

Spanish I

Unit 7 Lesson Plan

Unit 7 objectives:

- Target tasks:
 - Identify Spanish-speaking countries in Latin America and their capital cities
 - Learn about the benefits of study abroad to: see the world through other's eyes, participate in multilingual interactions, and connect with the Black diaspora in Latin America
 - Recognize signs in Spanish at the airport
 - Understand and respond to situations while traveling
 - Check-in at the airport

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

1. A video of you discussing where you want to study abroad, and reporting on existing resources and options you can pursue to do so
2. A video of you checking into the airport

Materials:

- All handouts:
 - Task 1 Handout Mapa político de Latinoamérica
 - Task 2 Handout - A Message from Dr. Anya
 - Task 3 Handout - vocabulario para viajar en Latinoamérica
 - Task 4 Handout - Writing Task A, Pidiendo información
 - Task 4 Handout Writing Task B, Responding to situations when traveling
 - Task 5 - Listening task checking in at the airport
 - Task 6 Handout - Final Assessment task on study abroad in Spanish
 - Task 7 Handout - Final Assessment task checking in at the airport
- Videos:
 - A message from Dr. Uju Anya on studying abroad
 - Study abroad options: a message from HSI FIU LACC
 - Community Leader Videos by Dash Harris Machado and Angela Williams
- Audio clips 1-6 to accompany Task 5, listening task
- Audio clip: Real discourse example of an airport check-in (for pre-task phase of Task 7, final assessment task checking in at the airport)
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Plan

I. Greetings. Discuss final assessment task from last week's unit. How did it go, would anyone like to share theirs? Is everyone uploading their final assessment tasks to their learning e-portfolio? Remember,

this is a portfolio of resources for you to be able to use any time in the future. It will be your final assessment for the class.

II. Warm-up

- Last week we learned about understanding and giving directions. Ya'll should be pros now too helping to guide an uber driver!
- This week, we will learn about how to get around when traveling in Latin America.
- We are also going to learn about the benefits of studying abroad and hear from one of the experts in the field, Dr. Uju Anya.
- You all will learn key vocabulary related to travel, and learn how to do tasks such as understanding and participating in the check-in process at the airport, and responding to situations while traveling
- Across this unit and the next unit, we are going to learn about the geography of Latin America and some of its Afroindigenous communities. We will learn about the cultural and linguistic gifts that they bring to the region and world.

III. Plan

PEDAGOGICAL TASK 1: Vamos a conocer a Latinoamérica

Pre-task

- Teacher passes out blank political map of Latin America (**Task 1 Handout - Map of Latin America**). Latinoamérica -- ¿de dónde son ustedes? ¿Cuáles países conocen en Latinoamérica?
- Teacher leads students in brainstorming all of the names of Latin American countries that they already know about. (Let the students lead this!). Teacher writes down what students contribute on the board. (If possible, project map onto board).
- “Wow – see how much geography you all already know! What about the capital cities? When we travel, it’s important to know this information. (Ask students if they know the capital cities of any of these countries, writes down their answers in Spanish).
- Ok, let’s see if we can identify these countries on a map.
- Teacher shows political map of Latin America on the projector. Some options are:
 - <https://i.pinimg.com/originals/78/ea/c9/78eac9db6e6129b25b98e2d13aeaf013.jpg>
 - <https://www.worldatlas.com/webimage/countrys/carib.htm>
 - Teacher highlights where North America, Central America, and South America are.
- “Now we are going to do a task. With your partner – and you can use your phones – I want you to fill out your handout. In the top box, write the name of the country. In the lower box, write the name of the capital city of that country. Be prepared to show me your map when you finish it.
- Any questions? You have five minutes. Work together, use our class notes, and/or use your phone or laptop if you need to.”

Task

- Students work together to finish their maps. They can use whatever technological resources available to them to do so, as well as the map that is projected at the front of the classroom.
- The teacher walks around, monitors, helps them to say the capital city and country names in Spanish.

Post-task

- “Ok! Let’s see your maps!” (Teacher confirms all of the students’ task outcomes).
- Teacher guides class in reviewing the country and capital city names on their maps in the Spanish language.
- The teacher invites students to also brainstorm how they might say these geographical names in their own language or linguistic/ethnic variety.
 - [Note to Teacher: many students in our universities, FIU and FMU, are Haitian. Teacher could ask these students to share how to say the country names in Kreyòl. This will help them to see that the names are not too different. It is also an opportunity for students to see the linguistic diversity reflected in the classroom].
- “Note that the map is focused on Spanish-speaking countries. However, many people understand Latin America to be the entire region. This includes countries whose languages are Portuguese, French, English, Dutch, *AND* Spanish – as well as many creole languages such as Papiamentu. Does anybody know any of the other countries that aren’t highlighted on your map?”
- Teacher praises the class: “You guys are geography experts!” (Teacher highlights the linguistic and cultural diversity that is in the class).
- SURPRISE ELEMENT: “Turn to your same partner. I’m now going to give you all TWO minutes to look up as many facts as you can find about one of the countries in Latin America. You both can choose the country you want (though, bonus points if no one else chose your country!). You MUST write down your facts on the back of your map. ONE of you will be the designated person who will write the facts down. The student pair who finds the most facts gets a surprise.”
 - [Note to Teacher: adding a surprise element in the post-task phase is a methodological way to motivate students and increase the cognitive complexity of a task. Teacher can choose whatever ‘surprise’ they want, from extra credit points, to candy, to mofongo, etc.]
- After two minutes, teacher says: “STOP! Everyone, put your pens or pencils down!” Teacher confirms everyone has stopped, and looks at students’ lists. Determine who has the greatest number of facts. Confirm this by having the student pairs read them out loud. (This should be a fun and fast activity).

PEDAGOGICAL TASK 2: Considering study abroad in Latin America

Pre-task

- Teacher opens up a conversation with the class on study abroad in Latin America. “Before we begin ... how many of you have ever thought of study abroad? Did you know that you can study abroad, whether for a year, a semester, or even just a week? Study abroad is an amazing opportunity to practice Spanish and to learn more of the language. But most importantly, study abroad teaches us about the Black experience in other places in the world.”
- Teacher passes out **Task 2 Handout - A Message from Dr. Anya**. “I want to share with you an expert on precisely this important topic.” Teacher reviews the handout with students, and invites a few volunteers to read the first couple of paragraphs in front of the class. (Do not correct students’ public reading; provide loving support only).

- [Note to Teacher: the handout has a highlighted section where “Florida Memorial University” is written. Please feel free to write in your own school’s name here!]
- “Ok class, we are now going to watch the video. I will stop the video at the different time points. Your task is to write your answer on your handout after each pause. Does everyone understand? Any questions? Is everyone ready?”

Task

- Teacher plays the **video Message from Dr. Uju Anya**.
- Following the handout, Teacher stops the video at each time stamp and indicates that students should write their answer during the pause. Make sure everyone is ready before moving on.
 - [Methodology note: it is up to the teacher to thus discuss students’ answers after each question item, or to wait until the end of the task to review them].

Post-task

- Teacher confirms that everyone completed the task (students can show their filled-out handouts as the task outcome). Teacher guides the class in either sharing their answers or (if they all already did so together during the video), in sharing their perceptions overall.
- Optional: Discussing study abroad programs with students
 - “I now want to show you a short video that I have made for you that highlights some of the study abroad programs that you can do. Recently, FMU and FIU – an HBCU and an HSI (Hispanic-serving) formed a partnership called MI-BRIDGE, or Minority Institutions Building Resources to Ignite Development and Growth in Education. FIU has some study abroad programs and you can apply for scholarships for them! Let’s see what they are about” (Teacher plays **video – Study Abroad Promotional Video (LACC)**).
 - **Teacher spends five minutes discussing what study abroad options students have at their university/school. For those teachers at HBCUs, please consider inviting students who have previously studied abroad to speak about their experience. If you don’t know anything, reach out to your study abroad office which often has student interns! Invite these students to your class. Teacher can also check out the study abroad section of the MI-BRIDGE website for additional resources.
 - NOTE- if your school does not have study abroad, Teacher should take time to give students private options, such as [ISE](#), [TOCA](#), or [AfroLatinx Travel](#).
- Teacher leads students in a discussion. Teacher gives class 4-5 minutes to share in pairs, and then invites everyone to discuss the above. Teacher can have them discuss all or some of the below questions:
 - “Ok ya’ll, I want you to please turn to your partner and share. How do you feel about the idea of study abroad? Where would you love to go and why? What factors in your life would make study abroad doable for you? What resources do you need from me as your teacher to help you make this into a reality?”
 - Contrary to many students’ beliefs, Dr. Anya says the study abroad is not for a “select few”. There are scholarships, programs that will give you credit, the possibility to transfer your financial aid towards your study abroad program, etc. After watching this video, and knowing that there are ways that could help you to do study abroad financially, would you consider doing a study abroad? Where would you go and why?

- Do you think Diaspora-focused study abroad programs that highlight the vital role that Africa has played in Latin American culture and history would be more appealing to Black students? The idea of experiencing a sense of “global blackness”—what does it mean to “be Black” in other countries and communities— would be the main reason for Black students to do study abroad? Would it be for you? Can you think in other valid reasons? Elaborate your answers.
- What are some concerns you have about the experience of studying abroad or navigating life in a different country?
- How can your study abroad program administrators possibly address or help resolve these concerns?

PEDAGOGICAL TASK 3: Traveling in Latin America – understanding signs in the airport

Pre-task

- Teacher passes out **Handout - vocabulario para viajar**. Teacher spends detailed time going through the vocabulary, phrases, and signs (and their meaning) with students. Teacher suggests students take notes on their sheet.
- Teacher does a brief Focus on Form (FOF) on verb conjugation in Spanish. Teacher shows the verbal paradigm with yo, tú/vos, él/ella/usted, nosotros/nosotras, vosotros/vosotras, ellos/ellas/ustedes. Teacher should include metadiscourse about dialect here. For example, almost every single county in Latin America has voseante varieties. Discuss the different formalities too with tú/vos versus usted. These metapragmatic discourse examples are important! And in this curriculum we teach the voseante forms!
 - Viajar, llegar, comprar, comer, etc.

yo	viajo	nosotros/ nosotras.	viajamos
tú/ vos	viajas / viajás	vosotros/ vosotras	viajáis
él / ella usted	viaja	ellos / ellas ustedes	viajan

- After reviewing verbs, teacher does a FOF (Focus on Form) on how to conjugate verbs, may of which are irregular
- Teacher also explicitly explains the voy + a + infinite verb construction
- For the phrases (e.g., ¿Cómo llego a ...?) the teacher also explains how to change this, e.g, how do we arrive Etc.
- Teacher does a FOF on the pronunciation of the airport signs on the handout
- Ok guys, we are now going to do a task. 😊

Task (teacher-fronted, whole class participates)

- “I am going to read out some scenarios in English. Your job is to use your personal white boards to write the answer. Don’t show or scream out your answer until I say. Please write down your answer using your dry erase marker. You can refer to your handout that we just reviewed together.
 1. (Note to Teacher: For it to count as a task, students must have a non-linguistic outcome to show their teacher. A great idea here is to do what Dr. Aris Clemons at the University of Tennessee Knoxville does with her learners: create homemade whiteboards. For this, the teacher can put a white sheet of paper inside a plastic sleeve and give students dry erase markers. They then use their individual ‘whiteboards’ to practice writing out answers when you call questions out orally. You can give them tissues to erase their answers. After asking the question, the Teacher counts down, “uno, dos, tres, muestra!” and then the whole class shows their ‘boards’ at the same time. This should be fun.
 - Another idea is to modify this task to be receptive in nature with Kahoot.)
- “Ok everyone, does everyone have their whiteboards ready? I am going to read out some prompts. Please write down the answer on your boards. Ready? What do you need to say in Spanish!? Let’s do the first one together.”
 1. You need to go to CHECK-IN. Where do you go?! (*answer: entrada*).
 2. You and your friends have to go through CUSTOMS. Where do you go? (*answer: aduana*).
 3. You now have to go through IMMIGRATION. Where do you go? (*answer: inmigración or chequeo de emigración*).
 4. You have to look for GATE 4. What are you looking for?! (Think of the numbers guys!) (*answer: PUERTA CUATRO*).
 5. You have your ID and your passport. How do you say these in Spanish!? (*answer: la identificación y el pasaporte*).
 6. You’re trying to take carry-on only but they’re telling you your carry-on is too heavy! You have to take some stuff out of your _____. (*answer: maleta de mano*).
 7. The agent asks you what your flight number is. How do you say My flight number is 34 in Spanish!? (*answer: Mi número de vuelo es 34*).
 - Teacher note: some linguistic/ethnic varieties omit the copula verb *be* so *be* is acceptable if students omit *es* here. This is also standard in second language acquisition stages of the acquisition of *ser*. Explain it to them explicitly if it can help them to notice it.
 8. You are trying to go to Cuba and they’re telling you that you need a visa! You need a what in Spanish? (*answer: visa*). (*That one was easy right guys!*)
 9. You need help to find the terminal 1. How do you ask politely for someone to help you find terminal 1?! (*answer: ¿Me puede ayudar a encontrar la terminal 1?*).
 10. As soon as you arrive to Cuba you immediately need to go get a Cuba Libre and then go out to party. How do you say this in Spanish?! *Vamos a... ?* (*answer: vamos a rumbear*).

Post-task

- Teacher praises class.
- Teacher uses this time to do a focus on form based on their real needs (any needs that may have come up during the teacher-fronted task).
- Focus on Form: Teacher reiterates the *ir + a + verb* construction and asks a few students to try this construction with a few different verbs for practice and examples.

PEDAGOGICAL TASK 4: Situations while traveling abroad

Pre-task

- “Ok chicos, ahora vamos a hacer otro task! First, we are going to go over how to say more detailed phrases in Spanish.”
- Teacher passes out **Task 4 Handout – Writing Task A - pidiendo información**. “At the top of this handout are phrases of language that are essential for you to know when you travel abroad. Let’s now review together some helpful phrases that you can use, based on different situations such as checking in, asking for something on the plane, etc.”
- Teacher takes time to go through the handout with students; students write in the English equivalent of each phrase.
- Teacher then passes out **Task 4 Handout – Writing Task B - Situations while traveling**. “We are now ready. On this sheet, you are presented with real-world scenarios and situations written in English. Your task is to figure out how to best respond in Spanish, and write your response down. You will do this with a partner.” Teacher takes a minute to pair students up with a classmate.
 - Task interactant set-up: This is a task to be done in pairs. However, each student has their own handout and must have their own individual answers.
 - It is important to spend time on the instructions and emphasize to students that their responses should be things that they personally would say, aka, their response(s) can differ from their partner’s!
 - Time limit: give students approximately 15 minutes for this task.
 - [Note to the Teacher – let students be creative here. This will inherently involve mistakes! Be sure not to let this task turn into their repeating dialogues or answers *you* come up with. Let *them* come up with the answers].

Task

- Students complete the task in pairs.
- Teacher walks around the classroom, monitoring and providing help and feedback where needed.

Post-task

- Teacher confirms that everyone has finished the task (ask students to show you their handout as their visible task ‘outcome.’). Teachers calls on pairs at random to share their written answers to each of the situations.
- If time permits, teacher compares/contrasts some of the students’ answers. (This can be a group-led task in and of itself comparing and contrasting).

PEDAGOGICAL TASK 5:

Pre-task

- Teacher tells students that they are now going to do a listening task. Teacher passes out **Task 5 Handout – Listening Task** airport.
- “For this task, you will hear brief audio clips. Your task is to listen to the clip and write out your response in Spanish in the lines below.
- This is a cognitively complex task because now, the input is auditory and in Spanish. But don’t worry! I will play each clip two times and will help you. Just try your best. This is only a practice, not a grade. Try to get the basic idea of what the agent is saying.”
 - [Note – this is a great time to talk to students about listening strategies and to not feel scared or anxious, but to just do their best. The more they study their vocabulary lists, the easier ‘parsing’ during listening tasks will be].

Task

- Teacher plays each clip two times (audio clips are on MI-BRIDGE website)
 - (Note, gauge learners’ input processing here. If you see that they need additional help, you can play the clip another time. Another way to reduce the cognitive complexity of the task is to ask students to repeat what they hear, write out what they hear as a class, and then come up with its meaning as a class).
 - Students individually write out their answers to each conversation prompt.

Post-task

- Teacher confirms that everyone finished the task.
- “How did you guys do? How did you feel?” (Teacher invites class to share and reflect on their task performance).
- Teacher reviews task outcome by 1) first replaying the clip and 2) asking volunteers to read their response to that clip one by one.
- Teacher praises the students for their efforts.
 - “Again, research shows that listening is the hardest and most anxiety-provoking part of learning another language. But with practice you guys will get there! Also, did you know that being speakers of different varieties of English like you all are actually gives you an edge? Many of us here speak African American English, Bahamian English, Barbadian English... and we even have other languages represented here--- this gives you an advantage when it comes to listening, because you have more linguistic resources at your disposal than people who only speak one single language variety. Ya’ll are so gifted!”

PEDAGOGICAL TASKS 6 and 7: FINAL ASSESSMENT TASKS

Pre-Task

- Teacher transitions into the final two assessment tasks. “The final assessment for this unit has TWO parts.”

- Teacher passes out **Task 6 Handout - Final Assessment task on study abroad in Spanish** and reviews it with students.
 - “FIRST, you have to make a two-minute video of yourself talking **in Spanish** about a Spanish-speaking country that you want to see. Share (1), details on where the country is located, (2) at least three interesting facts about the country, and (3) at least one way that you could study abroad in this country (e.g., a program at your university, a scholarship, etc.).
 - You must upload your video in Spanish to your learning e-portfolio.”
 - Teacher confirms that everyone understands this first task, and lets students ask questions.
 - If possible, Teacher simulates a quick model to the class, in which Teacher shares about a country in which they would like to study abroad and meets all of the criteria on the rubric.
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- “For the SECOND assessment task, you are going to imagine that you’re actually headed to the place where you decided to study abroad!” Teacher passes out **Task 7 Handout - Final Assessment task checking in at the airport** and reviews it with students.
 - “For this task, you and a classmate are going to record a video of yourselves simulating checking in at the airport in Spanish.” I am going to give you deliberate time to practice this now in class. Don’t write down what you want to say, but rather, just practice it.”
 - “On this handout, you will see prompts to help guide you in the simulation. You must do the simulation task two times: one where you are the agent, and one where you are the traveler checking in. Thus, your video will have two parts to it. (It is fine if both are in the same video; you do not need to make two separate clips).
 - I want to give you an example. We’re going to listen to some real discourse now of a person checking in at the airport.”
 - Teacher plays audio clip **“Real discourse example of an airport check-in.”**
 - Teacher passes out **Handout - Transcript of discourse example - Airport check-in**. “Let’s listen to it one more time, this time reading along to the transcript.”
 - Teacher plays the audio clip one more time, this time with students reading along to the transcript. Teacher asks students what they thought of the audio, how much they understood, and then reviews words and phrases. Teacher leads a brief focus on form: “Let’s go over key language here to help you. How did they start the conversation? What phrases did you hear?”
 - “We are now going to use class time to let each of you practice together for this task and do some pre-task planning. Remember, do not READ what you will say. This is spontaneous!”

Task

- Teacher puts students into pairs and gives them a time limit to plan and to practice.
- Students practice the task in class. The teacher monitors and provides feedback, praise, and FOF (focus on form) if necessary.

Post-task

- The teacher asks two volunteers to share and perform their task in front of the class. “Great job guys! Remember, your task outcome will be a video that you turn in and upload to your final learning e-portfolio. Any questions?”

IV. This week’s assignments

- **Upload both of your final assessment videos to your learning e-portfolio.** This will be your unit grade!

V. Teacher plays community leader videos by Dash Harris Machado and Angela Williams

- Dash Harris Machado is co-founder of AfroLatino Travel and Angela Williams is a Spanish teacher at the K-12 levels. Check out their bios on the MI-BRIDGE website!
- Teacher can also collect videos from local community and/or ask students to contribute videos from their communities and families. Teacher is encouraged to discuss these with students.

VI. Lesson closure

- Teacher reviews objectives and all that students have accomplished today
- Teacher can do a quick review of travel-related vocabulary
- Teacher encourages students to continue thinking about how they can study abroad; connects them to the school's resources
- Teacher encourages students to look for examples in their community that are related to traveling. Do they see any signage? Anything online that is interesting?
- Teacher praises students for all their hard work