

Spanish I

Unit 9 Lesson Plan

Unit 9 objectives:

- Target task: Describe, share about, and celebrate Black hair
- Recognize items and styles at a beauty salon and a barber shop
- Real discourse examples (input-based tasks)

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

- Video of you sharing about your hair, your maintenance routine, and what you love about your hair (This should go in your learning e-portfolio)

Materials:

- Handouts for Task 1, Task 2, Task 3; Task 4 post-task grammaticization activity, and final assessment task with rubric
- Image to project: Linguistic Landscape in Miami: La barbería de todos, fades, Shaves y Line-up
- Audio file: Dominican salons be like
- Videos:
 - Una visita a la peluquería Shadaii
 - La barbería El Toro
 - Dominican salons be like
 - Community Leader Video by autor Lori Tharps
- Optional: Teacher could bring to class some books by Lori Tharps. Two of her books, *Hair story: Untangling the roots of Black hair in America* and *Kinky Gazpacho: Life, Love & Spain*, fit nicely with this unit and with the goals of language learning.

Plan

I. Greetings

- Teacher greets students as they come into class in Spanish
- “How is everyone, let’s do a quick check-in!”
- Teacher asks students to turn to the person next to them and ask how they are doing in Spanish, share about how they are, how they are feeling. (Teacher quickly models this with a student before everyone begins)
- Teacher reminds class about their learning e-portfolio to showcase their learning over time. Teacher asks students to share how their portfolios are going so far

II. Warm-up

- “Last week we learned about the Afrodiaspora and Afroindigenous communities in Latin America, and we reflected on Blackness in relation to Latinidad. Let’s think back to some of the topics we discussed. Think about the task we did based on Dr. López Oro’s video for us.”
Teacher asks students:

1. For how long have Spanish-speaking Black folks been living in the US?
 2. What is *mestizaje*? What is Afrolatinidad, and how can Afrolatinidad help to resist mestizaje, according to Dr. López Oro?
- “For one of your final assessment tasks, you had to research an Afro-Latin American cultural group. What did you all discover? Can we have any volunteers share with us what they learned?”
 - (Teacher gives students time to share about their research)
 - “Last week ya’ll also learned about Esteban Sinisterra Paz. Who is he, and what is he doing in Latin America?”
 - Let’s relate why we learned about “Esteban African” to one of Dr. López Oro’s messages: that it is important for Afrolatinx folks in the United States to have a public identification with their Blackness. In your other final assessment task, ya’ll had to think about this in Spanish. Es decir, tuvieron que reflexionar sobre cómo pueden darle visibilidad a la afrodiáspora en Latinoamérica o aquí en los Estados Unidos.”
 - (Teacher invites students to share on their second task outcome from last week. They could either share in the class or show the videos that they made). Teacher could easily make this report into a task itself, comparing and contrasting, or, categorizing, all of the different ideas that students offer.
 - “For this week, our unit will focus on celebrating Black hair. (Remember – the entire design of this curriculum was based on a needs analysis study. We interviewed over 100 students of Spanish and asked them what their needs are in the Spanish language. All of the units that we have designed are fully based off of what FMU and FIU students told us what we want. One of the needs was to learn about Black hair, to learn about going to the barber shop or salon, and to explore the ways in which it is celebrated in Latin America). Aquí vamos. 😊”

III. Plan

PEDAGOGICAL TASK 1: #LOLLEVAMOSRIZO - Celebrating the beauty of Black hair

Pre-task

- To start off, I want to ask you what ya’ll think this hashtag means: #LOLLEVAMOSRIZO.
- (Give students a few seconds ... does anyone recognize a word? Where one word ends and another words begins?)
- Teacher underlines LO, then LLEVAMOS, then RIZO in the hashtag.
- “These are each three separate words. I’ll give you a few minutes – use your phones to look up this hashtag. Then, try to guess – what do you think it means? What do you note when you look it up? What multilingual, transnational connections do you see online when looking up this hashtag? What images and beauty do you see?”
- Teacher guides the class in trying to figure out the meaning of this hashtag. (Let students ideate! Teacher can write down their ideas).
- Teacher guides a discussion on the meaning: We wear it natural / curly.
- “We are going to do a reading task now that tells us how this hashtag came about and why it’s important.”
- Teacher passes out **Task 1 Article - Cubanos afrodescendientes se unen para celebrar la belleza del cabello afro** individually to all students (option: Teacher could also project the article in front

of the entire class, as long as the entire article is visible. Students will need it for the Spanish language task).

- Teacher explains “we will now examine this article together on the history of the project *Lo Llevamos Rizo*. First, we will read it together as a class. Then, I will put you into pairs. Your task will be to answer some comprehension and metalinguistic questions about the article based on what you read. First, and before we get started, let’s look at the structure of the article together.
 - Upon first glance, what do you think this article is about?”
 - Teacher asks students to reflect on the structure of the article. “What does the title say? How are the paragraphs organized? Do you notice any transition words? What is the source of this article? How do we know?”
 - “What words do you know in this article? Ya’ll know so much already! Let’s rely on our inference here. Are there any words from English? Any words you recognize?” Teacher writes students’ contributions on the board.
- Teacher reiterates that it is ok to not understand everything when we read in the language we are learning. Teacher discusses top-down reading strategies.
- Teacher then invites volunteers to read different parts of the article out loud in class (Focus on Form: Teacher can give oral corrective feedback on pronunciation. Remember to only correct if the pronunciation impedes meaning from getting across).
- Teacher puts students into pairs.
- Teacher passes out **Task 1 Handout Reading task to accompany article Cubanos afrodescendientes se unen para celebrar la belleza del cabello afro copy** (one copy per pair). Teacher reviews the handout instructions with the class and confirms that everyone understands their task.
- Teacher gives class a time limit: 10 minutes. “It is PERFECTLY ok to look up words as you work together! Use your online dictionaries!”

Task

- Students work together in pairs to complete the task.
- Teacher monitors, goes around the classroom and provides support. Teacher continues to encourage getting the overall gist of the article and not having to look up every word.

Post-task

- Teacher confirms that all students have completed the reading task together. (Ask pairs to hold up their handout to visually confirm task outcome completion).
- Teacher reviews answers with the class, inviting volunteer peers to share. Teacher facilitates a class discussion of the answers.
- Focus on Form: based on students’ own production and needs that arise, Teacher explicitly teaches grammar and/or provides corrective feedback both orally and in the written mode.

PEDAGOGICAL TASK 2: Una visita a la peluquería Shadaii

Pre-task

- “Ok ya’ll, we are now going to go to a peluquería in Colombia. I am going to show you a video of inside the peluquería.
- Before we begin, what common words *in Spanish* do you think we might hear at a Black beauty salon?”
- Teacher leads students in thinking up words that are typical of this cultural space. Teacher writes all of students’ contributions on the board, translating any of these words they might know into Spanish too, encouraging students to look up words they don’t know on their phone dictionaries.
 - [Note to Teachers: this should be a fun translanguaging space and vocabulary-building activity, with multiple linguistic varieties, languages, and interlanguage forms being shared in the classroom. Sometimes there won’t be direct translations, and sometimes it will be a borrowed word (e.g., *low cut fade*, *un feid*). If you have any Creole speakers, how do they say hair-related terms in their languages? Encourage students to share how their different linguistic varieties say hair terms differently. Is there any cool overlap?]
- Teacher then reviews key words and chunks of language that students will hear in the video. Reviewing these terms will psycholinguistically prepare students for a complex listening task and help them to parse and to make better meaning out of the video input. Terms to review are:
 - *la peluquería, la peluquera, el peluquero, el cabello, el pelo, diferentes peinados, el peinado (los peinados, /loh peinao/), el cepillo, el peine, la peineta, estirar el pelo, la secadora, un lavado, un secado, rolo y blower, “cola de caballo,” el gel, pegado/ pegadito, “para pulirlo,” la trenza, la echa de la trenza.*
 - (Tell students the difference between *cabello* y *caballo*, note the vowel difference!)
- “Ok students, now we are going to --- you guessed it! -- do a task.” ☺
- Teacher passes out **Handout Task 2, Listening Task – una visita a la peluquería Shadaii**
- Teacher reviews instructions of the task. This will be an individual task. Teacher ensures that all students understand the questions, the vocabulary, and what they are to do during the listening task. (This will set learners up for maximum task performance, which facilitates learning).
- “I will play the video two times. Is everyone ready?”

Task

- Students watch **Video - Una visita a la peluquería Shadaii**, two times
- Students complete their task (filling out their Task 2 handout)

Post-task

- Teacher confirms that all students have completed their task (have students show their filled-out handouts).
- Teacher reviews the answers with the students.
 - If necessary, Teacher can have students share what they thought they understood, and/or replay certain parts of the video.
- Teacher asks students how they think they did with that listening task. This could be a good opportunity to go over listening skills, strategies to improve listening, such as elicited imitation and studying vocabulary!
- Teacher provides lots of praise and encouragement.

PEDAGOGICAL TASK 3: Listening task 3 – Un corte de cabello en la barbería El Toro (more cognitively complex)

Pre-task

- “Excellent job everyone!”
- Teacher shows students the following image: “Linguistic Landscape in Miami - la barbería de todos.” “Let’s talk about Miami’s linguistic landscape [language that shows up in public signage] and the gorgeous translanguaging we’ve got going on here:



- Teacher asks students to share how this image is an example of translanguaging. Are there any examples that they have seen in their communities or online?
- “Ok! We are now going to do another *listening* task. This one is a bit more complicated, but I know you can do it! This one shows a young man who goes to get his hair cut at a barbershop. Because of COVID-19, he had to get his haircut outside, but that’s ok!
- Really quick: Just as we did with the listening task regarding the visit to a beauty salon, we are going to think of words related to the *barbería*, or barber shop. What words or phrases do you need when it comes to getting a barber-style haircut?”
 - Teacher leads students in brainstorming different words and phrases, and writes students’ contributions on the board. This should be a fun and fast-paced brainstorming, with lots of rich translanguaging in the classroom space. Teacher encourages students to deploy all of their linguistic resources to think of words to describe the barbershop experience.
 - “As you can see (Teacher points to board), so many of these terms are borrowed from English (Just like the image we just saw).”

- Next, Teacher ensures some words are including in the brainstorming session that students will be exposed to in the video, and reviews these words with students to facilitate psycholinguistic processing of the video input:
 - *Un corte de cabello, Voy a hacerme un corte de cabello, el peluquero, vamos a ver, el cabello, La Barbería El Toro, una máquina, una barbera (vs un barbero), unas patilleras (patilleras are a tool that cut las patillas o sideburns, Colombian Spanish), una guía, (peines guías): #1 (3mm), #2 (6 mm), #3 (10 mm), la 1.5, cortar, corta más, corta menos, Vamos disminuyendo el pelo, usar una guía más pequeña, el sombreo al corte, vamos a usar la barbera, quitar el cabello restante*
- Teacher passes out **Handout Task 3 Listening task - La barbería El Toro.**
- Teacher reviews the instructions with students and ensures that they understand the questions that they need to answer. Take time on this!
- “For this task, I will only play it ONE time. Don’t worry – you can do this! Just try your best.”
 - Teacher gives students another minute or two to read over the questions to know what they need to listen for as they watch the video.

Task

- Students watch Video **La barbería El Toro.**
- Students fill out their handout.

Post-task

- Teacher confirms that all students have completed their listening task.
- Teacher reviews with students what the answers are. Volunteer students can contribute their own responses.
- Teacher acknowledges that the task was hard! “A challenge is a good thing! It’s ok ya’ll if you didn’t get all of them – we will keep practicing!”

PEDAGOGICAL TASK 4: Dominican Salons Be Like

Pre-task

- “YOU GUYS ARE AMAZING. Holy wow my class is pro at listening tasks.” (Optional: Teacher does a celebratory dance).
- “Alright ya’ll, since you are so fire with your listening task skills, I am going to show you another video.”
- In this tiktok video, the girl is making a satire out of the Dominican salon experience. “Dominican salons be like...”
- Your task is simple: Watch this video, and write down (in English) an answer to this question: What is she making fun of?
- I will play the video, and will then give you 60 seconds to write down what you think the video is about. When you are finished, you will share and compare your answer with your partner. You both then have to prepare together your brief report: what to say to the class on what you both think the satire is about. Again, your task is to write first in English what you think the girl is

making fun of in the Dominican salon space. THEN with your partner you will compare your answers and write up a response together in Spanish. You have to be prepared to read to the class what you wrote. Does everyone understand?"

Task cycle

- **TASK:** Students watch **Video Dominican Salons Be Like** (Teacher can choose to play the video one or two times). Individually, students are given ONE minute to write down what they think the video is making fun of. (Again, they can write their answers in English).
- **PLANNING:** "Now turn to the person next to you and tell them: What is this video about? What is she criticizing in a humorous way? You both need to compare and contrast your answers. Then, prepare and write down, IN SPANISH, your answer together of what you think she's making fun of in the video. Be prepared because you will be sharing your response with the class. I will give you guys five minutes, ok?" (Teacher gives student pairs a max of five minutes to plan for their report). Teacher monitors and gives assistance in this phase.
- **REPORT:** Student pairs are called on to share what they think the video is about. (Focus on Form – teacher gives oral corrective feedback in the moment of need, as the needs naturally arise).
 - Teacher facilitates a class discussion, letting students interpret the video.
 - [Note to Teacher: This could be a good time to also tie in a discussion to different hair types, and bring back the #LoLlevamosRizo movement, why this movement even started. People make different choices about how they're going to wear their hair, and we are not taking away from folks who choose to wear their hair straight! But this doesn't change the fact that racism still and often dictates how one 'should' wear their hair. There are *still* places that do not allow Black people to wear dreadlocks, braids, etc., especially in the corporate world. For example, Black parents have to fight for their children to wear Black hair styles in school. There is a lot of pressure to have straight hair. So while this video is comical and is this own girl's satire of the humor of her culture (especially regarding prices), it is important that we – and especially Spanish teachers -- are aware of racism regarding hair, of the #LoLlevamosRizo movement, and The CROWN Act of 2019].

Language Focus

- Grammaticization activity. Teacher passes out **Handout Task 4 Post-Task Grammaticization activity** (this is cut into strips; each individual student gets one strip). Individually, students will read over and study the transcript while re-listening to the audio of the tiktok only, **Audio clip 1**, from :13 - :30. Together, students will reconstruct the transcript with their partner without looking at their strips of paper). Teacher will also need blank pieces of paper and pens for students.
- "Ok, we are going to listen to just a part of the video again, and read along to the transcript of the video."
- Teacher plays **Audio Clip 1, :13 - :30 seconds ONLY**. Students and teacher read along to the transcript on the strip of paper. Teacher re-plays section :13-:30 a *second* time.
- Quickly, teacher collects students' strips of paper with the transcripts BACK to her. (Rush!)
- "Now – your job is to reconstruct the transcribed section with your partner as best as you can. Write down exactly what you just heard and read! Try your best! Go! And if you don't remember everything, that's ok! This exercise helps with circumlocution too!"

- Teacher lets student pairs reconstruct the transcribed audio clip as best as they can. Teacher gives them 2 minutes (memory decay prevents going for any longer).
- Teacher goes around classroom, checks out their reconstructions. Teacher asks some pairs to share. “How did ya’ll do!? It was easy right?!”
- “Ok, I am now going to give you BACK the written transcription strips. I am also going to give you all pens. I want you and your partner to compare your reconstruction of the transcription with the real one. With your pens, write onto your paper whatever is missing.”
 - Teacher gives students four minutes to do the comparison activity. Teacher monitors (this should be fun!)
- “On the lower half of your paper, write a list of what you were missing. What do you notice now that you maybe did not notice in the audio?”
 - Teacher gives students three more minutes.
- Teacher guides the class in sharing how their reconstructions were similar or different from the original transcript file. (Note- this is a great activity to promote noticing of morphosyntax!).

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

Pre-task

- “Fantastic work everyone. I am so proud of your efforts and your trying. You guys are super stars! I love too hearing all of your linguistic resources being shared out loud. This is how we learn another language.
- We are now going to move to practice for your final assessment task for this unit. We will practice doing this final task in class, but for your actual assessment, you must do this at home and individually. You will then submit your final video to your learning e-portfolio.
- Teacher passes out **Handout – Final Assessment Task**.
- Teacher reviews instructions with students. Importantly, teacher reviews the criteria that will be used to assess students’ final task once they turn it in.
- Teacher MODELS this task for students, sharing: what their hair is like, what their routine is, and what they love about their hair (teacher can use realia brought from home).
- “Now, I am going to give you FOUR minutes to plan on your own what you will say about your hair. On your handout, can write down words, phrases that you need, and/or look up words and write them down. (Reference your handouts we have used in class too!).”
 - Briefly, teacher does a review of their individual planning to help students and get them going. “What other vocabulary words do we need?” And other chunks of language such as: *Tengo el cabello ... Mi pelo es ...*
 - Teacher gives student FOUR minutes of planning time, during which they write their notes on **Handout – Final Assessment Task**.
- “Excellent! Now I’m going to put you into pairs.”
 - (Teacher puts students into pairs, ideally with a different conversational partner with whom they usually work).

- “Now we are going to practice this task. You will have a total of six minutes (three minutes each) to practice. One of you will share with your classmate what your hair routine is, and then you will switch roles. Does everyone understand?”

Task cycle

- **TASK:** Students complete their task. Teacher walks around room monitoring, taking notes on students’ productions. (After three minutes, the teacher says *SWITCH!* so that they change roles).
- **PLANNING:** “Ok! Now you are going to prepare to report to the class. At random, I am going to call on three students to report **WHAT THEIR CLASSMATE’S HAIR IS LIKE**, and **WHAT THAT CLASSMATE’S HAIR ROUTINE IS**. So now, take some time to practice reporting on *your partner*.” (Teacher monitors their practice).
- **REPORT:** Teacher calls on three students at random. The students are to share about their partner’s hair, their partner’s routine, and if applicable, something that they love about their hair.

Language Focus

- Teacher gives students explicit feedback on their production during the task.
- As a class, vocabulary and grammar rules regarding this task are explicitly discussed.
- Teacher asks students if they have any remaining questions or needs on how to do their final assessment task.

IV. This week’s assessment task

- **Upload** your video (of you describing your hair and your hair routine) to your learning e-portfolio.

V. Teacher plays community leader video by author Lori Tharps

- 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 efforts.