as well as the impacts on indigenous populations.
- Students will debate the link between land use and socioeconomic status.
- Students will write a persuasive essay arguing the benefits or detriments of the Neocolonial Period.

Materials: Instructor computer, projector, and speakers for videos (see Additional Resources), pages 181-194 from Born in Blood and Fire (3rd Ed.) by John Chasteen, Ch. 6 Neocolonialism

Essential Questions:

1. Why did Latin American nations want to emulate their European counterparts? How did they do so?
2. What were the goals of neocolonialism?
3. How did infrastructure projects create a social and political divide in some Latin American nations?
4. How did the Neocolonial Period affect indigenous populations in Latin America?
5. How did governments of Latin America evolve during the Neocolonial Period?
6. Do any effects of neocolonialism linger today in Latin America?

Knowledge (Student will learn...):

- Background of Latin America in the 1870s.
- Various infrastructure improvements of Latin American cities in the late 1800s.
- Natural resource abundance of Latin America.
- Impacts on indigenous populations of large land confiscations.
- Creation of economic and social divide in Latin America.

Skills (Students will be able to...):

- Summarize the motivations for Latin American nations to emulate Europe.
- Describe the various infrastructure projects that modernized cities.
- Detail the natural resources of the region and explain their export value.
- Analyze the impacts of modernization on indigenous peoples.
- Explain the social and economic divides created.
- Compare and contrast the plight of the cities and the rural areas.

Assessment Evidence:

Self-Assessment: Pre- and post-unit reflection questions

Formative: Interactive warm-up and review activities; Class-based discussions and debates

Summative: Persuasive essay on the legacy of neocolonialism

PROCEDURES

Day 1: Modernization through European Fashion and Culture in Latin America

- Step 1 – Display the picture from page 186 of the text. As a class create a running list on the board or the screen of what articles of clothing they believe carried European influence. Ask students if they can identify the country of origin of the accessory and clothing and what social interpretation, if any, it may have carried.
- Step 2 – Place students into pairs for a mock interview. One student pretends to be a resident from Latin America during this time period. The other student is a visiting journalist trying to learn about life in an emerging and growing city of Latin America. Consider these questions in the interview:
 - **Where did they live and what was their profession?**
 - **What did they enjoy doing in leisure time?**
 - **What was the inspiration for their fashion? Did other people wear the same clothes? If not, why?**
 - **Why was it important to dress in this manner?**
- Step 3 – Class discussion and comparison opportunity. Consider the following questions to help bring discussion to a conclusion:
 - Did clothing in Latin America carry social status?
 - Why was Latin American so eager to copy Europe’s fashion?
 - Do certain fashions today carry a higher social significance than others? If so, what are they?
 - Does fashion carry social symbolism? If so, are there any implications?

Day 2: Modernization of the Cities

- Step 1 – Place students into pairs and ask them to create a short list of what they believe makes a city modern. Then, based on the reading, have students quickly identify which examples of infrastructure prevailed during the process of Latin America's modernization.
- Step 2 – **Student Challenge:** Divide the class into equal-sized groups and give them the challenge to design the infrastructure of an improved school or a brand new school, and design a way to quickly and effectively transport people around the school. (Recommended 30 minutes)
- Step 3 – After time is up allow the groups to observe each other's work in a gallery walk.
- Step 4 – Allow time for class discussion to analyze the following:
 - Why do they think it was necessary to design or redesign the school?
 - What types of buildings and structures did they include? How did they decide what was more important?
 - Did their new designs concentrate or favor buildings of importance in one area or were they evenly or equally spread out? How did they determine what was most important?
 - Were the transportation systems effective in providing equitable access to all people to move around? If not, were some areas of the school left out?
 - How could this exercise serve as a metaphor for the modernization phase of Latin America?

Day 3: The Export Boom

- Step 1 - Display on the screen the picture and graph from page 192 of the text to show the products involved in the Latin America export boom.
- Step 2 – Have each student select five products from the graph and create a chart to identify the following:
 - Column 1: The name of the product
 - Column 2: The uses or importance of the product
 - Column 3: Which countries do they believe wanted or needed the product
 - Next, if you have a world map available in the room have students use small sticky notes to write their product on it and place it on the map in the location to where they believe it would have been exported.
 - Tip: Keep the map up for a follow-up next class.
- Step 3 – Next, take a few minutes for students to share out their responses to see if there were any trends or common threads.
- Step 4 – Allow time for students to journal responses to the following questions:
 - What types of natural resources did Latin America possess?
 - Why were these resources so desired by other countries around the world?
 - What benefit, if any, did Latin America gain by exporting their products in mass quantity?
 - Did this export boom negatively affect Latin America's growth? If so, how?

Day 4: The Export Boom Part 2 – The Agro-Export Model

- Step 1 – Begin class by identifying in rapid fashion as many agricultural products as they can name. They can be products they have locally or that they know of elsewhere.
- Step 2 – Create a large chart on the board or the screen with four columns:
 - Column 1: Write the name of the agricultural product
 - Column 2: For domestic use
 - Column 3: For exportation
 - Column 4: Both
- Step 3 – Now, students as a class can fill out the chart created using the products they were able to name.
- Step 4 – Students can slow it down and refer to the map from the previous lesson about Latin America’s exports during the export boom. Have student take note of which of the products were agricultural. Students should now be able to identify what Latin American nations grew for the purpose of exporting. The large-scale exportation of these products became the basis of the agro-export model.
- Step 5 – **Student Challenge:** This activity can either be as a class or in groups depending on class size. Give students the following hypothetical situation:
 - *The class represent a mythical state and they are in possession of a popular and highly sought-after agricultural product. Soon they realize that if they export this product they stand to gain financially in some way. Using a large sheet of paper have them demonstrate the following:*
 - *What agricultural product do they have?*
 - *Where does it grow in their region?*
 - *What do they need to do if they want to grow more and hence increase their production? What considerations do they need to take into account?*
 - *How will they export their product? Do they need to add any infrastructure or build anything?*
 - *Why do they feel they need to export? Will this benefit them?*
- Step 6 – Keep the chart up for the wrap-up lesson as it will be essential for final reflections. Have students present their creation and have them explain what they are exporting, to where, why, and how they plan to accomplish it.

Day 5 – Wrap-up on neocolonialism and the effects of modernization and the export boom/agro export model

- Step 1 – If students did not already present their creation please see Step 6 from previous lesson
- Step 2 – Show the class the short YouTube video *Weaving the Past: Mexico in the Era of Porfirio Diaz*.
 - Option: An advanced Spanish class can instead watch the YouTube video listed in the resources section below. *Capítulo 4: El modelo agro exportador*.
- Step 3 – Post-video student discussion and comparison. Consider the following topics to help students understand what they just watched:
 - What examples of infrastructure did Mexico build during this time period?
 - Mexico needed more land for their growing domestic and exporting needs. How did they address that?
 - What impacts or consequences did these decisions have in Mexico?
- Step 4 – Student comparison opportunity. After having watched the video the students can now begin to process in a written reflection the work they created earlier. Points for students to consider:
 - What did they believe they had to do in order to grow more of their product?

- Did they believe they had to build any additional infrastructure to be able to export?
- Did they foresee any obstacles in their efforts to produce more and to export?
- Did they believe that their new endeavor would bring about economic benefits to the entire group?
- Did their agro-export model negatively affect anyone's status or rights?

Conclusions

- At the end of this unit it is ideal for students to discuss as a whole the following topics:
 - Why did Latin America look to Europe as they began to modernize?
 - What were the unintended economic and social consequences of the push to modernize cities and infrastructures?
 - How did Latin America's export boom shape their economies?
 - How did the agro export model affect the possession and distribution of land in some countries?
 - Are there any lasting reminders of these stages of neocolonialism in Latin American today?

COMMENTS

Differentiation:

- This majority of the resources for this unit are in English, yet they can be adapted for Spanish discussion for advanced students.
- If used for a Spanish class, students should have at least a Level IV background.
- This unit is a great way to incorporate other disciplines such as Social Studies and Economics into the language classroom.
- Unit can be adjusted to accommodate different pacing as some of the questions are designed to encourage open discussion and debate.

Additional Resources:

Born in Blood and Fire: A Concise History of Latin America (3rd Ed.) by John Charles Chasteen, Ch. 6
Neocolonialism (note: page numbers may vary by edition)

Youtube video: *Weaving the Past: Mexico in the Era of Porfirio Diaz*

<https://www.youtube.com/watch?v=G8-6AsgkFPU>

Youtube video: *Historia de un pais. Argentina siglo XX: Capitulo 4. El modelo agro exportador* (this video is for advanced Spanish class only)

<https://www.youtube.com/watch?v=NHIEVKD0dUA>

Extension for Florida Teachers

Option for FL teachers

- Consider having the class research Henry Flagler's Florida East Coast Railway (<https://flaglERMuseum.us/history/florida-east-coast-railway>) and map (<https://www.floridamemory.com/onlineclassroom/railroads/documents/florida-east-coast-railway/>)
 - What needs did Flagler identify in Florida?
 - What roles did he think building the railroad would serve?
 - What outcomes did this railroad bring to Florida?
 - Is the story of the Florida East Coast Railway similar to or different from Latin America's story of modernization and infrastructure during neocolonialism?

¡Vamos a Costa Rica!
Author: Beatrice Torres & Stephanie Doyle
School: Eastside High School & Bell High School

Curriculum Area(s): Spanish I
Grade Level: 7-12
Time Frame: 3-4 days

Content Standards:

Interpersonal Communication:

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

WL.K12.NM.3.2: Participate in basic conversations using words, phrases, and memorized expressions.

Culture:

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

WL.K12.NM.6.1: Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

WL.K12.NM.6.4: Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

Communities:

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

WL.K12.NM.9.2: Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

Overview:

In order to better understand the Spanish language and the people of the world that speak Spanish, and the people that immigrate to the United States, this lesson will guide the student to learn the geography, culture, holiday traditions, climate, natural and economic resources (ecology, tourism, sports, artesanía), demography and educational system of Costa Rica and find similarities within the culture of the United States. In addition, students will share information with students in Costa Rica via online communities.

Materials:

Instructor computer, projector, student computers, maps, Spanish I textbook, rubrics (see appendices)

Essential Questions:

Where is Costa Rica located?

What are Costa Rica's natural resources?

What makes Costa Rica unique?

What similarities and differences exist between the environment of Costa Rica and the environment of our region?

Knowledge (Student will learn...):

Students will learn:

- Countries and capitals of Central America
- How to ask/answer, "Where are you from?" and "What is the capital of this country?" in Spanish
- Basics information about Costa Rican climate, topography, natural/economic resources, tourism/eco-tourism, and education system
- Environmental issues affecting Costa Rica

Skills (Students will be able to...):

Students will be able to:

- Name the countries and capitals of Central America
- Respond to simple, rote questions in Spanish
- Research topics on the internet and prepare a presentation
- Compare the environmental issues of Costa Rica and our region
- Exchange information on tourism in our region online with students in Costa Rica

Assessment Evidence:

Self-Assessment: interpersonal speaking rubric (Appendix A), collaborative work rubric (Appendix C)

Formative: map of Central America (colored according to topography/climate and labeled with countries and capitals)

Summative: 5 slide PowerPoint presentation per group presenting the research on the assigned topics on Costa Rica (Appendix B), 5 slide presentation on tourism in our region

PROCEDURES

Day 1: Introduce objectives and elicit background information about Central America. Presentation of map and realia of Central America (identification of countries and capitals). Google maps and/or other geographic technology can be used to virtually explore the region (in default, satellite, and topographic view). Students should research, label and color blank maps. Add a language component with a role play such as “¿De dónde eres?” and “¿Cuál es la capital de ____?”

Day 2: Teacher can present some background information on Costa Rica using PowerPoints included, which provide basic facts and personal experiences from the 2017 Global Teacher Leadership Institute. Additionally, the teacher can show video clips or images found online, and/or play sounds from the rainforest. This should be paired with a guided class discussion about impressions of life in Costa Rica.

Introduce topics and objectives for students to research in collaborative groups. Here is a list of potential topics to research about Costa Rica:

- Climate
- Topography
- Natural/Economic Resources
- Tourism/Eco-Tourism
- Educational System
- History

Students should prepare a 4- to 5-slide PowerPoint with no more than 4 bullets on each slide and pictures to help illustrate and present what they have learned.

Day 3: Collaborative groups finish and present their assigned topic. Student audience takes notes on presentations. Teacher prepares chart paper with main headings in Spanish (clima, topografía, recursos naturales o económicos, turismo y turismo ecológico, sistema educativo, historia). After each student presentation, the class summarizes the information and a student records the information on the chart paper in order to make a bulletin board for the class on Costa Rica.

At the end of class as an exit question, students will respond to reflection questions such as:

- Would you like to visit Costa Rica? Why or why not?
- What similarities do you see between the tourism in our region and the tourism in Costa Rica?
- Are there similarities between the environmental protections of the environment in both countries?
- The literacy in Costa Rica is 94% whereas the literacy rate in the United States is 86%. How might you explain this difference based on the presentation of the educational system in Costa Rica?

COMMENTS

Additional Resources:

Encyclopedia Britannica entry for Costa Rica:

<https://www.britannica.com/place/Costa-Rica>

Environmental information from the website for the embassy of Costa Rica in Washington, D.C.:

<http://www.costarica-embassy.org/index.php?q=node/12>

Travel website with information on Sarapiquí, Costa Rica:

<https://www.entercostarica.com/destinations/northern-region/sarapiqui>

2:30 minute video from the University of Florida: Why Latin American Studies?

<https://www.youtube.com/watch?v=DGNUQ-g8dcc>

Extension Activity:

Students in the US connect with students in Sarapiquí, Costa Rica. Discussions should center on similarities and differences between both countries related to natural resources and tourism. Both countries are concerned with preserving and protecting this natural environment. Visitors to each country depend on tour guides to explain the unique ecology of the area. In addition, tour guides become responsible for explaining the impact of commercialization and over-development of these areas. In order to explore this similarity, students in each country could create a tour guide and/or itinerary for a three-day excursion to a local natural site. Students would share their projects with their partner class via social media platforms (such as [Google Sites](#) or [Padlet](#)) and/or videoconferencing technology (such as [GoToMeeting](#) or [Zoom](#)).

APPENDIX A

Interpersonal speaking rubric - 25 points

Name_____

Date_____

CONTENT You used the functions and vocabulary necessary to communicate	(Excellent)	5	4	3	2	1	(Poor)
COMPREHENSION You understood what was said to you and responded	(Excellent)	5	4	3	2	1	(Poor)
COMPREHENSIBILITY The listener was able to understand what you were trying to communicate.	(Excellent)	5	4	3	2	1	(Poor)
ACCURACY You used language correctly, Including grammar and word order.	(Excellent)	5	4	3	2	1	(Poor)
FLUENCY/PROFICIENCY You spoke clearly and without hesitation. Your pronunciation and intonation sounded natural.	(Excellent)	5	4	3	2	1	(Poor)

APPENDIX B

PowerPoint Rubric – 25 points

	5	4	3	2	1
Content	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting	Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides.	Presentation has no flow. No tools used. Insufficient number of slides.
Slide Transitions	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.
Pictures, Clip Art & Background	Images are appropriate. Layout of images is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.

APPENDIX C

Collaborative Work Rubric – 12 points

Generic Rubric for Collaborative Work				
	4	3	2	1
Workload equality	workload shared equally	workload somewhat unequal	workload unequal- done mostly by one or two students	workload unequal- one student has done all the work
On task	all the time	most of the time	sometimes	little involvement; rarely on task
Interaction	much discussion; shows respect for others	some discussion; respectful of others	little discussion; easily distracted; somewhat disrespectful of others	shows little interest; disrespectful of others

APPENDIX D

Vamos a Costa Rica – PowerPoint 1 – La biodiversidad y educación



Costa Rica By: Stephanie Doyle
– símbolo nacional –
red-eyed tree frog

1

Costa Rica–known for its biodiversity


- Has 5% of the species worldwide
- 500,000 species of plants and animals



2


Costa Rica - density

- Has the highest density of biodiversity of any country
- Is 1/3 of one percent of the Earth's landmass, but has four percent of the Earth's species (West Virginia)



National Parks in Costa Rica

- 25% of the land is protected in national parks or reserves – is the most amount of any country in the world



Parques Nacionales



5

La escuela en Costa Rica – 200 días/año

- El primer día de clase es el dos de febrero
- Hay dos semanas de vacaciones para las Pascuas (Semana Santa)
- Hay dos semanas de vacaciones en julio
- Hay vacaciones en diciembre y enero

6

La escuela primaria



Una foto de parte de la escuela



A veces no hay vidrio (glass) en las ventanas.



9

No armas ni drogas en la escuela.



10

Los niños en kinder llevan uniformes.



El salon de clase está limpia.



Los chicos de sexto grado trabajan.



13

Las escuelas no tienen el aire.



14

El colegio - high school



Dos estudiantes del colegio



El horario en el colegio

- Ellos tienen 12 lecciones (periods) cada día.
- Ellos tienen 60 lecciones en una semana.
- La primera clase empieza a las ocho(8) de la mañana.
- El día termina a las cinco(5) de la tarde.
- Cada lección (period) dura 40 minutos.

17

★

El horario en el colegio

- No hay campana (bell) entre las clases.
- Ellos tienen un descanso de veinte minutos por la mañana.
- Literacy rate in the U.S. – 86%
- Literacy rate in Costa Rica – 97.8%
- Literacy defined as over 15 years old and can read

18

★

“Pura vida”



APPENDIX D

Vamos a Costa Rica – PowerPoint 2 - ¿Qué se puede hacer en Costa Rica?

Costa Rica

¿Qué se puede hacer en Costa Rica?
By: Stephanie Doyle

1

*

Mi grupo – ¡Once mujeres y un hombre!



2

*

El hotel se llama “Selva Verde”




Actividades que se puede hacer...

- rafting



Actividades que se puede hacer...

- ziplining



5

*

Visitar una finca de piñas...



6

*

Vender las piñas...



Ver plantaciones de banana...



¿Cuánto cuesta la gasolina?



9

*

Expresión popular –
<<Pura Vida>>

- Literal translation: Pure life
- Expresses the culture of life in Costa Rica
- Similar expressions in English:
 - Thank you!
 - It's cool!
 - Don't worry, be happy!

10

*

¿Cómo se llama la gente de
Costa Rica?

- Los ticos; las ticas
- This nickname came about because <<los ticos>> often add <<tico,a>> to the end of words to make the diminutive:
 - casatica – little house
 - mesatica – little table

What is Home?

Author: Laura Flores
School: Rudolfo Anaya Elementary

Curriculum Area(s): ELA, Art
Grade Level: 3-5
Time Frame: 5 days

Content Standards:

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-LITERACY.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Overview:

In order to better understand and embrace multiple cultures in the United States, this lesson will invest time into our student's history and home culture. We will acknowledge the richness that various cultures bring to our classroom and state. Students will be able to read The Remembering Stone and build knowledge about the English language through recognizing the author's parts of speech and exploring similes and metaphors. We can then extend the mother's wish of the birds flying across the ocean (from the story) to discuss true migration patterns of animals.

Materials:

The Remembering Stone by Barbara Timberlake Russell; chart paper for KWL activity and to write down identified similes and metaphors; computers with internet access; books on select animals (optional); student-selected project materials; rubric for final presentations (Appendix A); "All About Me" Activity guides; National Geographic Migration Worksheet (optional); Animal Migration PDF (optional)

Essential Questions:

What is a home? What are the physical versus emotional aspects? Do the products or people inside define a home?

Tell about a tradition that you feel is unique to your family or culture.

Identify similarities and/or differences that exist between Ana's environment and yours. Note the various cultures that Ana encounters throughout her day.

What connections can be made to animals in nature that "move" to new homes? What are some of the reasons for animal migration? What would happen if they stayed in one spot forever?

Knowledge (Student will learn...):

Students will learn:

- similes and metaphors
- how to use adjectives to "paint" an image for the reader
- how to construct their own powerful story
- there exist a multitude of cultures around the world
- how to locate their "home" states or countries on a map
- how to identify migration patterns of their selected animal

Skills (Students will be able to...):

Students will be able to:

- show respect for various cultures and upbringings
- understand that even people from the same country may have different traditions or cultures
- differentiate between non-verbal and verbal communication
- clearly communicate their ideas
- understand how individuals can make a difference and impact on society
- recognize seasonal animals

Assessment Evidence:

Self-Assessment: KWL Chart (K & W)

Formative: KWL Chart (L), Simile VS Metaphor Activity

Summative: Design, create, and present a project (poster, PowerPoint, clay, etc.) displaying the migration pattern of a selected animal (rubric provided below)

PROCEDURES

Day 1:

KWL Chart: Teacher will present a KWL chart with three questions/columns:

- What do I know about a home?
- What do I want to learn about a home?
- What did I learn about a home?

Teacher will write down all student responses for the first two columns.

Read The Remembering Stone:

- While reading point out the various traditions Ana and Mama share and how Mama traveled from her home in Costa Rica to America.
- Discuss the hardships a family might encounter when moving from one country to the next.

Revisit initial question: What do I know about a home?

- Engage student to think beyond 4 walls.
- Ask the question again: What is a home?
- What are the physical versus emotional aspects?
- Do the products or people inside define a home?
- Tell about a tradition that you feel is unique to your family or culture.

Home Extension: “All About Me” Activity Guides (see Appendix C) – Students and families can complete these at home over one or two nights.

Teacher could include additional questions related to the book and lesson theme:

- What are some family traditions you and your family share?
- What are foods that remind you of your family?
- What are found memories that remind you of your family?
- Where do your ancestors originate?

Activity guides can be presented throughout the day and hung inside or outside classroom. If time allows, pages of the activity guides can be pasted onto larger posters for each student. These posters could be decorated with drawings and pictures from home.

Day 2:

Introduce or Review: What is a simile? What is a metaphor?

<https://penlighten.com/metaphor-examples-for-kids>

<https://www.youtube.com/watch?v=D3a-Dzx9yts>

Simile VS Metaphor: Precut and mix up similes and metaphors. Have students work in pairs or groups of four to match the similes and metaphors correctly. Check for understanding and discuss the meaning of each.

<i>Simile:</i>	<i>Metaphor:</i>
The baby was like an octopus, grabbing at all the cans on the grocery store shelves.	The giant's steps were thunder as he ran toward Jack.
As the teacher entered the room she muttered under her breath, "This class is like a three-ring circus!"	The pillow was a cloud when I put my head upon it after a long day.
I feel like a limp dishrag.	The fluorescent light was the sun during the test.
Those girls are like two peas in a pod.	No one invites Harold to parties because he's a wet blanket.
Ted was as nervous as a cat with a long tail in a room full of rocking chairs.	The bar of soap was a slippery wheel during the dog's bath.

Re-read *The Remembering Stone*

- Have your students make a noise like "beep" when they hear a simile and "buzz" when they hear a metaphor. You can also have them just make one noise, then ask the student if it was a simile or a metaphor.
- Write down acknowledged similes and metaphors on anchor chart

Day 3:

- Reference this excerpt from the beginning of the story:
 - In early fall, the blackbirds creak like rusty wheels behind our apartment. My mother tells me they are calling us outside, asking us to share our breakfast of white coffee and banana bread. “Imagine the places they go, Ana,” Mama tells me. “The things they see.”
- Explain migration project
 - Provide students with suggestions of animals who migrate from National Geographic Website: <https://www.nationalgeographic.org/activity/why-animals-migrate/>
 - Pair students into teams to work on migration research
 - Teams should work towards meeting these three objectives:
 - explain why animals migrate
 - choose two migratory species to compare and contrast
 - organize factual information about their chosen migratory animals based on videos and Internet research
- Allow students time to start working on their projects

Day 4:

- Continue to provide time, resources, and guidance as students research their animals
- Students should start preparing visual aids (PowerPoint presentation, clay, poster board, etc.)
- Students should decide what they will each talk about and practice their presentations

Day 5:

- Final presentations are due
- Teams should present their findings based on the three objectives:
 - Why do animals migrate?
 - What two migratory species did your team choose?
 - What did you learn about these two species? What do they have in common? What are their differences?

Quick extension: The teacher can ask students to compare and contrast migratory patterns from their classmates' presentations.

KWL Chart: Once presentations are completed, revisit KWL Chart to complete the final column. Discuss what students have learned about homes, with both humans and animals around the world.

COMMENTS

Anticipated Difficulties:

The final project requires teams of students to work independently (with occasional guidance from the teacher). Students should be paired up strategically so that they can support each other's learning.

Additional Resources:

National Geographic has a worksheet of a migratory species comparison chart. This chart can be adapted and provided to students as an example of some of the information and/or animals they can consider researching.

Extension Activities:

As an extension, teachers can utilize the Animal Migration Activity Guide PDF to incorporate STEM-based activities, such as teaching students to plot migration patterns on a grid, make their own bird feeders, or sketch a mental map of a path that is familiar to them.

One additional extension activity is to compare animal migration patterns with early and/or contemporary human migration patterns. The class may discuss whether or not people move as often as animals do and if they move for similar reasons or not (i.e. access to shelter, food, education, etc.).

APPENDIX A

Rubric for team presentations on migration (28 points):

	Above Standard (4 points)	At Standard (3 points)	Approaching Standard (2 points)	Below Standard (1 point)
Explanation of Ideas & Information	<ul style="list-style-type: none"> ➤ All facts are appropriate and relevant. ➤ Facts are highly descriptive and support main ideas and themes 	<ul style="list-style-type: none"> ➤ Chooses appropriate facts and relevant, descriptive details to support main ideas and themes. 	<ul style="list-style-type: none"> ➤ Chooses some facts and details that support main ideas; some facts are irrelevant or not supported 	<ul style="list-style-type: none"> ➤ Uses inappropriate facts and irrelevant details to support main ideas
Organization	<ul style="list-style-type: none"> ➤ All ideas are presented in order ➤ Organized time will with enough time left for questions. 	<ul style="list-style-type: none"> ➤ Presents ideas in order. ➤ Organizes time well; presentation was not rushed, too short or too long 	<ul style="list-style-type: none"> ➤ Presentation is mostly complete ➤ Presentation somewhat in order, but does not always make sense ➤ Presents for the right length, but some parts may be too short or too long 	<ul style="list-style-type: none"> ➤ Missing pieces from presentation ➤ Presents ideas in an order that does not make sense ➤ Poor timing; presentation too short or too long
Eyes & Body	<ul style="list-style-type: none"> ➤ Keeps eye contact with audience ➤ Has a confident posture ➤ No hesitation while presenting 	<ul style="list-style-type: none"> ➤ Keeps eye contact with audience most of time; only glances at notes or slides ➤ Has a confident posture 	<ul style="list-style-type: none"> ➤ Makes some eye contact. ➤ Reads notes or slides most of the time ➤ Fidgets slouches a little 	<ul style="list-style-type: none"> ➤ Poor eye contact; reads notes ➤ Fidgets or slouches
Voice	<ul style="list-style-type: none"> ➤ Speaks loudly and clearly ➤ Volume and language appropriate for the entire presentation 	<ul style="list-style-type: none"> ➤ Speaks loudly and clearly ➤ Volume and language appropriate for the entire presentation 	<ul style="list-style-type: none"> ➤ Volume and language appropriate most of the time 	<ul style="list-style-type: none"> ➤ Unable to hear or not clearly ➤ too quiet or too loud ➤ use of informal language
Presentation Aids	<ul style="list-style-type: none"> ➤ Well-produced, flowing audio/visual aids or media to add to main ideas and themes 	<ul style="list-style-type: none"> ➤ Uses well-produced audio/visual aids or media to add to main ideas and themes. 	<ul style="list-style-type: none"> ➤ uses audio/visual aids or media, but sometimes distract from presentation or do not add ideas and themes 	<ul style="list-style-type: none"> ➤ audio/visual aids are not present ➤ uses of inappropriate or distraction audio/visual aids or media
Response to Audience Questions	<ul style="list-style-type: none"> ➤ Answers questions clearly and completely without hesitation 	<ul style="list-style-type: none"> ➤ Answers questions clearly and completely 	<ul style="list-style-type: none"> ➤ Answers some audience questions, but not clearly or completely 	<ul style="list-style-type: none"> ➤ Does not answer audience questions

Participation in Team Participation	<ul style="list-style-type: none"> ➤ It is evident that all team members participating in creating the presentation ➤ All team members participate for about the same length of time and are able to answer questions 	<ul style="list-style-type: none"> ➤ All team members participate for about the same length of time and are able to answer questions 	<ul style="list-style-type: none"> ➤ All team members participate, but not equally 	<ul style="list-style-type: none"> ➤ Not all team member members participated equally.
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APPENDIX B

Suggested Prompts/Activities to design a workshop for “What is Home?”

Student Name:

My favorite color is_____.

I am ____ years old.

My family tree... (Provide drawing of a tree for students to complete.)

Why I love my family...

When I grow up, I want to be...

Some of my favorite things...

Animal Migration Activity Guide is available for download here:

<https://www.neefusa.org/resource/animal-migration-activity-guide>

Why Animals Migrate

<https://www.nationalgeographic.org/activity/why-animals-migrate/>

Day of the Dead – Appreciating Cultural Holidays

Student Name: Laura Landauer

Curriculum Area(s): ELA, Social Studies, Art

Grade Level: 2

Time Frame: 45 mins

Book Information: *Magic Windows / Ventanas mágicas* by Carmen Lomas Garza;
translated by Francisco X. Alarcón

Works Cited: Garza, C. L., Rohmer, H., & Schechter, D. (1999).

Magic Windows = Ventanas Mágicas. San Francisco, CA: Childrens Book Press.

Content Standards:

VA.2.O.3.1: Create personally meaningful works of art to document and explain ideas about local and global communities.

LAFS.2.RL.1.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

“I Can” Performance Outcomes for Students Aged 4-7:

Grade 2: Recognize Perspectives

I know that people have perspectives that are different from my own. This means I can identify that people may think differently than I do.

Brief overview of the lesson:

I am going to conduct a whole group read-aloud of the book *Magic Windows*, focusing on specific pages that discuss the Day of the Dead celebration in Mexico. I will use guiding questions during the reading. Next, I will encourage the students to share their favorite holiday by turning to a partner for a think-pair-share. The students will share their diverse cultural traditions and holidays with the class and will engage in meaningful discussion. Next, the students will watch a YouTube video on the Day of the Dead to gain a deeper understanding of the holiday. Finally, the students will decorate their skull, cut it out, and glue it onto a popsicle stick to create a mask.

List of materials:

- *Magic Windows* by Carmen Lomas Garza
- Video: <https://www.youtube.com/watch?v=mLjG4d4ePcM&t=61s>
- Picture examples of skulls
- Paper cutouts of skulls
- Popsicle sticks

Brief summary of selected book (Americas Award Winning Text):

Magic Windows by Carmen Lomas Garza is a bilingual children’s book that displays Mexican culture and traditions through “magic windows,” or cut-paper art (papel picado). This art form allows the readers to view another’s perspective through intricate designs of nature, family, food,

and animals. One cultural tradition that is highlighted in this book is the Day of the Dead, a Mexican celebration of life.

Essential Questions:

- How do you think the author created the illustrations in this book? (Ask before reading, because the author tells you on the first page.)
- Why do you think the author wrote this book?
- Have you ever heard of the Day of the Dead? What do you know about it?
- What do you think is unique about the Day of the Dead? (What is surprising/different?)
- What is your favorite holiday or cultural tradition?
- How is your holiday similar and different from your partners?

Assessment Evidence:

Formative:

I will collect information from students during the read-aloud through questioning (found under essential questions.) I will also formulate new questions based on the discussion and spontaneous learning opportunities.

Student Evidence (Informal/during discussion):

What they thought the illustrations could have been: “tracing,” “stained glass,” “painting,” or “drawing.” When I read the book saying the illustrations are created from cut-paper art, the students thought it was so cool. I related it to snow flake cut-outs so that they could make a connection with something that is familiar to them.

“I think It’s so cool that it’s just made from paper”

“I have heard of the Day of the Dead because I’m from Mexico!!”

(Continued below....)

Summative:

I will collect information from students during the read-aloud through questioning (found under essential questions.)

More quotes that display working towards the “I Can” performance outcomes:

“Some people don’t celebrate the same holidays as us like Christmas and Easter”

“The paper cut-outs look like windows so that we can see into another world” – I elaborated on this and emphasized that we are seeing through the “magic windows” to see into the author’s Mexican culture and family traditions.

“I think the author wrote it to tell us about what she does in Mexico”

“She celebrates Hanukkah but I celebrate Christmas. We drive around and look at all the Christmas lights on the houses, and she lights candles.”

“I think it’s cool that they do face paint”

“I thought it was different that they danced”

“Its unique because of the skeletons”

“I loved all the flowers and decorations”

Some of their favorite holidays/traditions: Easter, Christmas, Halloween, April Fools, Hanukkah

We engaged in a meaningful discussion about the book and different cultural holidays and traditions that allowed the students to meet the content and performance outcomes.

(More data is shown in the reflection)

PICTURES AT BOTTOM OF DOCUMENT

Procedures:

Step 1: I will conduct the read-aloud of *Magic Windows* by Carmen Lomas Garza. During the reading, I will use guiding questions to promote an appreciation and understanding of diverse cultural traditions and holidays. I will also ask questions that promote an understanding of author's purpose. We will talk about the Day of the Dead

Step 2: I will ask the students to think-pair-share with the following question: "What is your favorite holiday?" After the students discuss with their partner, each student will have the opportunity to share about their favorite holiday or cultural tradition. We will talk about how our traditions are alike and different.

Step 3: Students will watch the YouTube video on the Day of the Dead:

Step 4: Students will create their skull mask using colorful markers. They can make any creative designs they desire. Students will cut out the mask and glue a popsicle stick on the back so that they can hold the mask up to their face.

Additional Comments:

Anticipated Difficulties:

Since I am conducting the read-aloud in my internship, I know that students can get distracted during whole group time on the rug. I will utilize the behavior management system in place (a clip chart) to promote positive behavior. I also know that this class struggles with transitions. To prevent difficulties when transitioning from the carpet to their desks for the art activity, I will gradually transition them by calling on specific students (Example: Whoever is wearing the color green may go sit down.) The art supplies will be set up beforehand to also promote a smooth transition.

Differentiation:

Students were placed on the rug intentionally. Students with difficulty in concentration were sat in the front. Students who are disruptive and talk to one another were separated. Students were placed near a partner that would encourage a meaningful discussion during the think-pair-share. The level of questioning was also used for differentiation (lower-level questioning for lower students and higher-order questioning for higher performing students.)

Additional Resources:

I could provide the students with more children's literature on the Day of the Dead as well as other cultural holidays depicted in children's books. This would encourage them to explore this topic further after the lesson.



Carnival Costumes: A Caribbean Tradition

Author: Paige Fitzpatrick

Curriculum Area(s): ELA, art

Grade Level: 1

Time Frame: 40 minutes

Book Information: *Malaika's Costume* by Nadia Hohn

Content Standards: LAFS.1.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media

“I Can” Performance Outcomes for Students Aged 4-7: Recognize Viewpoints: I can explain how other people might think about situations, events, or issues. I can show how what they know and believe shapes their viewpoint.

Brief overview of the lesson: For this lesson, we will explore the Caribbean Holiday of Carnival and some of the hardships that immigrant families in poverty face. In a small group, we will discuss our favorite holidays and how we would feel if someone we loved could not celebrate it with us. I will use this as a bridge to talk about what a Carnival is in the Caribbean. While reading the book, I will ask questions throughout, drawing the students to the illustrations and the way people talk. After reading, we will discuss how each of the characters reacted in the story and how we would react if we were in their position. In order to help the students, understand the views of the characters in the book, I will relate it to something they all experience. We will think about how the character's views and beliefs and how it would relate to their own. Finally, we will create our own costumes for the Carnival!

List of materials: *Malaika's Costume* by Nadia Hohn, outlines of a body for the costume, crayons, pencils

Brief summary of selected book (Americas Award Winning Text): *Malaika's Costume* is a story about a girl in a Caribbean country who lives with her grandma while her mom works in Canada to send them back money. In this country, every year children look forward to the Kiddie Carnival, where they dress up in new costumes, dance, and parade through the town. This year however, Malaika waits for money for her costume from her mom, but it unfortunately never comes. Malaika becomes upset that her only option is an old costume from her grandma, so she runs away from the house. Once in town she thinks of an idea for her costume and gets what she needs to make it. Together with grandma they fix the old costume into the one of Malaika's dreams and enjoy the Carnival.

Essential Questions: How can I use information in a text to understand another's viewpoint?

How can I think about situations and key details in a text to show what characters know and what shapes their viewpoint?

Assessment Evidence:

Formative: Before we read, we will discuss how we would feel if someone we loved was not there to celebrate our favorite holiday. While we read, we will reflect on this when Malaika finds out her mom cannot come and cannot send money.

- I will ask the students what Malaika may be feeling and how they know this.
- Why did Malaika react the way she did?
- What would you do as the grandma
- Why did the grandma react the way she did?

Summative: After we read, we will relate how the students would have reacted and how Malaika and her grandma reacted to the news. We will discuss how everyone's viewpoint is different but that is because their experiences are different, and those experiences shape their views. For this, I will again write down what the students say (for time).

The second summative assessment will be the students solving the problem presented and creating their own costumes. We will share to show that everyone's is different because their experiences and interests are different.



Procedures:

- Introduce the title of the book *Malaika's Costume* by Nadia Hohn
- Talk to the students about how people in other countries may speak differently, but that does not make them less than we do.
- Ask, "what is your favorite holiday?"

- “Who do you want to spend the holiday with?”
- In shoulder partners, students will discuss how they would feel if the person they want to spend the holiday with wasn’t there with them.
- Tell them what a Carnival is in the Carribean
- Read *Malaika’s Costume*
- During the book, pause to point out illustrations, talk about how the characters might be feeling or what they are trying to accomplish.
- Ask students: How would you feel if you were Malaika when she found out she was not getting a new costume?
- “What would you do if you were the grandma and your granddaughter ripped off the costume and ran out the door?”
- “Why do you think the grandma reacted the way she did?”
- “How would you want your family to react if you were Malaika?”
- Finish reading *Malaika’s Costume*
- Show the students pictures of the costumes in the book. Describe different costumes.
- Give the students a blank body template and have them draw/create their own costume!

Additional Comments:

Anticipated Difficulties: Students putting themselves in the grandma’s shoes. Not just assuming that because Malaika ripped off the costume and ran she deserves to be punished. They are very “right and wrong” thinkers right now and it might be hard for them to understand why the grandma feels compassion

Differentiation: Shoulder partners to have all students participating and discussing. Explicit examples that tie into the students’ lives so they can make the connections. For example, what if you spent all year looking forward to a Christmas present and being with your favorite person, but then were told they could not have it.

Additional Resources: Blank body template

Reference:

Hohn, N. (2016). *Malaika’s Costume*. Berkeley, CA: Groundwood Books.

“What Would You Do?” The Exploration and True Purpose of a Paleta

Author: Vanessa Ross

Curriculum Area(s): Reading comprehension/social studies/art

Grade Level: Kindergarten

Time Frame: 9:00 am-9:45 am (45 min, 1 day)

Book Information: *What Can You Do With a Paleta?* by: Carmen Tafolla is about a young girl who describes the excitement she feels each day as the Popsicle cart comes around her town in Mexico with her favorite flavors (Tafolla, 2009). She describes what she does with her popsicles in relation to the city and culture she is influenced by (Tafolla, 2009).

Tafolla, C. (2009) *What Can You Do With a Paleta?* New York, New York: Tricycle Press.

Content Standards:

LAFS.K.RI.1.1: With prompting and support, ask and answer questions about key details in a text.

VA.K.C.1.1: Create and share personal works of art with others.

“I Can” Performance Outcomes for Students Aged 4-7:

Kindergarten- Communicate Ideas

“I can speak and write to share my ideas with others. This means with help I can look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them” (Center for Global Education, 2017).

Center for Global Education. (2017). *Global Leadership: Primary Grades*.

Brief overview of the lesson: The lesson will begin by introducing the topic of how we can be from other countries around the world and speak different languages. I will read the book to the students, asking guiding questions before the book is read, throughout the book, and after the book. After having a brief discussion of the book, the students will decorate a Popsicle template and write about what they would do if they had a “paleta,” and draw a picture to support this idea (Tafolla, 2009). The students will then share their Popsicle creations and thoughts about what they would do with their “paleta” with their class members (Tafolla, 2009). I will write down their verbal thoughts and ideas as each of them share their idea for how they will use their “paleta” (Tafolla, 2009)

List of materials:

- “What Can You Do With a Paleta?” By: Caermen Tafolla
- Blank popsicle templates
- Popsicle sticks
- Sentence and picture template sheets
- Pencils
- Markers/crayons
- Glue

Brief summary of selected book (Americas Award Winning Text): This book won the Americas Award in 2009, and is about a young girl who lives in Mexico and loves to wander around outside in her city (Tafolla, 2009). In the summer heat, she becomes excited about the “paleta” (Popsicle) wagon that comes by with many colorful flavors. She describes the adventures she goes on and the things she can do with “paletas.” This book incorporates the Mexican culture into the daily life of a young girl (Tafolla, 2009).

Essential Questions:

Does anyone speak a language other than English?

Does anyone speak Spanish or know some Spanish?

Have you been to Mexico or another country before?

Was anyone born in a different city or country? How is it different from Gainesville, Florida?

Do you use a different language at home to describe things, such as calling a Popsicle a “paleta” (Tafolla, 2009)?

What would you do with your “paleta” and why? (essential question) (Tafolla, 2009)

Assessment Evidence: I will be sure to ask questions before the lesson to gauge the students’ prior knowledge of other cultures and languages. I will also ask higher order thinking questions during the book in order to assess if the students are comprehending the book (i.e: what have you done with your Popsicle? What does her city look like to you? How do you think the young girl feels about living in her neighborhood?). I will use the student’s written components and oral representation of what each student would do with their “paleta.” I will take notes of each student’s answer as they present their ideas to the class (Tafolla, 2009).

Formative: ask questions prior to the lesson and listen to oral answers and explanations, ask guiding questions during the lesson and listen to oral explanations. I will take notes of the students’ responses to the questions and record the data.

Summative: use the final “paleta” products, written components, and oral presentation (using anecdotal record (verbatim notes) to record each student’s response) to gauge how much the students learned from the lesson (Tafolla, 2009).

Procedures:

Introduction: I will begin the lesson by introducing myself. “Hello class, my name is Ms. Ross, and I am here to read an exciting book to you today.” I will then briefly describe the book and the award. “This book won an award, called the America’s Award, because it helps young readers understand Hispanic culture.” I will ask the students if they speak Spanish or speak any other language at home. If they do, I will tell them to think about their favorite part of that language and why it is meaningful to them as I read the book (5 minutes total).

Main Activity: I will read the book to the students, while asking guiding questions and teaching the students some Spanish words that are frequently used in the story (i.e: paleta: popsicle, barrio: neighborhood, fruta: fruit, and sarape: dress cover-up) (Tafolla, 2009). I will then hold a five-minute discussion in which we discuss the setting of the book, the characters, and the ways in which the main character used her popsicles (10 minutes total)

The students will each be given a “paleta” template and a Popsicle stick. The students will be instructed to pick their favorite flavor and colors, decorate their “paleta” template, and glue the template onto their Popsicle stick. The students will then be instructed to write what they would do with their Popsicle. I would prompt the students to think about their own culture, home life, and families in relation to what they would do with their Popsicle (ex: the girl in the book makes new friends with her neighbors by sharing her popsicle). The students will write their sentence on a template where they can draw a picture and fill in the rest of the sentence. I have provided examples on the template, and I have completed my own “paleta” template as an example (Tafolla, 2009) (15 minutes total).

Closing: The students will come back to the carpet in a whole group setting. Each student will come up to the front of the classroom and share his or her finished “paleta” product to the class (Tafolla, 2009). They will describe what they would do with their “paleta” and why through verbal representation (Tafolla, 2009). The students will listen to their peers, and will be encouraged to draw connections between each other’s ideas (i.e: “have you done this before, would you do this?”) (15 minutes total).

Additional Comments:

Anticipated Difficulties: Some difficulties could be the writing levels of the students or certain behaviors that are present in the class. I will have to be sure to use my behavior management skills to ensure that I engage each student in the lesson. I will also be prepared to differentiate instruction for students who are on varying writing levels (less advance students can label their picture and more advance students can write multiple sentences).

Differentiation: Students that are not at the level to write a sentence can draw a picture and label it. Students that are more advance can write multiple sentences to support their ideas. I will also make myself available to each student as they are working on their “paletas” and sentences (Tafolla, 2009). I will be sure to walk around the room and scaffold learning. I have also included multiple examples of sentences and completed my own “paleta” project to use as an example (Tafolla, 2009).

Additional Resources: The students can continue learning about different cities and cultures around the world in future lessons through other picture books and activities. The students can place their popsicles and writing templates around the room to portray their different ideas.

Bibliography:

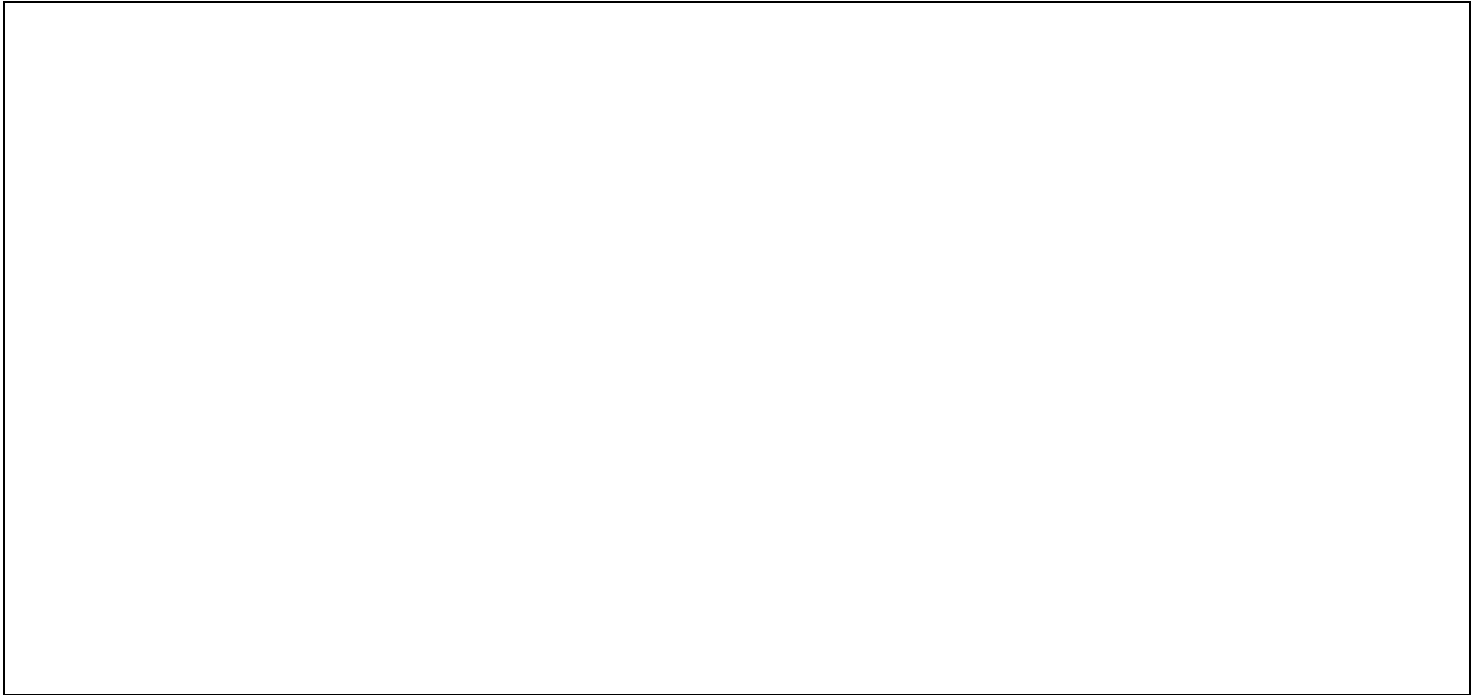
Center for Global Education. (2017). *Global Leadership: Primary Grades*.

Tafolla, C. (2009) *What Can You Do With a Paleta?* New York, New York: Tricycle Press.

Name: _____

Example: I would share my paleta with my little sister.

Example: I would drink my paleta when it melts.



I would

