

## Spanish I

### Unit 10 Lesson Plan

#### Unit 10 objectives:

- Target task: Describe the Black roots of Latin music; listen to and understand Spanish music
- Characterize Reggaetón, Latin Trap, Merengue, Salsa, Bachata
- Learn about why these genres are inherently Black
- Name Caribbean and Latin American musicians
- Describe Black culture and dance in Latin American music

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

1. Write a brief essay on the Black roots of Latin music (students can focus on Latin music in general, and/or focus on reggaetón, Latin Trap, or other). Students must have a concrete thesis statement and support their argument. For example: “For Latin trap to continue to thrive as a genre it needs to remember, acknowledge, and uplift the Black Latinxes that laid the ground for [today’s artists](#).” (from <https://belatina.com/is-there-a-future-for-latin-trap-music/>).
2. Listen to one song in Spanish (done during class), accurately summarize meaning.
3. Imagine that the song writer has to write one more stanza for their song. Write it in Spanish (this should go in students learning e-portfolio).

\*Opportunity for extra credit: Memorize one stanza from a Spanish song (can be salsa, Latin trap, reggaetón), and record yourself singing it in a video. (This should go in students’ learning e-portfolio)

#### Materials:

- Powerpoint 1 – The Black rooms of Latin Music
- Powerpoint 2 – Un Tour de música
  - (all videos are embedded in Powerpoints and are also available on the MI-BRIDGE website)
- Task 1 - Reading task - The Black roots of Latin Music
- Handout - Quimbara letras, Celia Cruz
- Handout - Suavemente letras, Elvis Crespo
- Task 2 – Atrévete por Sech y Nicky Jam
- Handout - posttask exercise (focus on form) - verbos reflexivos
- Task 3 - Listening task (more cognitive complex) Te extraño por Xtreme
- Final assessment tasks with rubrics - adding a song stanza, writing a short essay
- Community Leader Video by Ebony Thornton

#### Plan

##### **I. Greetings, welcome to any newly enrolled students.**

- Remind students of final learning e-portfolio, review other housekeeping items

## II. Warm-up

- “Last week we talked about how to talk about, describe, and celebrate Black hair in Spanish
- We also learned key vocabulary related to getting one’s hair done, and our routines around hair
- What terms do you all remember?” (Teacher invites student volunteers to share vocabulary words from the past unit; this is a great opportunity to do TPR in class)
- “For your final assessment task, you had to record a video of yourself describing your hair routine. Can anyone share their routine with us?” (Teacher invites students to repeat their final assessment task. This could be done via various modalities – by playing some students’ final videos in class; by asking student volunteers to share one by one; and/or by having everyone turn to the person next to them and share about their hair routine).
- Today we are going to learn about music in Latin America. This week, we will learn about the genres of reggaetón, Latin trap, merengue, salsa -- and the black roots that are the foundation of this music. Your tasks are to be able to describe this history and music. We are also going to learn some key movements!

## III. Plan

### **PEDAGOGICAL TASK 1:** The Black roots of Latin Music

#### Pre-task

- Teacher opens PowerPoint: “The Black roots of Latin Music”
- Teacher shows the first slide, which has a picture of author Gloria Malone. Teacher invites a student to read the short bio on the slide.
- On the next slide are the first task’s instructions. Teacher reads the instructions and then divides the class into seven groups. Each group gets their respective handout (an excerpt from Malone’s essay). Each group’s task is to answer the questions on their group’s handout and then orally report their group work to the class.
  - Teacher passes out sections of Handout- Group Reading Task - The Black roots of Latin music to each group. (Note, if your class is smaller, Teacher can re-work the handout, or have the class do more than one section, etc.).
  - It may help for the Teacher to designate a group spokesperson; in other cases, students could choose the person to report for their group.
  - Time limit: groups have ten minutes to finish their task.
  - Make sure everyone understands the task outcome: a filled-out handout, with which they will orally summarize their essay excerpt content and answers to the class.

#### Task

- Students complete their handouts in their groups
- Teacher walks around classroom, monitoring, and providing help, encouragement, praise, more information, focus on form where necessary

#### Post-task

- Teacher confirms everyone’s task outcome
- Teacher calls on each group to report. Teacher makes sure that the reports are done in order of the article, e.g., Group 1, then Group 2, etc. Teacher facilitates and acts as sideline coach.

- While student groups are reporting, Teacher simultaneously shows remainder of PowerPoint: “The Black roots of Latin Music” to class -- there are slides to show right after groups 2, 4, 6, and 7 do their reports. (Teacher can follow notes in the PowerPoint as a guide for when to show each slide). Note that there are two videos embedded in the PowerPoint (to play after group 4 and after group 7 reports).
- Final slide in PowerPoint – teacher leads class in a group discussion (slide 8). This will take time. The questions are:
  - We just summarized together Malone’s essay. We can see the Black roots of Latin music, and also, the history of reggaeton and of trap music.
  - What is reggaeton? Where did it come from?
  - What is Latin trap music?
  - What does Malone argue needs to happen to Latin trap in order for it to be seen and honored as it should be?
  - What do you all think about music as a space to raise awareness?
  - Why do you think Malone wrote this essay? What was she responding to?

## **PEDAGOGICAL TASK 2:** Tour de música (sample songs from key genres)

### Pre-task

- Teacher opens up PowerPoint: “Tour de música”
  - Note to Teacher: please see and study the notes in the PowerPoint to help you with this task! The goal of this task is to get students to feel the different beats, to learn a few dance moves, and to understand and appreciate that all of these genres share a key theme – Black origin. All videos are linked in the PowerPoint file on the MI-BRIDGE website.
    - **Salsa** (slide 2; explanation)
      - Teacher passes out Handout Celia Cruz Letras – Quimbara. Class listens to Celia Cruz *Quimbara* and simultaneously reads lyrics
      - ¡A bailar! (Teacher and class learn some basic salsa moves, following Profe Elio! Video: pasos básicos para bailar salsa. See link in Powerpoint).
    - **Merengue** (slide 3; explanation)
      - Teacher passes out Handout Elvis Crespo Letras – Suavemente. Class listens to listen to Elvis Crespo *Suavemente* and simultaneously reads lyrics
      - ¡A bailar! (Teacher and class learn merengue, following Profe Elio! Video: pasos básicos para bailar el merengue. See link in Powerpoint).
    - **Reguetón** (slides 4-5); Teacher explains, reviews origin of this genre. It came out of Panamá thanks to Jamaican immigrants there. Teacher plays sample audio from an original song of El General and then a famous singer of today, Ozuna. With Ozuna’s song, does it feel like it has a base of Spanish lyrics alongside a rhythm that has its roots in Jamaica?
      - (Invite any students to share their expertise and thoughts)

- **Latin Trap** (slide 6, see notes in PowerPoint). This genre we can think of as a mix of reggaeton and hip hop and rap – all in Spanish. So again we see the key theme – all of this music is inherently BLACK in its roots! YES! Let’s hear some examples. Do you all feel the rap/hip hop beat to it?
    - Slide 7 is dedicated to honoring Kevin Fret. (Teacher can expand upon this, play some of Kevin’s music, etc., during the weekly unit if time permits)
  - **Bachata** (slide 8, see notes in PowerPoint.) Play sample audio song by Romeo Santos
- “Now we’re going to do a listening task”
- Teacher passes out **Handout - Atrévete por Sech y Nicky Jam - Listen and watch task - getting the gist**. “For this task, I am going to show you the music video of a song by Panamanian singer Sech con el puertorriqueño Nicky Jam. For this task, you will have both the audio and the video. Your task is to:
  - 1. Guess where it was filmed.
  - 2. Try and get the gist of the video. What is it about? What is the story the song tells?”
  - Write down your answers on your handout.

### Task

- Teacher plays the video: <https://www.youtube.com/watch?v=SvO3jKeBCRM>
- Students do the task: watch, complete their handouts

### Post-task

- Teacher reviews students’ handout answers. Where was this video filmed!?! (MIAMI WOO WOO!). What do you all think it is about? (Teacher invites students to guess).
- Focus on Form – Teacher shows the class slide 11 from the PowerPoint. This is an excerpt from the song. Ask the class to guess what these lyrics mean. Teacher then explicitly reviews:
  - Conmigo, contigo
  - Reflexive verbs. Irse, atreverse – cómo conjugarlos, su significado
  - “Reflexive verbs always have this little reflexive pronoun with them: me, te, se, nos, os
    - Me – myself
    - Te – yourself
    - Se – his/her/theirselves, yall’s’ selves
    - Nos – ourselves
    - Se - yall’s’ selves (it’s plural)
    - Os - yall’s’ selves, plural, but only in Spain
  - Verse – me veo, te ves, nos vemos, se ven (that’s why in Spanish we say nos vemos – colloquially translated as see you later!)
  - Teacher passes out **Handout - Post-task exercise - reflexive verbs** and explains what students are to do. This is a focus on form practice, to be done now in the post-task phase. Teacher can do this together as a class, or, have students try first and then review with the class.

- “*Atreverse* – this verb is in the list. We also heard it many times in the video! What do you all think it means in the video context?”

**PEDAGOGICAL TASK 3**: Listening task. (We are increasing the cognitive complexity here and encouraging students to listen for meaning and also to parse individual words simultaneously). This task also includes a fun surprise element – a video showing two people dancing to the song afterwards, followed by an instructional video teaching students bachata moves (gracias Profe Elio de Cuba!).

#### Pre-task

- “Ok class we are now going to do another type of listening task, where you are going to listen to a bachata song.”
- Teacher passes out **Handout – Listening task (more complex) Te extraño por Xtreme** and explains task instructions
- “Your task is twofold. As you listen to the song and read along, what do you think the song is about? What is it about? At the same time, you will notice that there are a few blanks in the lyrics here. You also have to try and fill in the missing words as you listen. This means you are also listening to parse – you are trying to hear where individual words begin and end. Don’t worry if you have no clue what the word means! Just try your hardest to write what you hear. This is an excellent way to do to promote your listening skills.”
- I will play the audio for you TWO times. Your task outcome is your completed handout, ok? Just try your best!

#### Task

- Teacher plays this song two times (audio only!): <https://www.youtube.com/watch?v=euep-1XL7m8>

#### Post-task

- Teacher reviews students’ answers.
- Some of the words are reflexive verbs – teacher reviews these forms, relating it to the exercise done after the previous task (Focus on Form)
- Surprise element! Now let’s watch some bachata in action with this song ¡IMPOSIBLE no querer bailar bachata! And then
  - [https://www.youtube.com/watch?v=2cehkSxOLNA&feature=emb\\_err\\_watch\\_on\\_yt](https://www.youtube.com/watch?v=2cehkSxOLNA&feature=emb_err_watch_on_yt)
  - And now – let’s learn some bachata moves ourselves with Prof. Elio de Cuba! **Video: pasos básicos para bailar bachata** (Video is on MI-BRIDGE website, see also here: <https://vimeo.com/manage/videos/769088866>)
- Teacher can connect this to Haitian kompa and Mozambican kizomba! Facts: all of these are straight up African! This is a gorgeous diaspora linkage – it comes through the music! Teacher can check out additional resources on the MI-BRIDGE website.

**FINAL ASSESSMENT TASKS (what you should upload to your learning e-portfolio!)**

- This week’s final assessment task is two-fold.
- FIRST – you will create a final stanza to the song we just heard by Xtreme in Spanish. You must upload your written stanza in Spanish to your learning e-portfolio.
- SECOND -- you are to write a brief essay (three to four paragraphs) on the **Black influence and the African roots in Latin music** (you can focus on Latin music in general, and/or focus on reggaetón, Latin Trap, or other). You must have a concrete thesis statement and support your argument. For example, we saw a great thesis statement in the reading task we did at the start of this unit. It was: “For Latin trap to continue to thrive as a genre it needs to remember, acknowledge, and uplift the Black Latinx that laid the ground for [today’s artists](https://belatina.com/is-there-a-future-for-latin-trap-music/).” (from <https://belatina.com/is-there-a-future-for-latin-trap-music/>).
- Teacher passes out criterion-referenced rubrics for two final assessment tasks (**Handout – final assessment tasks**) and reviews the criteria with students.

\*Opportunity for extra credit: Memorize one stanza from a Spanish song (can be salsa, Latin trap, reggaetón), and record yourself singing it in a video. (This should go in your portfolio)

OR

Record yourself (include friends if you want to!) dancing to the music video of your choice. See if you can learn any of the dance moves from the original video. Record yourself (include friends if you want to!) dancing to the music video of your choice. See if you can learn any of the dance moves from the original video.

This video must be uploaded to your learning e-portfolio.

#### IV. This week’s assessment tasks

- Upload your written stanza to your learning e-portfolio.
- Bonus extra credit with assessment task 1 – upload your video (you singing a stanza you memorized from a Spanish song, or you dancing to the song – choose any genre you like).
- Upload your written essay on the Black influence and African roots in Latin America.

#### V. Teacher plays community leader video by Ebony Thornton

- Ebony Thornton is a Spanish teacher from Georgia with 20 years of teaching experience. She created the hashtag #BlackWLTeachers as a way for Black Language Teachers to network and connect across social media platforms, and works to ensure that the World Language classroom is welcoming and affirming to Black students!
- See MI-BRIDGE website; Teacher can also collect videos from local community and/or ask students to contribute videos from their communities and families.

#### VI. Class closure

- Review objectives and what we have accomplished today.
- Praise students for their amazing work.