

Spanish I

Unit 1 Lesson Plan

Unit 1 objectives:

- Course introduction
- Linguistic autobiography
- Reflections on contexts in which we see language variety
- Reflections on terms that exist in different Englishes (School English, AAE) that also exist in Spanish!
- What does raciolinguistic ideology mean, and why is it important for our language learning?
- Afrolatinidad, afrolatinx
- A new perspective for Spanish language learning:
 - Celebrating and centering Blackness in Latin America
 - Black in Latin America: Blackness as a critically important social and cultural agent in the formation of culture in the Hispanic world
 - Learning Spanish = being Black in Spanish (Anya, 2009); acquiring Spanish language variety or varieties, benefits of learning Spanish, becoming a global citizen
- What we can do with Spanish for our careers

Measures for achieving learning objectives (task-based assessment):

1. Students' written linguistic autobiographies
2. Video introducing self, translanguaging space, reflect on what Spanish can do for you
 - a. Critical mini-essays on the roles of raciolinguistic ideologies; translanguaging; the importance of Black in Latin America in our learning of Spanish, as well as reading assignments (option 1: Introduction chapter from Henry Louis Gates' *Black in Latin America* (2011); or, option 2: Chapter 11, A consolidated history of Blacks in Latin America, in Kami J. Anderson's *Bilingual Brown Babies Homeschool Curriculum*, 2019).
3. Creation of social media post
(All of these go into students' learning e-portfolios)

Materials

- If possible - posters on the wall – options could be: “THIS IS A TRANSLANGUAGING SPACE,” “THIS IS A SAFE SPACE,” and “EMERGING BILINGUALS AT WORK”, as well as photos and maps
- 2 Handouts (Unit 1 Assignment 1; Unit 1 Assignment 2)
- 3 Videos (1– Raciolinguistic ideology; 2 – What is Afrolatinidad? 3 – What is the x in Latinx?)
- Sample linguistic autobiography by Dr. Anne Charity Hudley:
<https://wmblogs.wm.edu/annecharityhudley/my-linguistic-autobiography/>

- Community Leader Video by Dr. Kami Anderson
 - Optional – Teacher could share Dr. Anderson’s books, [Raising Bilingual Brown Babies](#) and [Bilingual Brown Babies homeschool Curriculum – Spanish Lessons for the Black Family](#), to pass around class. These are phenomenal examples of how to start learning Spanish from scratch as a family. They also are a brilliant example of entrepreneurship with Spanish.
- Community Leader Video by Valentino Rahming
- Examples of student final online learning e-portfolio, as well as sample outcome tasks for this unit’s final assessments (on the MI-BRIDGE website)

Plan

I. Introductions, ask students to introduce themselves, share where they are from

II. Lesson

- Reflections: Translanguaging and the linguistic varieties we speak
- “In this class, we are going to approach the learning of Spanish differently than what you might be used to. We are doing so from a linguistics lens, and we’ll be doing real-world tasks to use the language.
- First, I want to highlight that every Black student who makes it to college is MULTILINGUAL AND MULTILITERATE. What a gift! All of ya’ll speak different *linguistic varieties*. Let’s talk about this. The first term that I want to teach you is:
- *Translanguaging*: [Teacher writes on board, and also point to poster on wall in classroom]
 - What do you guys think the difference is between *language* and *linguistic varieties*? All of us speak multiple linguistic VARIETIES. In this class, for example, we have School English, African American English, Caribbean and Black Englishes. We might have other languages, such as Spanish, Haitian Creole, and Patois.
 - PLUS – all of you speak different *registers*! This is another linguistic variety that depends on the social context. For example, how you speak with your best friend is different than how you would talk to your mum back at home in the Bahamas, or your boss or grandparent here in Miami. (Teacher models a few examples).
 - The most recent research in linguistics shows that we rely on our different language *varieties* all the time, and at the same time. Maybe in the past you’ve heard this be called code-switching. But it’s more than that – it doesn’t treat our Englishes as two separate systems. We call this *translanguaging*. Translanguaging means we utilize our languages and all our varieties fluidly, dynamically, and in fact, this is how people utilize language in the real world. We can rely on all of our linguistic resources at the same time.
 - In other words – all of your language(S), your experiences, your history -- all of these come together as resources that you can rely on to learn Spanish (and more specifically, a variety or varieties of Spanish).
 - We embrace translanguaging in this class.”

ACTIVITY: [Teacher pairs up students]. I’m going to give you three minutes to talk with your partner about the varieties that you speak. [Teacher gives an example as a model, e.g., School English, Black English, some Cuban Spanish, etc.].

(As students share, Teacher walks around the classroom and monitors. When the three minutes are up, Teacher asks if anyone wants to share their experience).

- Reflections: Raciolinguistic ideology

Teacher writes on the board:

“What do you think raciolinguistic ideology is, and why is it important for our language learning?”

- Ask students to reflect on this with the person next to them. (Why would I have us even talk about this when this class is supposed to be about learning *Spanish*?)
 - [Teacher: say nothing more. Let them talk].
- After four minutes: Teacher leads class discussion. Ask students to share their perspectives.
- “We’ve already talked about translanguaging. Here are some other concepts we’re going to learn about” (Teacher write on board):
 - *Raciolinguistic ideology*
 - *Afrolatinidad / Afrolatinx*
 - “First, we need to know about race, ethnicity, language, and identity. Dr. Uju Anya is a professor at Carnegie Mellon and she writes about these topics. Let’s look at her definitions.
 - Race: a group sharing phenotypic characteristics.
 - Ethnicity: membership in a group sharing common kinship ties, history, nationality, language, culture—the most important characteristic is that they believe in their existence as a group. It is NOT fixed.
 - Many people think race is biological. Dr. Anya explains that race is something we DO as a society. Historically, societies have used physical traits of a RACE as the basis for stereotypes, for ‘grouping’ people, so that they can discriminate against another group or create a hierarchy where one group is better than the other.
 - For some of the Caribbean students in this class who come from islands where there are not many *ostensible* racial differences, this may be hard for you to imagine. But in the U.S., race has been used to do what Dr. Anya calls “ideological racialized *othering*.” This is a part of our American history that we need to acknowledge.
 - Why is this important for us? Because *language* is inherently tied to it. Race and language are inextricably connected.
 - We are now going to watch a video so that you can see why.
 - **(PLAY VIDEO RACIOLINGUISTIC IDEOLOGY (Teacher stops at 2:28 seconds))**
 - When the girls said to Gadiel: “Hold up -- you speak Spanish?” And “Wait – you’re not Black?” their underlying beliefs (what they meant was): “you don’t look like you speak Spanish, and, Spanish-speakers aren’t Black.”
 - These are the unconscious beliefs that all of us can carry and impose on others.
 - This is raciolinguistic ideology – a term coined by Dr. Jonathan Rosa and Dr. Nelson Flores, and it means that the beliefs we have about the things we do in different languages or linguistic varieties are shaped by race. For example:
 - *If you’re Black, you can’t speak Spanish. Or*

- *Spanish-speakers aren't supposed to be Black. Or*
 - *If you're Latinx, you guaranteed speak Spanish! Or*
 - *British English is the best kind of English. Or*
 - *White people's School English is what everyone in the U.S. needs to speak to succeed.*
- **And we NEED TO CHANGE THIS.** Before we start learning another language, before we embark on our journey, we need to be aware of our own unconscious (and often harmful) beliefs.
- Last year we did a needs analysis here at FMU and at FIU on students' needs for Spanish and their beliefs. Here are some statements ya'll shared (Teacher writes on board the following):
 - *It would be so weird to have a Spanish teacher who's Black!*
 - *Racial discrimination isn't a thing in the Bahamas.*
 - *Sometimes I go into a store here in Miami and literally NO ONE SPEAKS ENGLISH. And it's so FRUSTRATING! Because like, this is America, ya'll need to speak English! (said with anger)*
 - *I hate it when people say to me after I speak: "wow, you are so articulate."*

ACTIVITY: I'm going to give you four minutes to discuss these statements with your partner. What do you think are the unconscious beliefs behind each of these statements?

(Give Students four minutes to discuss, then share as a class).

Have any of you ever seen raciolinguistic microaggressions or experienced any similar examples?

[Teacher gives time for sharing].

We need to be aware of race, ethnicity, and raciolinguistic ideology as language learners. Why? These factors play a role in how we interact with others, and it is precisely through interaction with others that we learn another language."

Some other terms:

- *Afrolatinidad* and *Afrolatinx*: Latinos, Latinas, Latinx, who have African descent. And guess what – so much of Latin America is Black! In this course, we're going to FOCUS on the contributions of Blackness in Latin American culture. (All Spanish courses should).
- *The term Afrolatinx* is not used very much by the people of Latin America. Researchers and scholars use it often, however, so it's important that you all are familiar with the term. For the most part, people tend to use, or refer to themselves, with the terms such as *negro*, *afro*-(nationality) like *afro-venezolano*, or *prieto*.
- **(PLAY VIDEO WHAT IS AFROLATINIDAD?)**
- *Afrolatinx* – the x here represents a personal choice to not have gender explicitly communicated on the word. So *latinos* (male, or everyone), *latinas*, (female): the x is simply a linguistic way to be more inclusive of everyone. We pronounce this in English as "latinEX" or "AfrolatinEX."

- **(PLAY VIDEO WHAT IS THE X IN LATINX?)**

- According to Dr. Kami Anderson, one FOURTH of all U.S. Latinos self-identify as Afro-Latino, Afro-Caribbean, or of African descent with roots in Latin America.”

III. Reflection: Writing our own linguistic autobiographies (some scholars call this auto-ethnography)

- “As we begin our own language-learning experience in this class with Spanish, I want you all to reflect critically on the languages and linguistic varieties you speak, how you use them, and what ideologies you might have in your head.
- I want us to reflect now – what do you think about Spanish, and HOW do you think about Spanish?
- Let’s now think about the contexts in which we see language varieties of Spanish. Think of ‘landscapes’ here in Miami. To start, what are spaces where we see and hear Spanish a lot here in Miami?
 - [Teacher writes students’ contributions on the board]
- Ok, let’s think of these spaces. For example, la ventanita. Who is there? What does the space look like? What happens when you walk in? Do people switch to English with you? What would it look and feel like to switch to Spanish?”
- **ACTIVITY**: [Teacher pairs up students; ok to be with same partner as before]. I’m going to give you five minutes now to reflect on this with your partner. Describe the landscape of at least two of the spaces on the board, or, spaces here in Miami that you both come up with. (E.g., Publix, Bustelos coffee line in our student center, the gym here at FIU/FMU, Wynwood). Please describe: who is there, what do they look like, what does the space look like, who uses Spanish and how? What happens when you enter the space? (etc.).”
 - [Teacher gives students time to discuss, walks around classroom and monitors. After time is up Teacher encourages students to share their reflections and leads a class discussion].
- “You can start to see how and where translanguaging and raciolinguistic ideologies come together in public spaces.
- Thinking about this will be important for your first assignment: a written linguistic autobiography.”
 - (Teacher introduces linguistic autobiography and shows examples. This will be students’ first assignment).

IV. Reflections – words that we already know in Spanish!

- “You are not starting your language learning from scratch. Did you know that there are actually several terms that you use that also exist in Spanish! These are words that exist across dialects and that have important pragmatic (social use in context) function. Some amazing natural examples:
 - *Broder* (this exists in African American English and in Spanish. Think of its varieties in English – can ya’ll list them?)
 - Several cognates (hospital, visual, social)
 - Calques (I’ll call you back; te llamo pa’tas)
- Can ya’ll think of any other examples?

- [Teacher writes on board students' contributions]– “Look at how many words you already know! And many of these words that have the same pragmatic functions in natural use.”

V. Centering and Celebrating Black in Latin America, the benefits of learning Spanish

- In this course, we are going to learn Spanish, learn about the culture of Latin America, and learn about Black identity in Latin America.
- Did you all know that Black populations in Latin America are so vibrant that many have created their own culture AND languages? Examples of cultures are: zambo, garífuna, and cafuzo (in Brazil). Examples of languages are Palenquero, Creole (many different ones!), and Garífuna. And then of course we can't ignore the music! Salsa, bachata, punta, palo de Mayo, samba, kompa. We will learn about all of these!
- Let's talk about the benefits of learning Spanish! To start, I want to show you a video by our first community leader, Dr. Kami Anderson
- **PLAY COMMUNITY LEADER VIDEOS:** Welcome message from Dr. Kami Anderson
 - Teacher passes around Dr. Anderson's books as an example of her work and how Spanish language learning influenced her career
 - [Teacher is encouraged to record welcome messages from a leader / community member in their own local community, ideally Black leaders, so that students can see who else speaks Spanish and/or has learned Spanish]
 - Teacher plays video and message by Valentino Rahming, a native of Nassau, Bahamas and a Spanish language teacher for the past 12 years within K-12 and university settings. Valentino is the first to study language-learning investment by Afro Caribbean learners of Spanish in his dissertation, and is making strides in Bahamian language policy!

VI. Explain the course, go over the syllabus with the students

- *Review in detail all of the course components*
- *Task-Based Language Teaching:* This course follows a task-based methodology, where we learn by doing real-world tasks that came out of a needs analysis study. In other words, all of the tasks we will do in this course came from a real study that examined your real-world needs for the language.
- (Teacher explains how assessment will be done in this course. No exams – learning is assessed via students' performance of real tasks at the end of each unit, their attendance and participation, and their final learning e-portfolio online.
- There will also be a service-learning component for extra credit.
- Teacher encourages all students to consider doing a sojourn or a study abroad; we will talk about this in a future unit in this class).

VII. This unit's assignments / tasks (Teacher could assign all of these if stretched across a week or two, or choose from the below. All output-based assignments should be uploaded into students' learning e-portfolios).

2. **Create your learning e-portfolio website space** [Teacher should spend time on this in class, showing examples and how to set this up online with a free website].
3. **Make a video of yourself in which you introduce yourself (in English), talk about what Translanguaging means, and reflect on why you want to learn Spanish and what it can do for you.**
4. **Give students [Unit 1 Assignment 1 Handout](#) and [Unit 1 Assignment 2 Handout](#).**
 - a. **Assignment 1: Write your Linguistic Autobiography.**
 - b. **Assignment 2: Reading and Writing Assignment.** Read one of the following and write a one-page reflective essay:
 - c. Option 1: Introduction chapter from Henry Louis Gates' *Black in Latin America* (2011)
 - d. Option 2: Chapter 11, A consolidated history of Blacks in Latin America, in Kami J. Anderson's *Bilingual Brown Babies Homeschool Curriculum* (2019)
 - i. (Note to Teachers: both readings are on the MI-BRIDGE website)
5. **Watch the PBS Documentary, *Black in Latin America*, Episode 1: "Cuba, the next revolution." It is readily available online. Write a short essay or make a video in which you share about your main impression of the film.** Write or talk about at least three things you learned. Minimum one page or, three minutes talking in the video.
6. **Create ONE single social media post to teach others about one of the concepts we learned.** Creativity is welcome! Example concepts:
 - a. Raciolinguistic ideology (any interpretation of this)
 - b. What is Afrolatinidad
 - c. Black in Latin America (something you learned about from the documentary or from one of the readings)
 - d. Translanguaging

Note: depending on time, Teacher can have students watch the PBS documentary in class.

VII. Class closure

Teacher leads a recap of what concepts we have learned, of the vocabulary we saw that we already know in Spanish, and how/why being aware of raciolinguistic ideology is important as we begin our Spanish-language learning journey.