

Spanish I

Unit 8 Lesson Plan

Unit 8 objectives:

- Learn about the Afrodiaspora, indigeneity, and the Afroindigenous communities in Latin America
- Recognize and understand music by ChocQuibTown
- Characterize the uniqueness and history of Bluefields, Nicaragua
- Explain why Francia Marquez and Esteban Sinisterra Paz are forging new paths in Latin America and in the world
- Describe the Garifuna of Honduras

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

1. Speaking task: A video of you reflecting and discussing in Spanish how you can give visibility to the Afrodiaspora in Latin America, as is university student Esteban Sinisterra
2. Reading and writing task: research and describe in English one Afro-Latin American population

Materials:

- All handouts:
 - Task 1 – De donde vengo yo by ChocQuibTown
 - Task 2 – Part 1, Article by Amara Amaryah, *Bluefields is home to Nicaragua's largest African settlement and Black Creole Culture*
 - Task 2 – Part 2, Article *Exponen en Bluefields sobre la presencia y contribución de los pueblos afrodescendientes de Nicaragua*
 - Task 2 – Part 3, Reading task to accompany *Exponen en Bluefields sobre la presencia y contribución de los pueblos afrodescendientes de Nicaragua*
 - Task 3 - Task 3 Listening Task - Diseñador Esteban Sinisterra Paz
 - Task 4 - Learning about Garifuna of Honduras and Blackness in relation to Latinidad
- Videos:
 - Youtube music video of *De donde vengo yo* by ChocQuibTown
<https://www.youtube.com/watch?v=yMS4J6Gp6e4>
 - Video Diseñador Esteban África
 - Video by Dr. Pablo López Oro
 - Community Leader Video by Dr. Aris Clemons
- Images:
 - Screen shot of Goyo (Gloria Emilse Martínez) from the *De donde vengo yo* music video
- Powerpoint: Esteban Sinisterra Paz

Plan

I. Greetings

II. Warm-up

- “Last week we learned about the geography of Latin America.” (Teacher projects map on board). Can ya’ll guide me in naming these countries? What about their capital cities?”
- “We learned about situations we might encounter when we travel, and how to check in at the airport.” (If time permits, teacher can ask a few students to simulate checking in with them in Spanish – activate that prior knowledge!).
- “Finally, you all had to make a video in which you shared about where you would want to study abroad, and the resources that exist so to make it happen.” Teacher invites a few volunteers to either show their video, or, share about where they would want to study abroad and any resources, scholarships, etc., that they found that they could apply for.
- This week, we are going to learn about the Afrodiaspora in Latin America, and discuss a few Afroindigenous communities such as those in Bluefields, Nicaragua.
- We are also going to talk about an amazing university student, just like yourselves, named Esteban Sinisterra Paz, or Esteban África, who is the fashion designer of Colombia’s first Black female vice president, Francia Marquez.
- To begin, let’s start with some music. ☺

III. Plan

PEDAGOGICAL TASK 1: ChocQuibTown

Pre-task

- “Do you guys remember the documentary that we watched at the beginning of the semester, *Black in Latin America*? We learned about how critical Black cultural and linguistic contributions have been in creating what is today the heterogenous culture(s) of Latin American.
- One of the things that I want to emphasize is the diasporic connections that are in Latin America. The Afrodiaspora that we see and feel in the music, food, people, culture, dance, WORDS, and even gestures.
- One of the best places to feel the Afrodiaspora is in music. I’m going to play a music video by a Colombian group called ChocQuibTown. This song is called “De donde vengo yo,” or “*where I come from.*”
- Some background: ChocQuibTown is a Colombian hip hop group from the Colombian department of Chocó. (Here in the US we say states, but in Colombia they call them departamentos).” Let’s see where it is on the map. (Teacher zooms in on map on projector in classroom where the department of Chocó is).
- Teacher passes out **Handout – De Donde Vengo Yo**. Teacher reviews the handout instructions with students. Note: Part 1 has a focus on meaning and a focus on form. Part 2 is to be done *after* the listening task.
- “This task has two parts. We are going to do Part 1 first. I am going to play the video and I want you to write down three things in English that resonate with you (see instructions on handout), as well as at least two words in Spanish that you note in the lyrics. As you watch the video, please do Part 1.”
- “We will do Part 2 after watching the video. Ok?”

- Is everyone ready? Does anyone have any questions?”

Task

- Teacher plays the music video one time in class:
<https://www.youtube.com/watch?v=yNS4J6Gn6e4>
- Students fill out Part 1 of their handout.

Post-task

- Teacher reviews students’ answers to Part 1 with the class. Teacher leads a class discussion on what they share.
- “Ok, now we are going to do Part 2 on your handout. For this part, you are going to work in pairs.” (Teacher pairs up students, ideally a classmate with whom they have not worked before).
- “Here, I have copied and pasted a couple comments that people posted on the video. Please discuss what you both think these comments mean, and then, in the space below, each of you needs to write a brief comment on what these comments mean to you personally.”
- Teacher gives students 5 minutes to complete Part 2, walks around the class and monitors, providing support where needed.
- When students are done (Teacher confirms task outcome completion via the filled-out handouts), Teacher invites them to share their answers and reflections.

Transition: “Before we go to our next task, I want to ask you all to zoom in on what you see in the music video we just saw right in the beginning. (Teacher replays the video at 10 seconds it a couple of times). Here we see the main singer of the group here, Goyo, whose full name is Gloria Emilsé Martínez. (Ya’ll should check out her Instagram, @goyo). Who is standing next to her? Who is the woman and child next to her? What does their clothing say?”

(Teacher can project this image):



Think back to our assumptions about the Afrodiaspora. Who is included and who may not be included? I’m going to mention a word – just keep it in mind as we move forward in this unit. *Afroindigeneity*.

Let’s go on to our next task.”

(Teacher note: here you may want to do some background research yourself if you do not feel as strong in leading this conversation. Please check out the MI-BRIDGE website for resources and recommended readings).

PEDAGOGICAL TASK 2: Bluefields

Pre-task

- “Ok ya’ll, now we’re going to go a little north, from Colombia to Nicaragua.” (Teacher shows this part of Latin America on a [map](#) in front of the class).
- “How many of you have heard of Bluefields, Nicaragua? (Let students share). What stands out to you about the name “Bluefields?” It’s an English word, right?!”
 - [Note to Teacher: This could be a key moment to center your Heritage students and note the naturalness of mixed language experiences, such as Spanglish. E.g., “Many people say Spanglish is a U.S. invention but actually, it’s been going on for decades in Belize, in Guyana, and in Bluefields, Nicaragua. This reiterates how natural and normal it is to translanguaje. For those of us who have Spanish as our heritage language, this feels like home huh?”].
- “We are now going to do two reading tasks. First, and to ‘cognitively prep’ ourselves, we will read a short background on what is Bluefields in English. Then, we will do a reading task in Spanish.”
- Teacher passes out **Task 2 Part 1 Handout, Article by Amara Amaryah, “Bluefields is home to Nicaragua’s largest African settlement and Black Creole Culture”** (another option is for Teacher to project this article on the board in front of the class).
- “First, I want to highlight the author of this article, travel writer and poet Amara Amaryah. She is of Jamaican descent and majored in English. Here is her website, <https://www.amaraamaryah.com> and here is her Insta: <https://www.instagram.com/amara.amaryah/> (Teacher is encouraged to show the author’s online spaces).



- Teacher asks individual students to take turns reading each paragraph from the article out loud. Students can read from their handouts or from a larger projected screen.
 - [Note: Students' dialectal varieties will come out during this reading task and Teacher is encouraged to embrace these. This is simply an opportunity to deliberately practice reading in class. Reading in class can facilitate comprehension and give way to conversation topics].
- After reading, Teacher asks students if anyone knew of the connection with Bluefields and Jamaica. Teacher could ask additional comprehension questions, such as:
 - What was the Miskito Kingdom? What role did the indigenous Miskito people have in Bluefield's independence from British rule until the late 1800s?
 - Why did the language in Bluefields change from mostly English to mostly Spanish?
 - Today, more and more local Black people in Bluefields are taking up political positions and leadership of Bluefields. This makes it a very active political place. How do you think that will continue to affect the culture there?
 - What benefits (economic, cultural) do you think the people of Bluefields have through their bilingualism?
- Teacher passes out **Task 2, Part 2 Handout, Article "Exponen en Bluefields sobre la presencia y contribución de los pueblos afrodescendientes de Nicaragua."** (Note, this is a real news article that has been modified to facilitate comprehension via elaboration such as adding redundancy and regularity).
- Teacher leads students in first taking note of the formatting and of context clues to facilitate reading. This includes looking at the title (what does it mean?), words that are bolded, regular text versus italicized text (direct quotes that people say), and inserted images.
- Teacher asks students to look at the inserted tweet by Esther Kuisch Laroche on p. 2 of the article. Teacher reads it out loud. "What do you all think "celebrando" means? What about "la casa de la cultura"?"

- Teacher asks students (in a fun and fast way) to tell her all of the words they already know in the article (e.g., “aquí”) and words that are clearly cognates (e.g., “fascinante”). Teacher writes these on the board, sharing their English equivalent. (Encourage students to just try). Depending on the focus on class, Teacher can focus more or less on grammar and/or even morphology.
- Teacher asks students to make some guesses on what the article is about.
- Teacher passes out **Task 2 – Part 3, Reading task to accompany *Exponen en Bluefields sobre la presencia y contribución de los pueblos afrodescendientes de Nicaragua.***
- . Teacher pairs students up and explains what they are to do. They will have ten minutes to finish the task.

During-task

- Student pairs complete their reading task, filling out their handout.
- Teacher walks around the classroom, monitors, and provides assistance where/if needed.

Post-task

- Teacher confirms everyone has completed their task by doing a quick visual check of filled-out handouts. Teacher guides class in sharing their answers to each question.
- Optional: Teacher invites students to individually read aloud each paragraph in Spanish, providing oral corrective feedback on pronunciation where needed. (This should be FUN and motivating).

PEDAGOGICAL TASK 3: Conociendo al diseñador Esteban Sinisterra Paz

Pre-task

- **Teacher opens up **Powerpoint called Esteban Sinisterra Paz** and shows images.**
- “I want to introduce you all to the person who designs Colombia’s vice president’s wardrobe: Esteban Sinisterra Paz. (Teacher can also project his Instagram accounts, https://www.instagram.com/sinisterra.paz_16/?utm_source=ig_embed&ig_rid=5719f72c-0260-452e-84d1-f52791dda085)
- Here is his official account: https://www.instagram.com/esteban_african_oficial/?hl=en
- Some background. In mid-2022, the country of Colombia elected its first ever Black vice president, Francia Márquez. She sought out Esteban on Instagram to design some dresses for her, given his gifts in Afro-influenced fashion (everyone in his hometown calls him África).
- Esteban African, as his label is called, is a 23-year-old university student. He has no formal training in clothing design. He is Afrocolombian and queer. And he is the very cause for an incredible Afro-Colombian fashion and design boom.
- He is from a poor family and was born in a town called Santa Bárbara de Icuandé. Because of war, he and his family were displaced when he was five and they had to move to Guapi, Colombia.” (Teacher can show these places on a map in front of the class)
- “Esteban learned how to sew from his aunt and grandma.

- The Afrocolombian aesthetic embraces curves and also resembles nature. For example, one piece Esteban designed has a dress with sleeves that look like a butterfly. It uses lots of wax fabrics which themselves can tell stories. Esteban África also does big pieces of jewelry that pay homage to Africa and to Colombia. One of the Vice Presidenta's most famous pieces are earrings that show all of Colombia's departments on them.
- We are now going to watch a video and do a listening task.
- Teacher passes out handout, Task 3 - **Listening Task to accompany Esteban África.**
- "Note – this is going to be a difficult video to understand ya'll. But don't worry! Part of learning a language is trusting in ourselves and practicing the act of listening and then understanding. Understanding another language gets better and better by learning more vocabulary. So I want you all to just try, ok?"
- Teacher reviews the handout comprehension questions with students.
- This is an individual task – Teacher plays the video two times.

During-task

- Teacher plays **video Esteban África** two times.
- Students fill out their handouts based on what they understand from the video.

Post-task

- Teacher reviews the comprehension questions and answers with students, calling on students at random to share what they wrote.
- Optional topics for discussion:
 - First ladies and/or ladies in political position: it's interesting how their fashion is always talked about. How do you think Vice President Marquez's fashion helps her politically?
 - How is wax fabric used across the diaspora?
 - Diasporic connections / Conexiones diaspóricas: Esteben Sinisterra, a queer university student studying social work, is connecting himself to the Afrodiaspora via fashion. Where does the connection to the Afrodiaspora show up in your own life?

PEDAGOGICAL TASK 4: Learning about the Garifuna of Honduras – a video with Dr. López Oro

Pre-task

- "We are now going to learn about another Afroindigenous group, the Garifuna. The Garifuna are a Black indigenous community whose ethnogenesis is in St. Vincent as early on as the 1600s. The Garifuna's diaspora is spread across the Caribbean today and in the US.
- We are so lucky to have a short video made for us by Dr. López Oro, a professor of Africana studies at Smith College. (Teacher is encouraged to show students Pablo's bio at <https://www.smith.edu/academics/faculty/paul-lopez-oro>). Dr. López Oro is Garifuna. He is from

Brooklyn and his parents are from Honduras.” (Teacher can note the bilingualism of his first name).

- “We are now going to do a task, where you all watch Dr. López Oro’s video and answer comprehension questions. He is going to talk to us today about the importance of Blackness in relationship to *latinidad* and to the Spanish-speaking Americas.”
- Teacher passes out **Task 4 Handout - Learning about Garifuna of Honduras and Blackness in relation to *Latinidad***. Teacher explains the task to students and critically, goes over the questions *before* playing the video. (This will cognitively prepare students for what they are to look for in the video, and help their comprehension).
- Teacher asks students if they have any questions. This is an individual task. “Is everyone ready? Does everyone understand the questions and know what they need to do for this task? I will play the video *one* time.”

During-task

- Teacher plays the video **Dr. López Oro** in class. Students fill out their handouts to the best of their ability.

Post-task

- Teacher reviews students’ answers by asking volunteers to share what they wrote for each question on the handout.
- One thing Dr. López Oro teaches us is that there are more Black people in the Caribbean and Latin America than there are in the US!

Transition: Dr. López Oro concludes his teaching video to us by saying we need to grapple better with BLACK history in Latin America. A *beautiful* example of how one college student is doing precisely this is through fashion, which we learned about with Esteban África (y su marca, Esteban African).

This takes us to our final assessment tasks for this unit.

FINAL ASSESSMENT TASKS 5 and 6 (what you should upload to your E-portfolio!)

Teacher passes out **Task 5 and 6 handouts**.

- “Your final assessment for this unit will be done via two tasks. The first one is a speaking task. Let’s look at the Task 5 handout.
- For this task, you are to create a one-minute video of yourself talking in Spanish and sharing/reflecting on how you can raise awareness of the Black Diaspora in Latin America or here at home. Let’s look at the rubric together. (Teacher reviews with students – this task is to be done at home).
- The second task is a reading and writing one. So far, we have learned about Chocquibtown, Bluefields, and the Garifuna. For your task, you will do some research and writing in English. Your task is to choose an Afro-Latin American population and describe (1) where they are

located, (2) their ethnogenesis (e.g., their origins, how they got to where they are, their *ligado ancestral*), and (3) at least THREE interesting facts about their language and culture.

- Your task must be three pages, single-spaced. The first page is your written report. The second page should include photos and a map, indicating where the group is located. The third page should be the references from where you got your information. (Teacher reviews the handout with students – this task is to be done at home).”

IV. This week’s assignments

- **Upload both your final assessment tasks to your learning e-portfolio.** This is your video, and also, your three-page written report. You could put your report online in multimedia format. Creativity is welcome!
- Does anyone have any questions?

V. Teacher plays community leader video by Dr. Aris Clemons

- Dr. Clemons’s research encompasses the fields of linguistics, education, anthropology, and Black and Latinx studies in order to interrogate the intersections of language, race, and identity. Check out her bio 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 vocabulary from this unit
- Teacher can ask students to quickly tell them: ¿Qué es Chocquibtown? ¿Por qué es único Bluefields, Nicaragua? ¿Quiénes son los garífuna? ¿Quién es Esteban Sinisterra Paz? Díganme un hecho nuevo que aprendieron del Dr. López Oro. (etc.)
- Teacher encourages and praises students for their work during this unit, and says how excited they are to read their research reports