INTEGRATING LANGUAGE SKILLS IN CONTENT CURRICULUM IN THE SECONDARY LEVEL

A TOOLKIT OF MIDDLE SCHOOL SOCIAL STUDIES CURRICULUM FOR SPANISH IMMERSION STUDENTS AND TEACHERS

By

Juan Andres Perona
INTRO

I started my social studies teaching career working with Spanish immersion students in middle school. Every year I teach these students I am amazed of their language abilities, both verbal and written. Most of my students are able to follow the class, read academic material and produce written responses completely in Spanish, as well as perform well in assessments. However, as they move to higher grades, their language requisites become more remanding, and some students start to show some gaps in their language skills in Spanish.

Being a social studies teacher, I never have a formal education in teaching language skills, and my interaction with the grammar and language mechanics has been many times just limited to correct vocabulary words and some verbal forms. At the same time, I feel like content areas like social studies, science and mathematics are the perfect field for students to use their Spanish language abilities. These classes provide the students with authentic situations to use the language, instead of the more purposeful activities in an Spanish class. In a history class a student would need to use the past tenses of verbs to describe the experiences of immigrants in the 1900s, in a science class would need to use commands to describe an experiment, and in a math class would learn and use specific terms that he would never learn in an Spanish language class. As students progress in their careers and with them the academic rigor, Spanish immersion teachers need to provide opportunities for students to develop their language skills to move to the next level, and develop a true literacy in Spanish that allow students to be able to read and write in the highest language level possible. To put it in simpler words, the goal in secondary levels for Spanish immersion students need to move from simple carrying a conversation and understanding the textbook to be able to express their ideas in a written, academic language with little or no grammar mistakes.
The goal of this toolkit is to provide teachers and students with some ideas of what areas of language has been identified in academic literature and also by Spanish language teacher in immersion schools as needed to reinforce in the content classes. To do so, I would like to provide an overview of why language objectives can play an important part in the development of language and grammar skills of students in Spanish immersion programs, specially in the middle school years. The main part of this toolkit would be strategies and ideas to develop specific language areas, with language objectives, lesson plans and materials to teach the lessons. Although the sets of lessons are far for extremely comprehensive and the language areas I chose are based on my research and teachers input, I hope that this toolkit would give you ideas of how to target specific language skills in your classroom, how to create language objectives, and how to reinforce them through your content lessons.

LANGUAGE AREAS TO DEVELOP FOR SPANISH IMMERSION STUDENTS

Immersion students develop their language skills by receiving their education in the targeted language over several years, ideally from kindergarten to secondary school. In that way, students in an immersion class acquire language skills the same way native speakers of the language do, by constantly being exposed to the language and using it in an authentic setting. By the time students move from elementary school to middle school, and they need more advanced academic skills, some students lack mastery in several of them. This toolkit will focus in 10 of language skills in Spanish that most Spanish immersion students seen to need reinforcement in content classes. I decide to focus in those 10 language skills as they have been identified by Spanish language teachers who work or had worked with Spanish immersion students in my
school district, have been identified in the literature review, and I also observe that most of my students struggle to master them.

WHY LANGUAGE OBJECTIVES ARE IMPORTANT

Tara Fortune and Diane Tedik define language objectives as linguistic concepts that are either essential for understanding and talking about the content (content-obligatory language objectives) or concepts that can be taught within the context of a given content, but are not required for mastery (content-compatible language objectives) (Fortune and Tedick, CoBBLTT website, Writing Objectives). Language objectives serve an essential role in an Spanish immersion content class. They help students focus on linguistic concepts that otherwise will be overseen or ignored, they set which language skills will be evaluated in the lesson, and will reinforce those language skills that Spanish immersion students seen to struggle to master in the language class. In order to set these language objectives, it is important for content teachers to actively communicate and collaborate with Spanish language teachers in their building and/or district to identify which language skills need to be reinforced, and in that way create efficient language objectives for their lessons.

In this toolkit I will be using the “formula” for writing language objectives designed by Fortune and Tedik in the CoBBLTT project. The formula is:

Students will use $X$ (grammatical structure) to $Y$ (communicative function) with $Z$ (words/word groups). For example: Students will use the present tense to identify location or physical characteristics of Pokemons using the correct verb (ser or estar).

LESSON PLANS

The following lesson plans include examples of targeted language skills and features for practice and improvement. Each lesson will include a language goal (to be reviewed with the
students) along with learning goals. The lesson plans also include a list of suggested materials (found in the annex of this toolbox), the sequence of teaching, suggested assessments and modifications for enrichment and special needs.

List of Lesson Plans by Targeted Language Skills:

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<td>Faces of America (Lesson 13)</td>
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CORRECT USE OF VERBS

Lesson 1: Verbs “ser” and “estar” practice: Pokemon Go

Targeted language skills: Use of correct verb forms (ser and estar); use of correct verb tense (present)

Overview: I helped designed this lesson in collaboration with two of my Spanish language and social studies colleagues for the 8th grade World Geography class in the 2015-16 school year. The lesson/activity serves as an introduction to the concepts of absolute and relative location (content) and as a practice/review of the verbs “ser” and “estar” and their different uses in Spanish to express either location (estar) or physical characteristics (ser)

LESSON 1: POKEMON GO

LESSON INFORMATION:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: World Geography</th>
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<td>Grade: 8th</td>
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LESSON: Absolute vs. Relative Location introduction: Pokemon Go

UNIT: Geography Skills

Approximate Time Frame: 2 class periods

LEARNING OBJECTIVES:

LEARNING OBJECTIVES:
Students will use a map to locate features (Pokemons) in a map
Students will describe the place in a map where features (Pokemons) are located

LANGUAGE OBJECTIVES:
Students will use the present tense to identify location or physical characteristics of Pokemons using the correct verb (ser or estar)
LESSON OVERVIEW:

BRIEF OVERVIEW:

The activity is an introduction to the geography concepts of absolute location (location of a place in a map using coordinates) and relative location (location of a place related to the location of another place). Students also will practice the use of the verbs “ser” (to describe something) and “estar” (to describe the location of something). Students will be searching for “Pokemons” hidden around the school. Once they found one, they will locate it in a map and describe where is located.

MATERIALS:
- Worksheet: Map of school with a grid
- Worksheet “En busca del Pokemon” (electronic copy)
- Others: Powerpoint presentation with learning and language objectives and instructions.
- Around 24 pictures of “Pokemons”, numbered and placed in the walls around the school.

SEQUENCE:

Introduction (Priming):
- Students will be introduced to the activity by looking at the picture of a Pokemon in the classroom. The students will be asked to describe the Pokemon and where it is located (the classroom)
- Students will receive a map of the school with a simple grid (numbers and letters) on it. Students will be asked to locate the classroom in the map and write the number in the map.

Review of Language Objectives:
- Students will review the present tense forms of “ser” and “estar”
- Students will review the differences between the uses of “ser” (to describe people and objects) and “estar” (to describe location of a place)

Processing and Interacting:
- Students will be ask to work with a partner. They will look around the schools for more pictures of “Pokemons”
- When they find one, the students will need to fill the information in their worksheet:
  - Write the number of the Pokemon in the map in the correct coordenates
  - Write the coordinates of the “Pokemon” in the worksheet
- Describe the “Pokemon” (size, color, how it looks like...)
- Describe where in the school is located (in which hallway, next to which room)
- Students need to write the descriptions using complete sentences!
- Students will take a “selfie” of themselves with the Pokemon and paste the picture in the worksheet
- Students will move and find another Pokemon; they need to find a minimum of 10

Retaining for mastery (assessment)
- Learning Objectives (Material): The teacher will evaluate the following:
  - The students have located the Pokemons and place them correctly in the map (absolute location)
  - The students have describe the location of the Pokemons correctly (relative location)
- Language Objectives: The teacher will evaluate the following:
  - The students have describe the physical features of the Pokemons using the present tense of the verb “ser”
  - The students have describe the location of the Pokemons using the present tense of the verb “estar”

MODIFICATIONS:

Enriched/ advance:
- Students will create their own Pokemons and hide them around the school. They will provide a description of the Pokemon to their peers, and they have to find it. When they found the Pokemons, they need to mark their absolute location in the map and the worksheet, and describe where the Pokemon is located

Special Needs:
- Students will have the description of the Pokemon and the location in the worksheet with the “ser” and “estar” verbs blank. They will find the Pokemons and mark them in the map
- Students will have a reduced number of Pokemons to find
Lesson 2. Verb tenses (present, imperfect and past): Immigrant Diary

Targeted Language Skills: Use of the correct verb tense (present, imperfect or past)

Overview of the lesson: This lesson is designed for students to explore the experiences of immigrants during the early years of the XX century by creating a diary/scrapbook of an imaginary immigrant from the era. Students will also practice using the correct verb form to describe the immigrant (present), the reasons they decided to move to the United States (past), the trip to America (imperfect) and his/her new life in the United States (present)

LESSON PLAN 2: IMMIGRANT DIARY/SCRAPBOOK

BASIC INFO:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<tbody>
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<td>Grade: 7th</td>
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LESSON: An Immigrant Story: Creating the diary/scrapbook of a 1900s immigrant.  
UNIT: 9. The wage of Immigration

Approximate Time Frame: 5 days

LEARNING OBJECTIVES:

LEARNING GOALS: Students will analyze the experiences of an immigrant during the early 1900s wage of immigration.

Students will identify places from where these immigrants came from, how they travel to the United States, and their life experience in the United States.

Students will create a digital diary/scrapbook to show the information found in their investigation.

LANGUAGE GOALS:

- Students will create a digital diary/scrapbook using Spanish in their paragraphs and picture captions.
- Students will use the correct verb form to describe the immigrant experiences
  - First person (yo=I; nosotros=we)
  - Present tense for the introduction and life experience
  - Past tense to describe why they left their country
  - Imperfect tense for the description of the trip.
LESSON OVERVIEW:

**BRIEF OVERVIEW:**

Students will research different immigrant groups who came to the United States during the early years of the XX Century. They will focus in four groups: Italians, Mexicans, Chinese and Eastern European Jews. They will learn about where they came from, why they travel to the United States, how they travel and enter in the United States, and how their lives were once they established themselves in America.

To illustrate and process their research, the students will create a digital diary/scrapbook about the life and experiences of a fictional immigrant of one of the four groups.

**MATERIALS:**
- **Text:** History Alive! The United States Through Modern Time; Lesson 25: The Great Wave of Immigration
- **Worksheet:** My Immigrant Heritage Story interview sheet (for introduction)
- **Immigrant Diary Research Packet**
- **Others:** Access to an electronic device with a creative app (Book Creator, Google Slides, Powerpoint, Keynote…)

**SEQUENCE:**

**Introductory Activity (Priming or prior activity/lesson):**

- **My Immigrant Heritage Story:** Students will interview an adult on their family about the countries/continents of origin of their family.
- After the students finish the interview, they will place a sticker in a Europe or World map in one of the countries of origin of their family.
- The teacher will conduct a class discussion about some of the patterns the students will see in the map
  - What are the countries with the most stickers?
  - In which continent these countries are?
  - Why do you think most of the immigrants come from those countries?

**Review of Language Goals:**
After introducing the project, the students will review the language goals:

- The students will need to write their paragraphs in Spanish. They can write some words in English for their rough draft, but they need to find the words in Spanish before turning in the final copy
- The paragraphs need to be written using the correct verb form:
- The introduction need to be written in first person and in present tense
- The reasons why they decide to move to the United States need to be written in past tense.
- The travel experience need to be written in first person and in imperfect tense
- The life experience in the United States need to be written in present tense
- The teacher will be over these language goals before the students start writing their paragraphs.

<table>
<thead>
<tr>
<th>Process and Steps:</th>
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<tbody>
<tr>
<td>- Introduction of the project: The teacher will go over the project (1 day)</td>
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<tr>
<td>- Research the experience of an immigrant during the 1900s; find about where they come from, why the came to the United States, how they travel, and how was their lives once they established themselves in the United States.</td>
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<tr>
<td>- Create a digital scrapbook/diary that illustrates their research. The digital scrapbook need to include 3 sections:</td>
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<tr>
<td>- Introduction of the Immigrant: Information about his/her family and country of origin</td>
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<tr>
<td>- Why they moved to the United States: Information about why he/she decided to move to the United States</td>
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<tr>
<td>- The Trip: Information about the way of travel; experience during the trip; point of entrance in the United States</td>
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<tr>
<td>- The Experience in the United States: Information about the life of the immigrant in the United States. Where he/she decided to live; his/her job, neighborhood, things to do for fun…</td>
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<td>- The digital scrapbook need to include pictures that illustrate the paragraphs with the information.</td>
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<tr>
<td>- Research (2 days)</td>
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<td>- Students will choose which group they want to study (Italians, Eastern European Jews, Chinese or Mexicans); They will read the information about the group of choice in Lesson 25 of the textbook TCI: History Alive! They can also use the internet to find more information.</td>
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<tr>
<td>- The students will use the Immigrant Diary Research Packet to organize their research.</td>
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<td>- Students will also need to create some fictional facts about their immigrant to make him/her more authentic. They will create a fictional name and family. For that, they will use a name generator in the website <a href="http://www.behindthename.com">http://www.behindthename.com</a></td>
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<tr>
<td>- Students will check with the teacher before start the digital scrapbook to be sure they have the right information</td>
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<tr>
<td>- Final Product: Digital Scrapbook (2 days)</td>
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</table>
|   - The students will use the information in their packets to create a digital diary/scrapbook about his immigrant. For each section (Introduction, trip and
experience) the scrapbook need to include:
- A paragraph, written in complete sentences in Spanish and using the correct verb form
- Pictures illustrating the information. The pictures need to be historically accurate, and need captions describing the pictures.

**Retaining for mastery (assessment)**

The students will turn in their final product (digital diary/scrapbook) to the teacher for evaluation. The diary/scrapbook will be evaluated on:

- **Learning Goal (Material)**
  - Historical accuracy; the information included is based on research and reflect experiences of real immigrants during the 1900s
  - Complete information: The diary/scrapbook include the three parts (introduction, trip and experience)
  - The diary/scrapbook has creative elements that make it attractive. That includes pictures with captions and creativity in the writing that is also historically accurate.

- **Language Goal**
  - The paragraphs and picture captions are written in complete sentences in Spanish, with no words in English besides proper names.
  - The paragraphs are written using the right verbal form for each paragraph (present for introduction and experience, past for the reasons to leave, imperfect for the trip)

**MODIFICATIONS:**

**Enrichment:**
- Students can research different groups of immigrants who came to the United States during the 1900s, or one of the immigrant groups of their own family background.
- Students can write about their own experience if their family or themselves are immigrants.
- Students can choose to create a different artifact to show their research (a movie, a skit…)

**Special Needs:**
- The teacher will assign one of the immigrant groups to specific students
- The students will have a smaller number of details to include
- Students can write small sentences in Spanish instead of paragraphs
3. Verb tenses: imperative; The Oregon Trail game reflection

Targeted language skills: Correct use of the imperative tense to express commands and directions.

Overview of the lesson: One of the challenges of teaching immersion courses is the lack of materials in the target language, and teachers hesitate to create or teach activities with English materials because of the lack of authenticity. However, there are many ways in which immersion teachers can use materials in English and still use Spanish to process the information and go beyond the activity. In this lesson students will process their experience playing a card game based in the popular computer game “The Oregon Trail”. The game is in English, but their reflection about their experience playing the game will be done in Spanish. Also, the students will use the imperative tense to create a “cheat guide” or tips to players on how to play the game.

**LESSON 3: The Oregon Trail Game**

**BASIC INFO:**

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<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<td>Grade: 7th Grade</td>
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<thead>
<tr>
<th>LESSON: The Oregon Trail Game</th>
<th>UNIT: American Expansion to the West</th>
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<tr>
<td>Approximate Time Frame: 2</td>
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**LEARNING OBJECTIVES:**

**LEARNING GOALS:** Students will analyze the experience of the trip to Oregon through the Oregon Trail by playing the card game “The Oregon Trail”

Students will make connections between what they learned about the Oregon Trail and their experience in the game by completing a written reflection.

**LANGUAGE GOALS:**

Students will use the imperative tense to express commands and recommendations by completing a “cheat guide” or “game tips” for The Oregon Trail game.

Students will use complete sentences in Spanish to complete the questions and cheat guide of the Oregon Trail game.
LESSON OVERVIEW:

### BRIEF OVERVIEW:

After studying the acquisition of the Oregon territory by the United States and the migration of pioneers to the new territory using the Oregon Trail, the students will play the card game “The Oregon Trail”, a collaborative game that recreate the trail and its challenges.

After the game, the students will complete a reflection about their experience in the game and how accurate it is compared with what they learned in the previous lesson. They will also create a “cheat guide” or “tips” with instructions to be successful in the game.

### MATERIALS:
- Text: TCI History Alive! Lesson 15: Manifest Destiny and the Growing Nation
- Worksheet: The Oregon Trail: Preguntas sobre el juego worksheet
- Others: “The Oregon Trail” card game by Pressman Toy
- “America: the Story of Us: Westward” History Channel TV show

### SEQUENCE:

**Introduction (Priming):**
Students will be learning about the acquisition of the Oregon Territory in previous lessons: they will participate in an Act-it-Out of the acquisition of the Oregon Territory, they will read about it in the textbook, and complete notes based in the reading and the Act-it-Out. They will also learn about the challenges of the trip through the Oregon trail by watching the episode “Westward” of the History Channel show “America: The Story of Us”

**Review of Language Goals:**
Students will go over the forms of imperative, both in positive (colabora con tus compañeros) and negative (no colabores con tus compañeros) forms with the teacher before starting writing their “cheat guide”

Students will be reminded that they need to write in complete sentences in Spanish.

**Processing and Interacting:**
- Students will seat in groups of 4; each group will have a set of “The Oregon Trail” game
- The teacher will go over the instructions of the game. He can use the instruction video in the Pressman Toy website
- Students will play the game until the end of class
**Day 2:**
- Teacher will distribute the “Oregon Trail: Preguntas sobre el juego” worksheet
- Teacher will review the questions in the worksheet with the students
- Teacher will review the forms of imperative, how to use them and when to use them in the worksheet
- Students will work in the worksheet

**Retaining for mastery (assessment)**
- **Learning Goal (Material)**
The teacher will evaluate if the students made connections between their experience in the game and what they learned about the Oregon trail in the previous lessons
- **Language Goal**
The teacher will evaluate if the students used the imperative correctly in the cheat guide

**MODIFICATIONS:**

**Enriched/ advance:**
- Students will create an electronic project explaining the game, tips to winning it and its historical accuracy. Students can choose what kind of project they will produce (a video, an electronic book, a website…)

**Special Needs:**
- Students will have the assignment shortened (2 tips instead of 6)
- For students who struggle with writing complete sentences, the worksheet will have a fill-in the blanks for the imperative forms.
- Students will work in groups with the teacher guidance to complete the worksheet
USE OF PEER EVALUATION

LESSON 4: Self and Peer Evaluation; Speed Dating (Immigrant Diary/Scrapbook)

Targeted language skills:

Students will use their knowledge of verb forms (present, pretérito and imperfect) to evaluate and give feedback about the Immigrant Diary/scrapbook to their peers

Overview of the lesson:

Guided evaluation of writing products, either by peers or by themselves, is a great way for students to receive feedback that will improve the quality of their work, will focus their final products to the desired goal, and will create a culture of continuous improvement. Regarding language goals, evaluations will help students concentrate in specific areas to look for in their peers (or their own) products, and use the feedback to correct their errors.

The next two lessons will focus in evaluation of work by the students and their peers before submitting a final product. In this first lesson I will describe a lesson used to review the Immigrant Diary project explained in Lesson 2. I use an activity called “Speed Dating” that combines peer review and some movement in the classroom, much needed when working with middle school students!

LESSON 4: Immigrant Diary Review: Speed Dating

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<table>
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<td>Grade: 7th Grade</td>
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<tr>
<th>LESSON: Immigrant Diary Review</th>
<th>UNIT: The Great Wave of Immigration</th>
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<tr>
<td>Approximate Time Frame: 1 to 2 class periods</td>
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LEARNING OBJECTIVES:

LEARNING GOALS:

Students will evaluate their immigrant diary before submit it to be sure the project has all the features required in the research packet.
Students will evaluate their peers immigrant diaries to be sure the project has all the features required in the research packet and will give feedback to them.

Students will edit their immigrant diary before submitting a final copy of their project.

LANGUAGE GOALS:

Students will evaluate the correct use of the present, pretérito and imperfect verb forms in their own projects and their peers.

LESSON OVERVIEW:

BRIEF OVERVIEW:

Students will evaluate their immigrant diaries and their peers projects. They will be sharing their projects with several peers in an activity called “speed dating”, they will give feedback to their peers on how to improve the project, and will edit their own projects before submitting a final copy.

MATERIALS:

Text: Immigrant Diary Project
Worksheet: Speed Dating packet
Others: Name tags; one for each student with his/her name and a number. Each class will have 2 sets of numbers, so students will start the activity with the students wearing their same number.

SEQUENCE:

Introduction (Priming):

- Students will have finished their Immigrant Diaries prior to the activity.
- Students will have 5 minutes to evaluate their project. They need to look for:
  - Does the project has all of the parts required? (Introduction, reasons to leave, trip and life in America)
  - Does the project include pictures with captions on them?
  - Does the project is written in first person, using the right verb form?
  - Is the project written in Spanish, using full sentences and paragraphs, with no grammar or spelling mistakes?
- The teacher will explain the students the activity. They will be sharing their diaries with another student in the classroom, and they will give feedback on how to improve their
diaries to each other.
- The teacher will choose one pair of students to model the activity.

Review of Language Goals:
- The students will review the forms of present, imperfect and pretérito with the teacher.
- The students will review when is correct to use each form in the project:
  - Present in the introduction of the immigrant
  - Pretérito in the reasons why the immigrant left his/her country
  - Imperfect in the description of the trip
  - Present in the description of the immigrant’s life in America

Processing and Interacting:
- Students will receive a name tag with their names and a number. They will be directed to seat with the student wearing their same number. If possible, have the students seat facing each other.
- Students will exchange their projects and their “Speed Dating” packet
- Students will have 3 minutes to go over their peer’s project and evaluate it. They need to look for:
  - Does the project has all of the parts required? (Introduction, reasons to leave, trip and life in America)
  - Does the project include pictures with captions on them?
  - Does the project is written in first person, using the right verb form?
  - Is the project written in Spanish, using full sentences and paragraphs, with no grammar or spelling mistakes?
- Students will write their feedback in their peer’s packet
- After 3 minutes, the students will receive back their project and packet.
- Now they need to find a different partner and repeat the evaluation process.

Day 2 (Optional; the teacher could choose to assign it as homework)
- Students will use their packets with their peers’ feedback to edit their projects. Once their final editing is done, they will submit their final copy for evaluation by the teacher.

Retaining for mastery (assessment)
- Learning Goal (Material)
- Students will have a list of 5 things they need to do to edit and improve their project
- Students will edit their projects before they submit it.
  - Language Goal
- Students will include the use of the right verb forms in each part in their evaluations and in their list of things to improve in their project.
MODIFICATIONS:

<table>
<thead>
<tr>
<th>Enriched/ advance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will work in groups of 5 with specific roles for evaluation (grammar, spelling, content, language goal, pictures)</td>
</tr>
<tr>
<td>- Students will do a second round of peer review after the initial review and editing.</td>
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<thead>
<tr>
<th>Special Needs:</th>
</tr>
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<tbody>
<tr>
<td>- Students will have a checklist in their packets. They will be asked to evaluate more specific areas (verb forms, completion and use of Spanish)</td>
</tr>
</tbody>
</table>
Lesson 5: Self and Peer Evaluation: “Invictus” Essay team review

Targeted language skills: Students will evaluate the correct use of several language features in a written essay. They will be evaluating their own essay and their peers.

Overview of the lesson:

As mentioned in lesson 3, one of the challenges for immersion teachers is to find materials in the targeted language that are authentic and will support the learning. In the case of movies, I find this even more challenging for middle school students. Movies are a great educational tool to engage students. It is fun and easy for them to follow the story, it could lead to great conversations in class, plus a good chosen movie can help students to understand concepts of the lessons that are more “dry” and hard to process from a textbook. However, to understand and fully value the educational purpose of a motion picture in the targeted language a student need to have a mastery and a passion for the language that rarely is achieved in the middle school setting.

Many times middle school immersion teachers need to give ourselves permission to use materials in English if they are valuable for students, and find ways to create opportunities for students to process what they learned in the movie using their Spanish. In this case, the students watched the movie “Invictus” during our Africa unit. They watch the movie in English, but they have to respond to some questions about the movie and discuss them in class in Spanish. At the end of the movie they are asked to write an essay answering a big question related to South Africa and the apartheid and connecting it with what they have learned watching “Invictus”.

This lesson is designed to have students review some specific Spanish language features in their peers essays. The goal is for students to practice this specific language skills and be more aware of them in their future writing projects.

LESSON PLAN: INVICTUS ESSAY TEAM REVIEW

BASIC INFO:

| Teacher Name: Juan A. Perona | Subject/ Course: World Geography |
|------------------------------|---------------------------------
| Grade: 8th                   |                                  |

<table>
<thead>
<tr>
<th>LESSON: “Invictus” essay team review</th>
<th>UNIT: Post Apartheid South Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Time Frame: 1 to 2 class periods</td>
<td></td>
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</tbody>
</table>
**LEARNING OBJECTIVES:**

**LEARNING GOALS:**

- Students will evaluate their peers’ essays and give feedback to them
- Students will use their peers feedback to edit their essays and submit a final copy

**LANGUAGE GOALS:**

- Students will evaluate the use of specific Spanish language features in their peers’ essays
- Students will give feedback to their peers about specific language features in order to edit their essays before submitting a final copy

**LESSON OVERVIEW:**

**BRIEF OVERVIEW:**

- Students will be reviewing their peers’ “Invictus” essays in teams of 6. Each student will have a specific content or language feature that he/she will be evaluating and will give feedback to his/her peer on how to edit their essays before submitting them.

**MATERIALS:**

- Text: “Invictus” essay draft
- Worksheet: “Invictus” instructions
- Others: “Invictus”

**SEQUENCE:**

**Introduction (Priming):**

- Students had watched the movie “Invictus” in class. They had completed questions about the movie and discuss it in class. As their final assignment, they had written an essay answering a question about South Africa and the apartheid using evidences in “Invictus” to support their arguments.

**Review of Language Goals:**

- The teacher will assign each student in the group an specific language feature to
evaluate. Students will meet initially with the peers who has the same feature and review what to look for in their essays.

<table>
<thead>
<tr>
<th>Processing and Interacting:</th>
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<tbody>
<tr>
<td>- Students will seat in groups of 6. They will need their “Invictus” essay draft and something to make suggestions to their peers (a pencil if the drafts are in hard copy or a device if is electronic)</td>
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<tr>
<td>- Students will be assigned a content or language feature to evaluate. The groups will be:</td>
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<tr>
<td>- Content (it’s the essay answer the question?)</td>
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<tr>
<td>- Subject and verb agreement</td>
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<tr>
<td>- Gender agreement</td>
</tr>
<tr>
<td>- Verb forms</td>
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<tr>
<td>- Ser and estar</td>
</tr>
<tr>
<td>- Style and format</td>
</tr>
<tr>
<td>- Students will meet briefly with the students who has the same feature to go over it and decide what to look for in the essays</td>
</tr>
<tr>
<td>- Students will meet with their peer review groups and share their essays.</td>
</tr>
<tr>
<td>- Students will read their peers essays looking for examples of his/her assigned language feature and annotate the places in which his/her peer would need to edit it.</td>
</tr>
<tr>
<td>- Content and style and format students will read the essays and make comments at the end of it with suggestions on how to improve it.</td>
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<tr>
<td>- Students will receive back their essays with the annotated suggestions. They will use them to edit their essay and submit a final draft.</td>
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<table>
<thead>
<tr>
<th>Retaining for mastery (assessment)</th>
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<tbody>
<tr>
<td>- Learning Goal (Material)</td>
</tr>
<tr>
<td>Students will use their peers’ feedback to edit and improve their essays before turning in a final copy. The teacher will evaluate the final copy as an assessment of the editing.</td>
</tr>
<tr>
<td>- Language Goal</td>
</tr>
<tr>
<td>Students will use their peers’ feedback to edit and correct the errors in the language features made in their essays before turning in a final copy. The teacher will evaluate the final copy as an assessment of the editing.</td>
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**MODIFICATIONS:**

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<tr>
<th>Enriched/ advance:</th>
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<tbody>
<tr>
<td>- Students will work in pairs, and each student will evaluate all of the language and content features</td>
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</table>
| - Students will choose which content or language feature they want to be “experts” in, and work in stations. The class will be divided in two groups. One group will be in stations giving feedback to the other group. They will switch sides after one group is
<table>
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<tr>
<th>done with their feedback</th>
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<tbody>
<tr>
<td><strong>Special Needs:</strong></td>
</tr>
<tr>
<td>- Two students per content or language feature will give feedback together. Students will evaluate content, style and format and one language feature.</td>
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</table>
USE LANGUAGE IN CONTEXT: VOCABULARY

One of the greatest advantages of content classes in an immersion program is that students have the opportunity to expand their vocabulary in the targeted language in ways that is almost impossible to do it in a language class. In social studies students learn terms from many disciplines like geography, history, military, law, engineering and many others, and they have the opportunity to use it in the context of the class.

The next three lessons highlight ideas for Spanish immersion teachers to create activities that target specific vocabulary terms needed to understand the lessons, and also a way for students to enhance their vocabulary and how to use it in context

Lesson 6: Visual Vocabulary

Targeted language skills: Use of vocabulary in context; gender agreement; subject and verb agreement

Overview of the lesson: This is an activity widely used to introduce students to terms that are unfamiliar to them and at the same time necessaries to understand reading material in the upcoming lessons of the unit. Students will find the definition of key terms for the unit, rewrite them in their own word, write a sentence using the term, and create an illustration that describe the term. They will also become familiar with online dictionaries in Spanish that will help them define the terms and identify characteristics of them (type of word, gender…)

LESSON PLAN: VISUAL VOCABULARY WORLD WAR I

BASIC INFO:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<td>Grade: 7th</td>
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<table>
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<tr>
<th>LESSON: World War I Visual Vocabulary</th>
<th>UNIT: United States enters WWI</th>
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<tr>
<td>Approximate Time Frame: 1 class period</td>
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LEARNING OBJECTIVES:

LEARNING GOALS:
- Students will define vocabulary terms needed to understand the upcoming readings and lessons about World War I
- Students will define the vocabulary terms in their own words.
- Students will create illustrations that represent the vocabulary terms.

**LANGUAGE GOALS:**
- Students will use the vocabulary terms to write complete sentences in Spanish in the context of the lesson (World War I)
- Students will identify language characteristics of the vocabulary words using an online dictionary.

**LESSON OVERVIEW:**

**BRIEF OVERVIEW:**

The students will become familiar with vocabulary terms needed to understand the upcoming lessons and reading by looking for their definition in an online dictionary. They also will use their newly acquired knowledge of the meaning of the terms to rewrite them in their own words, identify language characteristics of them, write a sentence using the term in the context of World War I and create an illustration that represents the term.

**MATERIALS:**
- Text:
  - Others: Spanish Online Dictionary (Wordreference.com/definicion)

**SEQUENCE:**

**Introduction (Priming):**
- Students will be introduced to the activity by the teacher. They will look at the terms in the packet, and asked if they identify any of them.

**Review of Language Goals:**
- Students will need to write the definitions and sentences in Spanish
- Students will need to write the sentences within the context of World War I

**Processing and Interacting:**
- The teacher will distribute the World War I Visual Vocabulary to the students. The packet include 13 terms.
- For each term, the students need to do the following
  - Find the definition of the term using Wordreference
- Identify the type of word: name (n), verb (v) adjective (adj.) adverb (adv.)
  - If the word is a name, identify if is masculine or feminine. Write the word including the article (p.e. La alianza)
- Rewrite the definition of the term in your own words
- Write a complete sentence using the word; the sentence must be written in the context of World War I (p.e. Durante la I Guerra Mundial Alemania tuvo una **alianza** con Austria)
- Create an illustration that represent the term

Retaining for mastery (assessment)
- Learning Goal (Material)
  - Students will be evaluated in their knowledge of the terms by taking a quiz. In the quiz the students will be asked to match the term with the correct definition, and also to complete sentences in which the terms are missing.
- Language Goal
  - The teacher will evaluate the Spanish in their definitions and sentences. He/she will look for:
    - The sentences are completely written in Spanish
    - Verb and subject agreement
    - Gender agreement

MODIFICATIONS:

**Enriched/ advance:**
- Students will create their own visual dictionary after reading the sections in the textbook. They will choose the terms that they think are the most important to understand the text, and they will create a 13 terms visual dictionary.

**Special Needs:**
- Students will work in groups to complete the visual dictionary. They will collaborate to write the definitions in their own words.
Lesson 7: Key and New Vocabulary from Mark the Text Activities: Life of the African Americans in the Mid-1800s

Targeted language skills: Vocabulary in context

Overview of the lesson: AVID (Advantage Via Individual Determination) uses a reading strategy called “Mark the text”. In this strategy, students make annotations in a text in order to have a better understanding of what they read. Students are asked to number the paragraphs, highlight the main ideas in each paragraph, circle key words and put a box around the words that they don’t know. After marking the text teachers can ask students to answer questions about the text, conduct discussions…

This lesson will focus on how to have a deeper understanding of the vocabulary in marked texts. Students will go beyond marking the key and unknown words and explore the meaning of the words and how to use them.

LESSON PLAN: LIFE OF THE AFRICAN AMERICANS IN THE MID-1800S; READING

BASIC INFO:

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<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<td>Grade: 7th</td>
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LESSON: Life of the African Americans in the mid-1800s; Reading

UNIT: United States North and South in the mid-1800s

Approximate Time Frame: 2 class periods

LEARNING OBJECTIVES:

LEARNING GOALS:
Students will identify main characteristics of the life of African Americans in the mid-1800s

LANGUAGE GOALS:
Students will identify and mark key and unknown words in the reading

Students will identify the meaning of 10 marked words using collaboration and online resources.
**LESSON OVERVIEW:**

**BRIEF OVERVIEW:**
- Students will be reading a text from the textbook “History Alive!” They will examine the text following the AVID technique “Mark the Text”, and they will identify 5 key words and 5 unknown words in the text. Students will collaborate with other students to create a visual vocabulary of the 10 words.

**MATERIALS:**
- Text: TCI History Alive! Lesson 19, Section 2: North and South, slave and free
- Worksheet: African Americans in the mid 1800s Summary and Visual Vocabulary worksheet.
- Others:

**SEQUENCE:**

**Introduction (Priming):**
- Students will look at pictures describing the lives of African Americans in the mid-1800s. As a class, they will analyze the pictures by answering questions in the format: “I see… I think… I wonder”

**Review of Language Goals:**
- Students will review how to use Wordreference in Spanish to look for the definition of words and gather information about the word.

**Processing and Interacting:**
- Students will access to the text (History Alive! Lesson 19, Section 2). If possible, have the reading printed or available in an electronic document that can be edited
- Students will need to read and mark the text. As they read the text they need to do the following:
  - Number the paragraphs
  - Highlight the main idea in each paragraph
  - Circle the key words to understand the text (5 minimum)
  - Draw a box around at least 5 words that you don’t know or understand
- After reading the text, the students will use their marks to complete the African Americans in the mid 1800s Summary and Visual Vocabulary worksheet. They need to include:
  - Summary of each section (Slaves, free Blacks in the north, free Blacks in the South)
  - A Visual Vocabulary that includes 5 key words and 5 unknown words. For each
<table>
<thead>
<tr>
<th>word the student need to include:</th>
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<tbody>
<tr>
<td>- The definition in WordReference</td>
</tr>
<tr>
<td>- The type of word (noun, verb, adjective, adverb)</td>
</tr>
<tr>
<td>- If the word is a noun, write the article in front of the name</td>
</tr>
<tr>
<td>- The definition in their own words</td>
</tr>
<tr>
<td>- A sentence using the word</td>
</tr>
<tr>
<td>- A picture/draw that describe the word</td>
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<tr>
<th>Retaining for mastery (assessment)</th>
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<tbody>
<tr>
<td>- Learning Goal (Material)</td>
</tr>
<tr>
<td>- The students were able to summarize correctly the text, The teacher will evaluate their worksheets for accuracy</td>
</tr>
<tr>
<td>- Language Goal</td>
</tr>
<tr>
<td>- The students identified 5 key words and 5 unknown words and were able to define them and write a sentence using the words correctly. The teacher will evaluate their worksheets for accuracy of the definitions and sentences.</td>
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</table>

**MODIFICATIONS:**

**Enriched/ advance:**

- Students will create a one page poster describing each category (free blacks in the North, free black in the South, slaves). Each category need to include a description, an image and a question the student still have about the category.

**Special Needs:**

- Students will work in groups to examine the reading and mark the text.
- The number of words can be reduced to 3 key words and 3 unknown words.
Lesson 8: Create a Glossary

Targeted language skills: Use of vocabulary in context

Overview of the lesson: Create glossaries gives the opportunity to students to analyze texts or presentations to find which words or terms are important in order to understand them. I use this activity as part of a presentation, so not only the students presenting have to determine which ones are the key words to understand the information, but it also expose the rest of the students to new vocabulary. The process of finding the words, define them in their own words, and present them to the rest of the students is also a good practice for the students in working with vocabulary.

LESSON PLAN: GLOSSARY FOR LATIN AMERICA PRESENTATION

BASIC INFO:

<table>
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<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: World Geography</th>
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<td>Grade: 8th</td>
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<table>
<thead>
<tr>
<th>LESSON: Presentation of Latin American themes: Glossary</th>
<th>UNIT: Themes of Latin America</th>
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<tr>
<td></td>
<td>Approximate Time Frame: 1 to 2 class periods</td>
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LEARNING OBJECTIVES:

LEARNING GOALS:
- Students will identify 5 key terms needed to understand the information in their Latin America theme presentation
- Students will create a glossary including the terms and their definitions in their own words and include it in their presentation

LANGUAGE GOALS:
- Students will use Spanish to define the 5 key terms in their own words
- Students will use resources in Spanish to find the definition of the 5 key words

LESSON OVERVIEW:

BRIEF OVERVIEW:
- Students will create a glossary for their Latin American themes presentation. They will identify 5 key terms to understand the information in their presentations. They will include the 5 terms and the definitions in their own words in their presentations.

MATERIALS:
Text:
Worksheet: Latin American Themes Research packet
Others: Latin American Themes digital presentation
Online dictionary (Wordreference.com/definicion)

SEQUENCE:

Introduction (Priming):
- Students have been researching information about a theme related to Latin America. They have been taking notes in a research packet, and they will use those notes to create a digital presentation for the class.
- The teacher will talk about what are some of the terms that will help their peers understand the presentation.
  - What terms you didn't know before starting your research?
  - Which words you needed to look up online or ask your teacher what was their meaning?
  - Which terms are unusual or you don’t use them in your daily life?

Review of Language Goals:
- Terms need to be in Spanish.
- The definitions need to be in your own words.
- The definitions need to be completely in Spanish (not a literal translation of the term).

Processing and Interacting:
- Students will be creating a glossary of at least 5 key terms needed to understand the information in their presentations. To do so, the teacher will ask the students to:
  - Identify 5 key terms in their notes or presentation. Look for uncommon words that you will use in the presentation, terms that you have to look up online or ask your teacher, terms that you don’t use in your daily life on a regular basis…
  - Complete the glossary in the research packet. Each term will need:
    - The word in Spanish
    - The definition in the student’s own words

- Students will create a page in their digital presentation where they will include their glossary. The glossary page will be the first one that they will share during their presentation.
Retaining for mastery (assessment)
- Learning Goal (Material)
The glossary will be part of the presentation assessment. The teacher will evaluate if the glossary is complete, contain key words and the definition in the student’s own words
- Language Goal
The teacher will evaluate if the words and the definitions are in Spanish, that the definitions are correct and related to the Latin America theme, and that no grammar or spelling errors have been made in the definitions.

**MODIFICATIONS:**

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<th>Enriched/ advance:</th>
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<tbody>
<tr>
<td>- Students will create footnotes in the slides with the key words. At the bottom of the page, they will write the definition in their own words.</td>
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<tr>
<th>Special Needs:</th>
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<tbody>
<tr>
<td>- Limit the number of keywords. The teacher can guide them to identify which ones could be considered key words.</td>
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</table>
VERBAL SKILLS PRACTICE: PRESENTATIONS

The majority of Spanish immersion students, by the time they reach middle school, have very strong oral communication skills. They can understand oral instructions, follow a lecture, ask questions and keep a conversation in Spanish with an accuracy closed to a native speaker in many cases. However, at the same time verbal skills are one of the most critical to practice for Spanish immersion students for several reasons. As the academic requirements become more rigorous, so is the academic language needed to express their ideas. Also, middle school students become more social, and they use their verbal skills more and more. Although students are required to use Spanish in the classroom, in many cases they start using English for social interaction, which can lead to losing verbal skills. Another reason for creating structured activities that involve the use of oral skill will help teachers to correct fossilized language mistakes that almost every Spanish immersion student carried from years of interacting with other students who made the same mistake. For example, students would use the verb “saber” (to have knowledge of something) instead of “conocer” (to be familiar with somebody) to say something like “¿tú sabes a la señora Smith?” instead of “¿tú conoces a la señora Smith?”.

Verbally interacting with students can help teacher correct these fossilized mistakes.

Oral presentations are a great opportunity for students to practice their oral skills. Structured presentations with clear language goals and expectations will help students improve their oral skills, give them more confidence to speak in public. They also gives opportunities to teachers to guide students to correct pronunciation and other verbal mistakes they could make.

The next two projects (Inventions of the Industrial Era and Solutions to China’s Growing Population) are examples of oral presentations. They involved several parts for the students to do before presenting, so I decide to divided them in different lessons each. In that way, it would be more manageable for teachers to plan the whole project.

Lesson 9: INVENTIONS OF THE INDUSTRIAL REVOLUTION
- Lesson 9A: Introduction to the project and research
- Lesson 9B: Digital project
- Lesson 9C: Advertisement Poster
- Lesson 9D: Peer feedback; Invention Fair
- Lesson 9E: Invention Presentation and peer evaluation: Invention Idol
Lesson 9A: Introduction to Invention to the Industrial Revolution and Research

Targeted language skills: Use of vocabulary in context

Overview of the lesson:
Students will research an invention that occurred during the Industrial Revolution (2nd half of the XIX Century) and will create a digital presentation about their research. The students will also create a poster size newspaper advertisement of the invention. The students will share the digital presentation and the ad poster with the class.

In the first lesson (9A) the teacher will introduce the project to the students, review the requirements, and guide the students during their initial research.

LESSON 9A: INVENTIONS OF THE INDUSTRIAL REVOLUTION: INTRODUCTION AND RESEARCH

BASIC INFO:

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<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<td>Grade: 7th</td>
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<tr>
<th>LESSON:</th>
<th>UNIT: The Industrial Revolution</th>
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<tbody>
<tr>
<td>Inventions of the Industrial Revolution: Introduction and Research</td>
<td>Approximate Time Frame: 3-4 class periods</td>
</tr>
</tbody>
</table>

LEARNING OBJECTIVES:

LEARNING GOALS:
Students will identify important details about an invention created during the industrial revolution era by researching information using online resources.

LANGUAGE GOALS:
Students will use Spanish to take notes about an invention created during the industrial revolution era.

Students will use complete sentences to answer questions about an invention of the industrial revolution era.

Students will use resources like online dictionaries and peer support to translate any unknown
word from English to Spanish.

**LESSON OVERVIEW:**

**BRIEF OVERVIEW:**

- Students will be introduced to the project. They will choose to work alone or with a partner, and the invention they would like to research. They will research information to answer questions about the invention and will take notes in a research packet. The students will review their notes with a partner to check for completion and accuracy.

**MATERIALS:**

- Text:
- Worksheet: Inventions Research Packet
- Inventions List
- Others: Access to online resources

**SEQUENCE:**

**Introduction (Priming):**

- Students will watch the TED Talk “Hans Rosling and the Magic Washing Machine” https://youtu.be/6sqnptxlCcw
- The teacher and the students will discuss how and why new inventions during the Industrial Revolution can be seen as magical and change the lives of people.

**Review of Language Goals:**

- Students will need to take their notes in Spanish, using complete sentences.
- Students will use online resources or another assistance (dictionary) to find the Spanish translation of unknown words.

**Processing and Interacting:**

- The teacher will introduce the project to the students:
  - Students can choose to work alone or with a partner.
  - The students will be researching an invention created during the Industrial Revolution. They will use their research to answer the questions in the research packet.
  - The students will be creating two products using their research: a digital presentation with the information in their packets and a newspaper.
advertisement of their invention.
- The students will be presenting their digital presentation and ad to the classroom.
- Students will choose one invention from the Inventions List
- Students will start researching their invention using online resources (this process can take several class periods or be assigned as homework)

Peer Review:
- Students will share their research packets with peers in class. The students will review their peers’ packet and will look for:
  - Accuracy; are the responses based on research?
  - Language; are the responses written completely in Spanish, using complete sentences?
  - Completion; are all the questions answered, and include sources of where the student found the information?
- Students will edit or complete the information before start working on their digital presentation.

Retaining for mastery (assessment)
- Learning Goal (Material)
The teacher will evaluate if the research has all the requirements:
  - The student has responded to all the questions in the packet
  - The answers are based on research
- Language Goal
The teacher will evaluate if the answers to the research questions are completely in Spanish and are written in complete sentences.

MODIFICATIONS:

**Enriched/ advance:**
- Students will only have the option of work alone
- Students will generate a list of inventions of the industrial revolution. They will choose an invention from that list.
- Students will generate their own list of questions about the invention. They will need to generate “thin” and “thick” questions

**Special Needs:**
- Students will have a reduced list of questions
- Students can work in larger groups
- Students will use a list of resources
**Lesson 9B: Inventions of the Industrial Revolution: Digital project**

Targeted language skills: Use of complete sentences in writing; Express main points of ideas

Overview of the lesson: Once the students have completed their research, it is time to start putting together their presentation. In this lesson the students will have two tasks: create a digital presentation and write a script for their oral presentations.

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**LESSON PLAN: DIGITAL PROJECT**

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<th>Teacher Name: Juan A. Perona</th>
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<td>Grade: 7th</td>
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<tr>
<th>LESSON: Inventions of the Industrial Revolution: Digital Project</th>
<th>UNIT: The Industrial Revolution</th>
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<tr>
<td></td>
<td>Approximate Time Frame: 2 class periods</td>
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</table>

**LEARNING OBJECTIVES:**

**LEARNING GOALS:**

Students will create a script for their oral presentation.

Students will create a digital presentation about an invention of the industrial era using images and main ideas in an electronic support.

**LANGUAGE GOALS:**

Students will use complete sentences in Spanish to create a script for their oral presentation.

Students will identify the main ideas in their script, and use these main ideas in their digital presentation.

**LESSON OVERVIEW:**

**BRIEF OVERVIEW:**

Students will be working in two parts of the invention of the industrial era project: the script for the oral presentation and the digital presentation.
**MATERIALS:**

**Text:**
- Worksheet: Invention of the Industrial Era research packet (completed)

**Others:** Digital presentation app/program
- Paper, notecards or electronic writing tool

**SEQUENCE:**

**Introduction (Priming):**
- Students will review their Industrial Era research packet. They will mark what information still need to find, and will check that their sources are included and complete.
- The teacher will introduce the next steps of the project: script and digital presentation.

**Review of Language Goals:**
- Students will review their research notes to identify words that they wrote in English because they didn't know their translation in Spanish. They will work with partners to find the translation, either by collaboration or using an online dictionary
- The teacher and the students will go over the structure of complete sentences. The students will be reminded that they need to write complete sentences for their script.

**Processing and Interacting:**
- Day 1: Students will use their research notes to write their script. They can choose to write it on paper, in an electronic device, or in notecards. The script need to answer the questions in the research packet with a paragraph written completely in Spanish and using complete sentences.

- Day 2: Students will identify 1 or 2 main ideas in each paragraph.
  - Students will start working on their digital presentation. Students will need to:
    - Choose a digital tool to create the presentation (PowerPoint, Keynote, Google Slides...)
    - Include a front slide with the name of the invention and the name of the student(s) who create the presentation
    - A slide for each research question. Each slide need to include:
      - The main ideas in the script paragraph, written as a bullet point
      - An image describing the main ideas
    - A final slide including the bibliography used to research the project.

**Retaining for mastery (assessment)**
- Learning Goal (Material)
- During the final presentation, the teacher will evaluate the digital presentation. The teacher will look for evidences of:
  - Completion (all the information in the research packet is included in the
- The information is included in each slide using bullet points with the main ideas
- Each slide includes an image illustrating the main ideas
- Language Goal

During the final presentation, the teacher will evaluate the script. The teacher will look for evidences of:
- Completion (all the information in the research packet is included in the script)
- The information in the script is written completely in Spanish, using paragraphs written using complete sentences.
- No grammar or spelling errors in the paragraphs.

**MODIFICATIONS:**

<table>
<thead>
<tr>
<th>Enriched/ advance:</th>
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</thead>
<tbody>
<tr>
<td>Students can explore different presentations apps and include more complex presentation tools in their presentations (original videos, pools, quizzes…)</td>
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<table>
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<tr>
<th>Special Needs:</th>
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<tbody>
<tr>
<td>Students will have a reduced number of questions to answer in their research paper and script.</td>
</tr>
<tr>
<td>The teacher will work with the students to identify the main ideas in their scripts.</td>
</tr>
<tr>
<td>Students will have a reduced number of sources required.</td>
</tr>
</tbody>
</table>
**Lesson 9C: Advertisement Poster**

This part of the project gives the students the opportunity to be creative, and also to use their Spanish in a more challenging way to create slogans for their inventions. Many students had the temptation to translate directly from English, but if they are challenged to write an original one using Spanish they will create very interesting and fun slogans! It is also a good activity to review and use the imperative tense in a real life context.

**Targeted language skills:** Use of language in context; verb forms: imperative and present

**Overview of the lesson:** The students will be creating a newspaper ad about their invention. They will create a poster with images of the invention, a description of how the invention works and how it makes life easier for the consumers, and a creative slogan that invites people to buy the product.

**LESSON PLAN: INVENTIONS OF THE INDUSTRIAL ERA: ADVERTISEMENT POSTER**

**BASIC INFO:**

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<tbody>
<tr>
<td>Grade: 7</td>
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<table>
<thead>
<tr>
<th>LESSON: Inventions of the Industrial Era: Advertisement Poster</th>
<th>UNIT: The Industrial Revolution</th>
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<tbody>
<tr>
<td>Approximate Time Frame: 1-2 class periods</td>
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</table>

**LEARNING OBJECTIVES:**

**LEARNING GOALS:**
Students will use the information in their research packet to create a newspaper advertisement about their invention of the industrial era.

**LANGUAGE GOALS:**
Students will use paragraphs in Spanish to describe how their invention works and how it makes the life easier for people.

Students will use the present tense in the verbs to describe how their invention works and how it makes the life easier for people.

Students will use the imperative tense in the verbs to create an slogan for their invention.
**LESSON OVERVIEW:**

**BRIEF OVERVIEW:**

The students will create an advertisement poster for their invention, similar to the ones published in newspapers of the industrial era. The ad will use some of the information in the research packet, but it also will incorporate creative elements like images and a creative slogan that promotes the invention.

**MATERIALS:**
- **Text:**
  - Worksheet: Invention research packet
- **Others:** Poster paper, pictures of the invention, art supplies

**SEQUENCE:**

**Introduction (Priming):**
- The teacher will show students examples of newspapers ads from the late XIX/early XX century. They will discuss some characteristics of the ads.
- The teacher and the students will analyze several slogans from famous products. What are the characteristics? What do they have in common?

**Review of Language Goals:**
- The students will review the language goals; use the present tense for the descriptions of the invention, and use imperative for the slogan.
- The teacher and the students will review the imperative tense and how to form it, both in positive form (“Compra zapatos”) and negative form (“No compres zapatos”).

**Processing and Interacting:**
- The teacher will introduce the ad project the day before to give time for students to bring the materials the next day. If possible, the school can provide the materials.
- The teacher will review the requirements for the ad. The ad need to be made in a large piece of poster paper. It needs to include:
  - The name of the invention
  - A description of how the invention works (information from the research packet)
  - A description of how the invention makes the life easier for people (information from the research packet)
  - Pictures or images of the invention
  - An original and creative slogan that promotes the sale of the invention
- Students will have time to work in their ads during class
- Students will present their ads during the final presentation of the project.

**Retaining for mastery (assessment)**

- **Learning Goal (Material)**

  The teacher will evaluate the newspaper ad during the final presentation of the project. The teacher will evaluate:
  
  - Completion; all the elements are present
  - Description of the invention and how it makes the life easier are based on research and provide quality information
  - The images describe the invention and are of high quality
  - The slogan is original and promotes the sale of the invention

- **Language Goals**

  The teacher will evaluate the newspaper ad during the final presentation of the project. The teacher will evaluate:
  
  - The descriptions are written in Spanish, in full paragraphs and using the present tense.
  - The slogan is written in Spanish, using the imperative tense.

**MODIFICATIONS:**

**Enriched/ advance:**

- Students can create an ad using a different way: a video, a skit, a radio ad

**Special Needs:**

- The requirements for the description can be reduced to how the invention works.
- The students can have the option to use a digital app to create their apps.
Lesson 9D: Peer feedback; Invention Fair

Targeted language skills: Peer and self evaluation; oral skills

Overview of the lesson: in this part of the project the students will have the opportunity to evaluate their peers' projects and present their own to them before final presentation day. This activity gives a chance to students to practice several times before the evaluation day, and at the same time they can make any adjustments needed to get the requirements for the final project.

LESSON PLAN: INVENTION FAIR

BASIC INFO:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<td>Grade: 7</td>
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<table>
<thead>
<tr>
<th>LESSON: Inventions of the Industrial Era: Invention Fair</th>
<th>UNIT: The Industrial Revolution</th>
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<td></td>
<td>Approximate Time Frame: 2 class periods</td>
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LEARNING OBJECTIVES:

LEARNING GOALS:

Students will present their invention presentation and ad poster to practice before the final presentation

Students will provide and receive feedback on how to improve their invention presentation and ad poster before the final presentation

Students will edit their invention presentation and ad poster before the final presentation

LANGUAGE GOALS:

Students will use Spanish to do an initial oral presentation to their peers

Students will use complete sentences to provide feedback to their peers using the imperative tense in the verbs
LESSON OVERVIEW:

BRIEF OVERVIEW:
Students will be presenting their invention projects and ad posters to their peers in order to practice several times before the final presentation to the class and teacher. They will provide feedback to their peers on how to improve their presentations and posters, and they will have time to use the feedback to edit and improve their presentations and posters.

MATERIALS:
Text:
  Worksheet: Invention project feedback form
  Others: Invention project presentation
  Invention advertisement poster

SEQUENCE:

Introduction (Priming):

Students will had finished their invention presentations and posters. The teacher and students will review the requirements for each of them: number of slides in the presentation, what information needs to be included, images... for the poster, a slogan, information about how the invention works and how it changes the life of people, and images of the invention.

The students will be reminded that they also need to have a script for their presentation.

The teacher will show pictures of the World Fairs at the beginning of the XX Century. The teacher will talk about how these were opportunities for inventors to present their discoveries and inventions to the public.

Review of Language Goals:

Students will review how to use the imperative tense to give recommendations to their peers ("incluye fotos" or "no uses inglés para tu slogan", for example)

Students will review their scripts and presentations to be sure they have no English or Spanglish words in it

Processing and Interacting:
  - Day 1: The teacher will arrange the classroom in a way that allow students to display their posters and devices for presentations, like in a science fair way.
  - The teacher will divide the class in two groups. One group will be in charge of
presenting, the other group will be the audience of the “inventions fair”
- Students will present their invention presentation and poster to their peers, as if they were doing it the final day of the project. They will present their posters and go over the presentation using their script
- Students who are part of the audience will listen to the presentation and complete the “Invention Project feedback” form. They will check for completion and write down feedback on how to improve their presentation.
- The teacher will allow time for students to do their presentations at least two to three times with different groups.
- When the teacher seen convenient, the students will switch roles. Now the presenters will become the audience and the audience will present.
- Day 2: The students will use their peers feedback to edit and improve their presentations before the final presentation day.

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<thead>
<tr>
<th>Retaining for mastery (assessment)</th>
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<tbody>
<tr>
<td>- Learning Goal (Material)</td>
</tr>
<tr>
<td>The students will turn in their “Invention Project Feedback” form. The teacher will evaluate the completion of the form and the accuracy of the feedback</td>
</tr>
<tr>
<td>- Language Goal</td>
</tr>
<tr>
<td>The students will turn in their “Invention Project Feedback” form. The teacher will evaluate if the students had provide feedback using Spanish and the imperative tense in the verbs.</td>
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</table>

**MODIFICATIONS:**

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<thead>
<tr>
<th>Enriched/ advance:</th>
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<tbody>
<tr>
<td>- Students will complete an evaluation containing 5 elements:</td>
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<tr>
<td>- 3 things that I like about the presentation/ad (I like…)</td>
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<tr>
<td>- 2 things to improve (Maybe you can…)</td>
</tr>
<tr>
<td>- 1 suggestion of how to do something different in the presentation (what if…)</td>
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<table>
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<tr>
<th>Special Needs:</th>
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<tbody>
<tr>
<td>- Students will work in groups of 3 to evaluate together each others’ presentations</td>
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</table>

**Lesson 9E: Invention Presentation and peer evaluation: Invention Idol**

**Targeted language skills:** Verbal communication

**Overview of the lesson:** The final part of the Inventions of the Industrial Era will be an oral presentation to the class of the students’ inventions and advertisement posters. Students will use their script to present the information gathered during the research orally, and would be evaluated by the teacher and the students through the activity “Invention Idol”
LESSON PLAN: INVENTION PRESENTATIONS and INVENTION IDOL

BASIC INFO:

Teacher Name: Juan A. Perona
Subject/ Course: US History
Grade: 7th

LESSON: Inventions of the Industrial Era; Invention presentation and peer evaluation: Invention Idol
UNIT: The Industrial Era
Approximate Time Frame: 2-3 class periods

LEARNING OBJECTIVES:

LEARNING GOALS:

Students will present their invention presentation and ad poster to the class using their digital presentation, their script and advertisement poster

Students will evaluate their presentations and ad posters using the “Invention Idol” packet

LANGUAGE GOALS:

Students will use verbal skills in Spanish to communicate the information they gathered in their research using the script, digital presentation and advertisement poster.

Students will evaluate their peers presentations and posters completing a packet using complete sentences in Spanish.

LESSON OVERVIEW:

BRIEF OVERVIEW:

Students will be presenting their invention presentations and advertisement posters to the teacher and the class, using their scripts to give the information orally. The rest of the students will evaluate the presentations and posters using a packet called “Invention Idol”, where they will write down what they like about the presentation and giving point to the overall presentation. They will also choose their 3 favorite ones, and the presentation with the most votes will be named “Invention Idol"
**MATERIALS:**
- Text:
  - Worksheet: “Invention Idol” evaluation packet
- Others: Invention digital presentation
  - Invention advertisement poster
  - Invention presentation script
  - Invention project rubric (for teacher evaluation)

**SEQUENCE:**

**Introduction (Priming):**

Students will be introduced to the presentation activity. Students will present in turns, and the rest of the class will evaluate their presentations using the “Invention Idol” packet. At the end of the presentations, the students will pick their favorite 3 presentations.

The teacher will allow 5 minutes for students to get their materials ready before starting (digital presentation, script and advertisement poster)

**Review of Language Goals:**

Students will be presenting their information orally. The teacher will review the expectations with the students:

- Use only Spanish when presenting. The teacher will correct any mistakes in pronunciation during the presentation, and the student will repeat the word correctly.
- Use the script to give the presentation orally. Do not read directly from the digital presentation.
- Face the audience, project the voice in a clear and articulate way.

**Processing and Interacting:**

- Day before the presentation: The teacher will determine the order in which the students will be presenting (I usually draw names, and they can choose the order they want to go)
- In order, the students will begin their presentations:
  - They will present their advertisement poster first. They will read their slogan, and talk about the information in the poster.
  - They will project their digital presentation (they can airplay it or submit a digital copy to the teacher in advance)
  - As they go through the presentation, the students will give the information using their script.
  - After the presentation is done, the students will ask if anybody has any
- The students will come back to their seats and the next student will start the presentation process.
- Students not presenting will observe and listen to the presentation in a respectful matter. After the presentation is done, they will write down in their “Invention Idol” packet the following information:
  - Name of the student(s) presenting
  - Name of the invention
  - Things that they like about the presentation
  - 3 to 1 points evaluation (3 the best, 1 the worst)

- Day 2 or 3 (depending of the number of presentations)
  - Students will choose the 3 best presentations and turn in their “Invention Idol” packet. The teacher will tally the votes, and the best one will be name “Invention Idol”!

Retaining for mastery (assessment)
- Learning Goal (Material)
The teacher will evaluate the presentations and posters. The teacher will check for:
  - Poster: Images of the Invention, Slogan and description of the invention
  - Presentation: Content, Oral presentation (using a script), Physical presentation, Digital presentation
The teacher will also evaluate the completion of the “Invention Idol” packet
- Language Goal
The teacher will evaluate the presentations and posters. The teacher will check for:
  - Use of Spanish in the digital presentation and poster
  - The slogan is written in Spanish, using the imperative tense
  - The presentation is given orally in Spanish, with minimal mistakes in pronunciation
  - The “Invention Idol” packet is completed in Spanish, using complete sentences.

MODIFICATIONS:

Enriched/ advance:
- Students will vote for different categories: best oral presentation, best slogan, best ad…
- Students will choose the format in which they want to give the information: an interview, a live add, a skit...

Special Needs:
- Students will have more time to prepare for their final presentation
- Students can receive a modified grade in their presentations and posters
LESSON 10: SOLUTIONS FOR CHINA OVERGROWING POPULATION PROBLEMS: SHARK TANK

It is important to remember when we design lessons that promotes verbal skills to diversify the ways and purposes of the presentations. Formal oral presentations are successful with students if they are well structured and the teacher and students know what are the expectations, but at the same time they can be dry and not very appealing to the audience, mostly after several presentations. The “Shark Tank” lesson to present possible solutions for the problems that China has experienced due to their overgrowing population introduce an element of persuasion to the presentation, gets the audience engaged, and also gets some competition to it, which is usually a great way to engage students.

In terms of language skills, the students will be using their verbal skills to present their information, as well as practicing complex verb structures using present plus infinitive (“vamos a hacer” “queremos construir”)

Because of the multiple components of the lesson, I divided in two lesson plans:
Lesson 10A: Research
Lesson 10B: Persuasive Presentation: Shark Tank

Lesson 10A: Solutions for China’s overgrowing population problems: Research

Targeted language skills: Verbal skills; complex verb structures

Overview of the lesson: Students will research some of the problems that China has experienced due to the overgrowing of their population. Students will propose solutions to one of these problems. The students will choose which one of the proposed solutions is the best to solve the problems of overgrowing population in China.

BASIC INFO:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: World Geography</th>
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<tbody>
<tr>
<td>Grade: 8</td>
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<table>
<thead>
<tr>
<th>LESSON: Solutions for China Overgrowing Population Problems: Shark Tank</th>
<th>UNIT: China: the World’s most populated country</th>
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<tbody>
<tr>
<td>Approximate Time Frame: around 3 class periods.</td>
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</table>
**LEARNING OBJECTIVES:**

**LEARNING GOALS:**

Students will evaluate the problems that an overgrowing population has created in China, and the solutions that China’s government has tried to solve them.

**LANGUAGE GOALS:**

Students will use complete sentences in Spanish to answer the questions in the packet.

Students will use the structure “yo creo que” and “porque” when they answer the Preguntas de Pensamiento Crítico.

**LESSON OVERVIEW:**

**BRIEF OVERVIEW:**

The students will be analyzing the problems associated with overgrowing population in China. The students will also analyze the solutions the Chinese government put in place to solve the problems.

**MATERIALS:**

- Text: TCI Geography Alive! Lesson 30: China, the World’s most populous country
- “10 Things you need to know about China” article
- Worksheet: China packet
- Others:

**SEQUENCE:**

**Introduction (Priming):**

Students will read the article “10 Things you need to know about China” with a partner. They will choose one thing that surprise them about the article. They will share it with the class.

Students will analyze China’s population pyramid in 1970. The teacher and students will review what they know about population pyramids from previous lessons. They will determine if China has a rapid, slow or negative population growth in 1970

Students will be asked what could be some of the problems that a rapid population growth could cause in a country.
Review of Language Goals:

Students will be reminded that they will be answering the questions in the packet using complete sentences in Spanish. Students will be using the structure “yo creo que” and “porque” when they answer the Preguntas de Pensamiento Crítico.

Processing and Interacting:
- Students will be analyzing the problems created by an overgrowing population in China and the solutions that the Chinese government tried to solve them.
- The students will read Lesson 30, sections 3, 4 and 5 in TCI: Geography Alive!
- The students will use the information in the sections to complete the questions in the China packet. For each section they need to answer the following questions:
  - 3 main ideas of the section
  - How the particular solution tried to solve the problems of overpopulation in China
  - What were the benefits and costs of the solution
  - Pregunta de pensamiento crítico: In your opinion, how much do you think this is a good solution for a problem created by overpopulation. Explain why you think that way using the structure “yo pienso que… porque”
- Day 2: Teacher and students will review the answers together in class.
- The teacher will ask: what do you think it could be the best solution for the problems of overpopulation in China?

Retaining for mastery (assessment)
- Learning Goal (Material)
The students will turn in their packets after the review. The teacher will check for completion and accuracy.
- Language Goal
The students will turn in their packets after the review. The teacher will check for use of Spanish, complete sentences and use of the structure “yo pienso que… porque”

MODIFICATIONS:

Enriched/ advance:
- Students will be given the problems and the solutions by the teacher. Students will work in groups (one per problem or solution; a total of 6) to research articles about the problem/solution assigned. They will complete the packet using the information in the articles. Students will share the results of their research with the rest of the students in a jigsaw activity to complete the packet.

Special Needs:
- Students will work in groups of 2. The teacher will assign specific sections of the
Lesson 10B: Solutions for China’s overgrowing population problems: Persuasive Presentation; Shark Tank

Targeted language skills: Verbal skills; complex verb structures

Overview of the lesson: Students will propose new solutions to one of the problems created for an overgrowth population in China. The students will choose which one of the proposed solutions is the best to solve the problems of overgrowing population in China.

LESSON PLAN 10B: Solutions for China’s overgrowing population: Persuasive Presentation: Shark Tank

BASIC INFO:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: World Geography</th>
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<tr>
<td>Grade: 8th</td>
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LESSON:

LESSON: Solutions for China’s overgrowing population: Persuasive Presentation: Shark Tank

UNIT: China, the World’s most populous country

Approximate Time Frame: 3-4 class periods

LEARNING OBJECTIVES:

LEARNING GOALS:

Students will propose their own solutions to the problems created by overpopulation in China by creating a persuasive presentation.

Students will evaluate the solutions proposed by their peers and decide which ones they think would be the most effective to solve the problems created by overpopulation in China.

LANGUAGE GOALS:
Students will create a persuasive presentation about a solution for one of the problems created by the overgrowing population in China using Spanish.

Students will communicate their proposal to the class using their verbal skills and Spanish written language in their presentation, using complex verb forms of present plus infinitive.

Students will evaluate their peers' presentation by using complete sentences in Spanish in the Shark Tank evaluation worksheet.

**LESSON OVERVIEW:**

BRIEF OVERVIEW:
After analyzing the problems created by an overgrowing population in China and the solutions that the Chinese government tried to solve them, the students will come out with their own ideas about how to solve one of the problems. They will do a persuasive presentation to their peers, and at the same time evaluate how effective they think the solutions presented by them would be.

**MATERIALS:**
- Text:
- Worksheet: China packet
- Shark Tank evaluation packet
- Others: Electronic device with tools to create a digital presentation.

**SEQUENCE:**

Introduction (Priming):

- Students will review the problems and solutions in the China packet together in class.
- The teacher and students will discuss: What do you think would be the biggest problem created by overpopulation in a country? What do you think it could be the best solution for that problem? What other problems that solution can cause?

Review of Language Goals:
Students will be creating a persuasive presentation, so they will review some of the verbs and structures used in Spanish to persuade somebody to do something. Verbs like “deber”, “poder”, “querer”. Also the use of imperative and the structure present+infinitive (tenemos que hacer; podemos comprar…) will be useful in this project.
Remind students to write their feedback in the packet using complete sentences.

<table>
<thead>
<tr>
<th>Processing and Interacting:</th>
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<tbody>
<tr>
<td>- Day 1: Students will be working in groups of 2 or 3</td>
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<tr>
<td>- The students will be working with their partners in creating a persuasive presentation about how to solve one of the problems that overpopulation has created in China.</td>
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<tr>
<td>- The solution must be original. It couldn’t be one of the already proposed in the textbook (one child policy, large infrastructures, special economic zones)</td>
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<tr>
<td>- The Presentation need to include:</td>
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<tr>
<td>- An overview of the problem</td>
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<tr>
<td>- Details of the solution proposed: what could be a good solution to the problem and why</td>
</tr>
<tr>
<td>- What other problem(s) can this solution create? (for example, the one child policy reduce population growth, but create gender inequality)</td>
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<tr>
<td>- What could be a good solution to the problem(s) created by your solution?</td>
</tr>
<tr>
<td>- The students will have 1 to 2 class periods to work in their presentations. They need to create a digital presentation and a script.</td>
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<tr>
<td>- Day 2: Presentations “Shark Tank”</td>
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<tr>
<td>- Divide the class in two large groups: Sharks and Minnows. Arrange the class in a way that the Sharks can sit together in a large row facing the front of the class.</td>
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<tr>
<td>- The Minnows will be presenting their solutions to the Sharks. The sharks will evaluate the solutions. The process will be:</td>
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<tr>
<td>- One group of Minnows present their solution to the Sharks</td>
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<tr>
<td>- The Sharks ask questions to the Minnows</td>
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<tr>
<td>- The Sharks takes notes about the presentation: what they like, could be effective… one to two complete sentences in Spanish</td>
</tr>
<tr>
<td>- After all the Minnows have presented, the Sharks need to choose which ones are the best. The Sharks have $1 million dollars that can divide between up to three presentations, the ones that they think are the best solutions to the problems created by overpopulation in China. They can give all the money to one presentation, or divided among two or three in the way they want.</td>
</tr>
<tr>
<td>- Switch roles. Now the Sharks are Minnows, and they will present their solutions to the new group of Sharks</td>
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<tr>
<td>- After all the presentations are done, the students will turn in their Shark Tank evaluation forms. The teacher will count the money offered to each presentation, and decide which one would be the best solution/presentation</td>
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</table>

Retaining for mastery (assessment)  
- Learning Goal (Material)  
The teacher will evaluate the presentations for congruence (is based in evidences), originality in the solution and overall effort in the presentation (the digital presentation includes images and minimum text, the information is given using a script)
**Language Goal**

The teacher will evaluate the oral presentation for using of Spanish, persuasive language, use of complex verb structures (present+infinitive)

The teacher will evaluate the Shark Tank notes for use of complete sentences in Spanish

**MODIFICATIONS:**

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<thead>
<tr>
<th>Enriched/ advance:</th>
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<tbody>
<tr>
<td>- Students will work in individual presentations</td>
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<tr>
<td>- Students can choose the format in which they want to present their solutions: a video, an interview, a skit...</td>
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<tr>
<th>Special Needs:</th>
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<tbody>
<tr>
<td>- Students can use the solutions in the textbook and evaluate what could be some problems created by that solution.</td>
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<tr>
<td>- Students can use the solutions in the textbook to create similar solutions to the problem.</td>
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</tbody>
</table>
PROMOTING CULTURAL AWARENESS

Besides mastering a language, one of the main goals of immersion programs is to expose students to different cultures and promote cultural awareness among these students. However, as students progress in their academic years, their interest in new cultures can decrease because of many factors: exhaustion after being studying the same cultural features many times over the years, other interests, and because the academic rigor and expectations increase, and with them the level of work the immersion students are asked to do. In a conversation with a Spanish Language and Culture teacher for middle school Spanish immersion students, she identifies this lack of cultural awareness as one of the weaknesses of some of her students: “Just because they have studied the Spanish language”, Haug said “does not make them sympathetic to the people or culture of the language they speak. Just because they speak Spanish, they are not ambassadors for the Spanish-speaking community…they are rather emotionally-removed.”

Content classes, and specially social studies, can provide a more meaningful setting for students to explore different cultures, but at the same time the lessons need to connect with their own experiences and reality. The last set of lessons in this toolkit will provide teachers ideas on how to promote cultural awareness in Spanish immersion students. Although is not an specific Spanish language feature, cultural awareness is a very important part of the language immersion educational philosophy. The lessons will focus in personal culture (Cultura Familiar), personal interests in cultural features (Temas de Latinoamérica) and connections with the past (Caras de América)

LESSON 11: CULTURA FAMILIAR

Targeted language skills: Use complete sentences in Spanish; cultural awareness

Overview of the lesson: This lesson serves as an introduction to a World culture unit. In this lesson the students explore the definition of culture, explore their own family culture, and make connections with other students’ cultures.

LESSON PLAN: CULTURA FAMILIAR

BASIC INFO:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: World Geography</th>
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<td>Grade: 8th</td>
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<table>
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<tr>
<th>LESSON: Cultura Familiar</th>
<th>UNIT: World Culture</th>
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<td>Approximate Time Frame: 3 class periods</td>
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LEARNING OBJECTIVES:

LEARNING GOALS:

Students will identify the main elements of a culture.

Students will identify the cultural elements of their own family.

Students will compare their family’s cultural elements with the cultural elements of their classmates.

LANGUAGE GOALS:

- Students will use complete sentences in Spanish to identify the cultural elements of their own family and the similarities and differences between their own culture and their peers’

- Students will explore their own family culture and the comparison with their peers’ cultures to increase their cultural awareness of themselves and their peers.

LESSON OVERVIEW:

BRIEF OVERVIEW:
Students will identify the elements of a culture. They will explore their own family culture and compare it with the family cultures of their peers.

MATERIALS:
Text:
Worksheet: Fiddler on the roof worksheet
Cultura familiar packet
Mirrors and windows worksheet
Others: “Fiddler on the roof; Tradition” movie clip
(https://www.youtube.com/watch?v=gRdfX7ut8gw)

SEQUENCE:

Introduction (Priming):

Day 1:
- The students will watch the clip “Tradition” from the movie “A fiddler on the roof”. The teacher will ask students to pay attention to certain elements:
- Can you identify religious elements in the clip?
- What are the family roles in the village?
- Can you identify where the clip takes place?
- After watching the video, the students will complete the “Fiddler on the roof” worksheet

Review of Language Goals:
- Students will need to complete the questions in the worksheets and packets using complete sentences in Spanish
- Students will be reminded that the goal of the lesson is to identify cultural elements of their families and compare them with their peers’ family cultures

Processing and Interacting:

Day 2:
- Students will be introduced to the elements of a culture: Products, practices and perspectives.
- Students will examine the different products, practices and perspectives comparing three celebrations of the same event: Halloween, Day of the Dead and All Saints’ Day
- Students will complete the “Cultura Familiar” packet, answering the questions about the products, practices and perspectives of their families.

Day 3:
- Students will be introduce to the “Mirrors and Windows” activity. In this activity, the students will share their family culture with their peers.
- Students will pair with a partner. They will use their Cultura Familiar packet to share the cultural elements of their family.
- When listening to their partner, the students will look for “Mirrors” (cultural elements that are similar to their own culture) and “Windows” (cultural elements that are different, and they will be interested in exploring more about them)
- Students will complete the questions in the “Mirrors and Windows” worksheet
- Students will change partners and start the activity again. They can repeat the process as much as the time permit it or the teacher seen appropriate to stop it. Ideally the students should be able to share their culture with at least two partners.
- Students will write deep self reflecting answers to the questions about which cultural element of the “Windows” they would like to explore more and why.

Retaining for mastery (assessment)
- Learning Goal (Material)
Students will submit their worksheets and packet. The teacher will evaluate their work for completion and deep self reflecting answers
### Language Goal

Students will submit their worksheet and packet. The teacher will evaluate their work for using complete sentences in Spanish to provide answers in their packets.

### MODIFICATIONS:

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<th>Enriched/ advance:</th>
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<tr>
<td>- Students will explore one cultural element of the “Windows” worksheet after they completed the sharing activity. They will create a product (presentation, essay, poster…) about the chosen cultural element and present it to the class</td>
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<tr>
<th>Special Needs:</th>
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<tbody>
<tr>
<td>- Students will work in small groups with the support of the teacher to share their cultural elements. The teacher will guide them to find similar elements (mirrors) and different cultural elements (windows)</td>
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</table>
**LESSON 12: TEMAS DE LATINOAMÉRICA PRESENTATION**

Targeted language skills: Verbal skills; use of vocabulary in context; promote cultural awareness

Overview of the lesson: Many Spanish immersion students has been exposed to different themes about Latin America several times during their academic career, both in Spanish and social studies classes. To avoid redundancy, this lesson gives the opportunity to students to choose the themes they are interested in, and also to give their presentations a different perspective: instead of a regular “PowerPoint+student talking” presentation, the students have several options to present their information. The goal is to let students explore their own interests, and to use their strengths to show their knowledge of themes from a region that is very familiar to them, and at the same time maybe had never explore certain themes before.

**LESSON PLAN: “TEMAS DE LATINOAMÉRICA” PRESENTATION**

**BASIC INFO:**

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: World Geography</th>
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<td>Grade: 8th</td>
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<table>
<thead>
<tr>
<th>LESSON: Temas de Latinoamérica Presentation</th>
<th>UNIT: Latin America</th>
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<td>Approximate Time Frame: 7 class periods</td>
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**LEARNING OBJECTIVES:**

**LEARNING GOALS:**
- Students will explore and investigate theme about Latin America
- Students will create narrow themes from very wide themes to focus their investigations
- Students will create an original presentation about their theme of Latin America
- Students will present their investigation to the class using an original presentation

**LANGUAGE GOALS:**
- Students will use complete sentences in Spanish to create their script for their presentation
- Students will use vocabulary in a context by creating a glossary of terms in Spanish that are important to understand their presentation
- Students will develop cultural awareness about Latin America by investigating about their chosen theme and listening to their peers’ presentations
### LESSON OVERVIEW:

#### BRIEF OVERVIEW:
The students will explore a theme of their choice about Latin America. They will investigate and gather information about the theme, and will present their information in an original way.

#### MATERIALS:
- Text: TCI Geography Alive! Lessons 9, 10, 11, 12, 13 (optional)
- Worksheet: Latinoamérica by Calle 13 lyrics
  - Latin America Wide to Narrow Themes worksheet
  - Latin America Themes Investigation packet
- Others: Video “Latinoamérica” by Calle 13
  ([https://www.youtube.com/watch?v=DkFJE8ZdeG8](https://www.youtube.com/watch?v=DkFJE8ZdeG8))
- Materials to create an original presentation (poster paper, pictures, presentation app, props…)

#### SEQUENCE:

**Introduction (Priming):**
- Students will watch the music video “Latinoamérica” by Calle 13. They will use the lyrics sheet to follow the song.
- After the video, the students will be asked about what they saw in the video. How can they describe Latin America? The geography? The people? The climate? The languages?
- The students will have time to read the song lyrics and highlight possible themes. They will share their findings with the class.

**Review of Language Goals:**
- Students and teacher will talk about the importance of exploring different cultures. The teacher will ask about what the students know about Latin America, and what they have study in Spanish class or previous years.
- The teacher will remind the students that they will be using complete sentences in Spanish to create their presentations. The teacher will also remind the students that they would be using different language features like creating questions, using different verb tenses like imperative, preterite, etc.

**Processing and Interacting:**
- Day 1: Introduction (Calle 13 song) and presentation of the project:
  - Students will work with a partner.
  - The students will choose a theme related with Latin America. The teacher will
provide them with several “Wide” themes. From this wide theme, the students will narrow their scope to get a very specific theme that will guide their investigation. For example, the wide theme will be: The Andes Mountains. From there, the students could narrow the theme to: People living in the Andes -> Native people of the Andes - > The Mapuche people of the Andes

- The students will investigate their narrow theme.
- The students will create a presentation with at least 5 important facts about their narrow themes.
- The students will have different options to present their information. They can create:
  - A video
  - A poster
  - A Top 10
  - A guide or recipe
  - An interview
  - A travel guide
  - Another option besides a regular PowerPoint presentation

- Their presentation need to include a glossary of terms necessary to understand their theme and a bibliography of their sources

- Day 2: The students will choose their wide themes and create their narrow themes. They will present their narrow themes to the teacher for approval.
- Day 3: The students will choose the format of their presentation and present it to the teacher for approval. They will start their investigation. The students will take notes of the information that they would like to add to their presentation.
- Day 4: The students will continue/finish their investigation. They will create their glossary (see Lesson 8)
- Day 5: The students will start putting together their presentation
- Day 6: Rehearsal and last touches
- Day 7: Students will start presenting their themes to the class. The students who will not be presenting will be using the Latin America Themes packet to take notes about the presentations: What they knew about the theme, what they want to know, and what they learned.

Retaining for mastery (assessment)
- Learning Goal (Material)
The students will submit three products to be evaluated: their investigation notes, their presentation product (script, digital presentation, video, poster, etc) and they will be evaluated on their presentation. The students will be evaluated on:
  - Investigation notes: Content and bibliography (completed in MLA format)
  - Product: Creativity, information, glossary
  - Presentation: Overall quality of the presentation (vocal delivery)

- Language Goal
The teacher will evaluate the following: Glossary of Spanish terms, use of complete sentences in Spanish; correct use of language features (verbs, questions)

MODIFICATIONS:

Enriched/ advance:
- Students will work individually in their projects.

Special Needs:
- Students can work in groups of 3
- Students will use the lessons in TCI to choose their themes.
- Students can create a regular presentation

LESSON 13: CARAS DE AMÉRICA

Targeted language skills: Promote cultural awareness. Use complete sentences in Spanish

Overview of the lesson: One way to promote cultural awareness in Spanish immersion students is to connect the learning with their own reality. In this lesson, which is a continuation of the Wave of Immigration unit (lesson 4) the students will connect their immigrant heritage with famous immigrants and/or famous people of their same immigrant background. The visual display will make the lesson visually attractive, and it will give an opportunity for students to share their immigrant background with the school.

LESSON PLAN: CARAS DE AMÉRICA

BASIC INFO:

<table>
<thead>
<tr>
<th>Teacher Name: Juan A. Perona</th>
<th>Subject/ Course: US History</th>
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<tbody>
<tr>
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<td>Grade: 7th</td>
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LESSON:

<table>
<thead>
<tr>
<th>Caras de América</th>
<th>UNIT: The great wave of immigration</th>
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<tbody>
<tr>
<td></td>
<td>Approximate Time Frame: 2 class periods</td>
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LEARNING OBJECTIVES:
# LEARNING GOALS:
- Students will research famous immigrants and/or the immigrant heritage of famous people.
- Students will make connections between famous immigrants and their own immigrant heritage.
- Students will create a visual display of their immigrant heritage and famous immigrants.

# LANGUAGE GOALS:
- Students will write the information about their immigrant heritage and the one of famous people or famous immigrants using complete sentences in Spanish.
- Students will research famous immigrants or the immigrant heritage of famous people to make cultural connections with their own immigrant heritage.

# LESSON OVERVIEW:

## BRIEF OVERVIEW:
Students will research famous immigrants or famous people who had the same immigrant heritage as themselves. They will write a brief description of themselves and the immigrant/famous person, and they will create a visual display with their biographies and the immigrant's

## MATERIALS:
- **Text:**
  - Worksheet: My Immigrant Heritage Interview (intro to lesson 4)
  - Caras de América worksheet
  - Caras de América electronic form
  - Others: Large poster paper (for the whole class)
  - Scissors, glue, tape
  - Kid President "A pep talk" video (https://youtu.be/l-gQLqv9f4o)

## SEQUENCE:

### Introduction (Primming):
- The students will watch the video “Kid President: a pep talk”
- The teacher and the students will discuss the question: “What would be your Space Jam?” “What would be the one extraordinary thing that you will do in your life?”

### Review of Language Goals:
- Students will be reminded that they need to use complete sentences in Spanish to complete their assignments for this lesson.
- The teacher will talk to the students about how they will be connecting their own
Students will receive the “Caras de América” worksheet. In it, they will need to complete the following information:
- Their name, last name and gender
- One of the countries where their family came from (using the information in My Immigrant Heritage Interview worksheet)
- What would be your Space Jam? (What is something extraordinary that you would like to achieve in your life?)

Students will research famous immigrants and/or famous people of the same heritage as themselves. They will choose one of the same gender as themselves and complete the following information:
- Name and last name of the person
- Country of origin/background
- What is this person famous for?

The students will use the information in the “Caras de América” worksheet to complete the “Caras de América” electronic form. The form has two sides; in one side they will include the information about themselves using complete sentences in Spanish, and include a picture of themselves. In the other side they will include the information about the famous person/ immigrant they choose using complete sentences in Spanish, and include a picture of that person. Once completed, they will print it out.

Visual Display: The students will cut the printed “Caras de América” electronic form in four parts: two for the information of themselves and their famous person, and two for the pictures.

The students will glue the pictures in a big poster paper. They will write a number next to their pictures (themselves and their famous person).

The students will glue the information about themselves and their famous person in another big poster paper. They will write the number next to each information that matches with their pictures.

The students will display their “Caras de América” posters in the hallway.

Retaining for mastery (assessment)
- Learning Goal (Material)
The teacher will evaluate the final product (Caras de América electronic form). The teacher will evaluate that the information is complete and accurate. He/she will also evaluate that the pictures are accurate and included in the form.

- Language Goal
The teacher will evaluate the final product (Caras de América electronic form). The teacher will evaluate that the information is written in complete sentences in Spanish.
MODIFICATIONS:

Enriched/advance:
Students will be researching only famous immigrants. They will create a mini poster or one-pager of their famous immigrant and themselves.

Students will research immigrants that excel or are famous in their field of interest (their “Space Jam”)

Special Needs:
The teacher will provide the student a list of resources to conduct their research.

CONCLUSION

In conclusion, I hope these examples of social studies lessons and language goals would be helpful to you to start thinking in what ways your content lessons can help improve the language skills of your Spanish immersion students. The intention of this toolkit is not to provide a complete set of lessons for a school year or to provide bulletproof techniques. Its intention is to grow and improve as the lessons and language goals are taught during the following years with different students with different needs. It is also my intention that you be flexible and adapt these ideas to your own needs. One lesson that was very successful one year with a group of students could be a disaster the next year with a different group, or something that was not that good last year maybe can work with your group now.

Please notice that some of the materials cited in the lessons can be easily substituted by your own materials or texts. For example, I cited the TCI textbooks History Alive! And Geography Alive! Because those are the ones I use in my classroom. You can adapt other activities to your own resources, level of comfort, or personal preferences! For example, in
lesson 1 I use Pokemons to engage my students with something that they are very familiar with and can be fun, but maybe is too juvenile for high school seniors.
APPENDIX: LESSON MATERIALS

Lesson 1: Pokemon Go
- Pokemon Go Packet .................................................................pg. 70

Lesson 2: Immigrant Diary
- Immigrant Heritage Story Interview ........................................pg. 73
- Diario de Recortes de un Inmigrante packet ..............................pg. 74

Lesson 3: The Oregon Trail Review
- The Oregon Trail: Preguntas sobre el juego worksheet ................pg. 76

Lesson 4: Immigrant Diary Review
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- “Invictus” Essay instructions ....................................................pg. 81

Lesson 6: Visual Vocabulary WWI
- Vocabulario Visual I Guerra Mundial ........................................pg. 85

Lesson 7: “Mark the text” Visual Vocabulary
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Lesson 8: Create a glossary
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Lesson 9: Inventions of the Industrial Revolution presentation
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Lesson 13: Caras de America
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- Caras de America Electronic Form ..................................................pg.127
LECCION 1: POKEMON GO

Pokemon Go Packet

Geografía Mundial 8

Nombre: _______________________

Unidad 1: Habilidades de Geografía    Fecha: _________________    Hora: __

POKEMÓN GO!
En Busca de Pokemón

Direcciones: En parejas, van a buscar Pokemones escondidos por toda la escuela. Por cada Pokemón que encuentren, deben completar la información en la tabla de abajo. Usen el mapa proporcionado para ayudarles. Tomen un <<selfie>> con cada Pokemón que encuentren y añadan la foto a la tabla.

<table>
<thead>
<tr>
<th>Número</th>
<th>Dónde encontrar en el mapa</th>
<th>Descripción del Pokemón (USEN ORACIONES COMPLETAS)</th>
<th>Descripción en dónde el pokemón está ubicado en la escuela (USEN ORACIONES COMPLETAS)</th>
<th>Foto contigo y el pokemón que encontraste</th>
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</table>
LESSON 2: Immigrant Heritage Story Interview

Name: ______________________________  Hour: __________

MY IMMIGRANT HERITAGE/ STORY

Dear students and parent/guardians of US History students:

As we start our unit on The Great Wave of Immigration during the Industrial Revolution Era, we need to take a look at our own story, and see our personal connection with this time in American history. A great number of immigrants from all over the world came to the United States and helped to build and shape our nation. To do this task, we will need information from you and your family about your past, so we can create a visual representation of the immigrant historical background in our classroom.

STUDENTS: Your task will be to interview an adult in your family (parents, guardians, grandparents, aunts, uncles…) about your immigrant background. Use the questions below to guide your interview.

ADULTS: Your task will be to help your student to provide as many answers to the questions as you can. The interview will be short, and you probably will not have all the answers. Provide as much information as you can!

Thank you very much for working on this assignment. We will be completing an “Immigration History of 2017-18 US History students” map in class.

QUESTIONS:

1. Where does my father’s family originally come from? (country(s)/ continent)
2. Where does my mother’s family originally come from? (country(s)/ continent)
3. Who was the first person in my family to arrive to the United States? (name of the person, relationship (father, mother, great grandfather…))
4. In what state did this person originally live when he/she arrived to the United States?
5. I am a Native American/ my ancestors are Native Americans yes ___ no ___
   a. If the answer is yes, what tribe/nation? _______________
6. I am a 1st generation immigrant (I was born in another country) yes___ no ___
   a. If the answer is yes, I was born in ____________________

LECCIÓN 2: Diario de recortes de un inmigrante packet
Nombre ______________________ Hora ________ La Gran Ola de Inmigración

**Crear un diario/álbum de recortes de un Inmigrante**

Vas a crear un álbum de recortes/diario electrónico en tu iPad usando Book Creator que va a resaltar cómo era la vida de los inmigrantes de estados Unidos a principios de 1900s. El álbum de recortes debe incluir información biográfica, notas sobre el viaje desde el país de origen, y una descripción de la vida en los Estados Unidos. Tu álbum de recortes debe tener cuatro elementos:

1) Una página de presentación, con un título, el nombre de tu inmigrante y tu nombre.

2) Una página de introducción con información sobre tu inmigrante. Esta página debe incluir:
   - Una descripción de tu familia.

3) Una página con al menos una imagen (un dibujo o una fotografía histórica) que muestre al inmigrante y/o su familia. Cada imagen debe tener subtítulos (captions) describiendo la fotografía.

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<th>4</th>
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<tbody>
<tr>
<td>Toda la información está incluida, Está escrito de forma creativa y con gran calidad.</td>
<td>Toda la información está incluida. Las descripciones son adecuadas.</td>
<td>La mayoría de la información está incluida. Las descripciones son adecuadas.</td>
<td>Faltan varias partes de la información. La información incluida es de poca calidad o no ha sido explicada/descrita totalmente.</td>
<td></td>
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4) Una página describiendo el viaje a los Estados Unidos. Esta página debe incluir:
   - Un párrafo describiendo las razones por las que el inmigrante ha dejado su país, cómo ha viajado a América y las condiciones de su viaje. Debe incluir también su punto de entrada en los Estados Unidos

5) Una página con al menos dos fotografías/ imágenes históricas mostrando:
   - Un artefacto/objeto usado en el viaje (pasaporte, boleto de viaje, dinero del país de origen, equipaje/ ropa usada en el viaje). Recuerda incluir un caption describiendo el objeto/artefacto.
   - Una fotografía que describa el viaje (Foto del barco u otro medio de transporte, las personas que viajaban con el inmigrante...). Recuerda incluir un caption describiendo el objeto/artefacto.

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<td>Faltan varias partes de la información. La información incluida es de poca calidad o no ha sido explicada/descrita totalmente.</td>
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</table>
6) Una página describiendo la vida del inmigrante en Estados Unidos. Esta página debe incluir:
- Un párrafo describiendo la vida del inmigrante en Estados Unidos: la ciudad donde vive, el trabajo del inmigrante, cómo era tratado por las personas que vivían en los Estados Unidos...

7) Una página con al menos una imagen/ fotografías describiendo la vida del inmigrante en los Estados Unidos. Esta página debe incluir:
- FOTOGRAFÍA/S que REPRESENTE LA VIDA DEL INMIGRANTE EN ESTADOS UNIDOS (Tu trabajo, tu barrio, tus vecinos, cosas que haces para divertirte, comida o tradiciones que has traído de tu país). Recuerda incluir un caption describiendo el objeto/artefacto.

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<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Toda la información está incluida, Está escrito de forma creativa y con gran calidad.</em></td>
<td><em>Toda la información está incluida. Las descripciones son adecuadas.</em></td>
<td><em>La mayoría de la información está incluida. Las descripciones son adecuadas.</em></td>
<td><em>Faltan varias partes de la información. La información incluida es de poca calidad o no ha sido explicada/descrita totalmente.</em></td>
<td></td>
</tr>
</tbody>
</table>

4) Toques creativos que hagan que tu diario/álbum de recortes parezca auténtico. El trabajo debe estar escrito en español, sin errores gramaticales o palabras en inglés (aparte de nombres propios).

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
</table>

**Comentarios del Diario/ Álbum de Recortes - ¿Qué te ha gustado? ¿Qué has notado?**
THE OREGON TRAIL: PREGUNTAS SOBRE EL JUEGO

1. Añade una fotografía de tu grupo. Muestra la carta de WILLAMETTE VALLEY si llegaron al final :-), o la tabla con las TUMBAS si todos murieron :-( (Una persona puede tomar una foto del grupo y compartirla con el resto)

2. SI HAS MUERTO explica cómo has muerto!

GUIA DE CONSEJOS Y TRUCOS PARA GANAR EL JUEGO!

1. ¿CÓMO SE JUEGA “THE OREGON TRAIL”? Explica las reglas del juego. Usa frases completas en español usando el imperativo
   a. 
   b. 
   c. 

2. DESCRIBE 3 TRUCOS/ CONSEJOS que DEBES HACER para ganar el juego! Usa frases completas (Por ejemplo: colabora con tus compañeros)
   1. 
   2. 
   3. 

3. 2. DESCRIBE 3 TRUCOS/ CONSEJOS que NO DEBES HACER para ganar el juego! Usa frases completas (Por ejemplo: No colabores con tus compañeros)
   1. 
   2. 

3. ¿CUÁLES FUERON ALGUNOS PELIGROS A LOS QUE SE ENFRENTARON LOS PIONEROS EN SU VIAJE A OREGÓN? Basándote en el juego y lo que has aprendido en la lección sobre el Territorio de Oregón, describe en un párrafo de 3 frases cuáles fueron algunos de los peligros a los que se enfrentaron los pioneros.
Reglas para las citas relámpago

1. Busca un compañero/a para compartir sus diarios.
2. Intercambien sus iPads para poder leer el diario de su compañero/a.
3. Usen la hoja de comentarios para dar consejos a tu compañero en cómo mejorar su presentación.

CUANDO DES CONSEJOS CONSIDERA:

- ¿EL DIARIO ESTÁ COMPLETO? (falta una o varias partes)
- ¿EL DIARIO ESTÁ ESCRITO COMO UN DIARIO O CARTA?
- ¿TIENE TODAS LAS FOTOGRAFÍAS?
- ¿LAS FOTOGRAFÍAS TIENEN CAPTONES?
- ¿TIENE FOTOGRAFÍAS DE ARTEFACTOS/ OBJETOS?
- ¿TIENE BUENA CALIDAD/ ES CREATIVO?

4. Cuando su maestro les de la señal, busquen a otro compañero/a para compartir sus diarios.

Nombre __________________________________________
Nombre del Inmigrante ________________________ País ____________

COMENTARIOS:

<table>
<thead>
<tr>
<th>Estudiante número:</th>
<th>Firma:</th>
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</tr>
</tbody>
</table>
ENSAYO DE “INVICTUS”

Nombre __________________________________________ Fecha de entrega: ________________

En un ensayo de 5 párrafos—escrito en computadora, fuente de 12 puntos y doble espacio. No más largo de 2 páginas – contesta a una de las preguntas “gordas” sobre Invictus y Sudáfrica. Usa la información en tus notas de la película, la lección de Sudáfrica en TCI (Lección 23) y cualquier otra información que desees usar. Tu ensayo debe mostrar que has puesto el suficiente esfuerzo y trabajo en escribir tu ensayo!

PREGUNTAS “GORDAS” DE “INVICTUS” Y SUDÁFRICA

* ¿Cuáles son las características que tiene un gran líder?

* ¿Cómo puede afectar al futuro de un país su pasado?

* ¿Cómo pueden afectar las diferencias entre grupos étnicos al control de los recursos y el poder en una sociedad?

* ¿Cómo afecta la raza a Sudáfrica?

El ensayo debe tener:

· Una introducción, que debe tener un “gancho” creativo (una frase o frases introductorias que enganchen al lector), una declaración de tesis, y 3 o más evidencias que apoyen tu tesis

· Al menos 3 párrafos explicando cada una de las evidencias. Cada evidencia debe estar apoyada con ejemplos de la película y/o de la lección sobre Sudáfrica.

· Un párrafo de conclusión, en el que resumas tu declaración de tesis, gancho creativo y evidencias de una forma similar pero diferente.
Rúbrica de Ensayo de 5 Párrafos
NOMBRE__________________________

Estructura

Yo puedo escribir un párrafo de introducción con una declaración de tesis clara y con un “gancho” creativo y que enganche.

**INTRO**

<table>
<thead>
<tr>
<th>1 punto</th>
<th>2 puntos</th>
<th>3 puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>El párrafo de introducción no tiene una declaración de tesis..</td>
<td>La declaración de tesis está presente pero es incompleta.</td>
<td>El párrafo de introducción incluye una declaración de tesis clara.</td>
</tr>
<tr>
<td>El párrafo de introducción no tiene un “gancho” creativo y que enganche.</td>
<td>El “gancho” creativo está presente pero es raro o no es relativo al tema.</td>
<td>El “gancho” es creativo y relevante al tema.</td>
</tr>
</tbody>
</table>

Total _____/ 6 puntos

**Puedo escribir un párrafo claro usando detalles de apoyo.**

**CUERPO**

<table>
<thead>
<tr>
<th>1 punto</th>
<th>2 puntos</th>
<th>3 puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ningun párrafo sigue el orden de la tesis.</td>
<td>La mayoría de los párrafos siguen el orden de la tesis.</td>
<td>Todos los párrafos siguen el orden de la tesis.</td>
</tr>
<tr>
<td>Los párrafos no tienen 2 o más detalles de apoyo (declaraciones y evidencias) o no apoyan el tema.</td>
<td>Los párrafos no tienen 1 detalle de apoyo (declaraciones y evidencias) o no apoyan el tema.</td>
<td>Todos los párrafos del cuerpo incluyen tres detalles específicos que apoyan la tesis.</td>
</tr>
</tbody>
</table>

Total _____ / 6 puntos
### Puedo escribir una declaración y/o párrafo de conclusión claro.

#### CONCLUSIÓN

<table>
<thead>
<tr>
<th>1 punto</th>
<th>2 puntos</th>
<th>3 puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>La conclusión no tiene una tesis.</td>
<td>La conclusión incluye una tesis pero no está relacionada con el tema.</td>
<td>La conclusión vuelve a resumir la tesis de una manera diferente pero similar.</td>
</tr>
<tr>
<td>La conclusión no tiene el “gancho” creativo.</td>
<td>La conclusión tiene un “gancho” creativo pero es el mismo que el de la introducción.</td>
<td>La conclusión vuelve a resumir el “gancho” creativo de una manera nueva y creativa.</td>
</tr>
</tbody>
</table>

Total ____/ 6 puntos

### Estilo

#### Puedo usar transiciones para indicar mis pensamientos de forma clara.

<table>
<thead>
<tr>
<th>1 punto</th>
<th>2 puntos</th>
<th>3 puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>No hay transiciones entre párrafos.</td>
<td>Usa algunas transiciones entre párrafos, pero no en todos.</td>
<td>Las transiciones son evidentes entre los párrafos.</td>
</tr>
</tbody>
</table>

Total ____/ 3 puntos

#### Puedo escribir usando una voz académica.

<table>
<thead>
<tr>
<th>1 punto</th>
<th>2 puntos</th>
<th>3 puntos</th>
</tr>
</thead>
</table>
**Puedo usar capitalización, puntuación y deletreo adecuado en mi ensayo.**

<table>
<thead>
<tr>
<th>1 punto</th>
<th>2 puntos</th>
<th>3 puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errores frecuentes en el ensayo (capitalizaciones, deletreo y puntuación) que distraen al lector. Uso de palabras en inglés o spanglish.</td>
<td>Algunos errores en el ensayo de capitalización, deletreo y/o puntuación, pero no distraen al lector. Algunas palabras en inglés y/o spanglish.</td>
<td>No hay errores de capitalización, deletreo o puntuación, deletreo y/o puntuación. El ensayo está escrito completamente en español.</td>
</tr>
</tbody>
</table>

Total _____/ 3 puntos

Total puntos: ________/27
**Vocabulario I Guerra Mundial**

Nombre ______________

Usa wordreference.com/definicion (link en Schoology) para buscar las definiciones

**Example:**

<table>
<thead>
<tr>
<th>Palabra de Vocabulario:</th>
<th>Sociedad</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definición de Wordreference:</strong></td>
<td>Conjunto de personas que conviven y se relacionan dentro de un mismo espacio y ámbito cultural:</td>
</tr>
<tr>
<td><strong>Usa esta palabra de vocabulario en una frase:</strong></td>
<td>Necesitamos hacer más para ayudar a los miembros más pobres de nuestra sociedad.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Palabra de Vocabulario:</th>
<th>Alianzas</th>
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<tr>
<td><strong>Definición en tus propias palabras:</strong></td>
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</tr>
<tr>
<td><strong>Tipo de palabra (nombre, verbo, adjetivo, adverbio)</strong></td>
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<tr>
<td><strong>Escribe la palabra con su artículo (si es un nombre)</strong></td>
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<tr>
<td><strong>Usa esta palabra de vocabulario en una frase:</strong></td>
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<tr>
<td>Palabra de Vocabulario:</td>
<td>Imperialismo</td>
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<td>Definición en tus propias palabras:</td>
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<td>Usa esta palabra de vocabulario en una frase:</td>
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<tr>
<th>Palabra de Vocabulario: Reclutamiento</th>
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<td>Definición de Wordreference:</td>
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</tbody>
</table>
LESSON 7 “Mark the text” Visual Vocabulary

Nombre ______________________

Afroamericanos en mitad de los 1800s: Sumario y Vocabulario Visual

Sumario: Escribe un breve sumario de 2-3 frases completas en español sobre cada sección en el texto

- Esclavos
- Afroamericanos libres en el norte
- Afroamericanos libres en el sur

Vocabulario Visual: Crea un vocabulario visual con 5 palabras CLAVE y 5 palabras DESCONOCIDAS que hayas marcado en el texto

Usa wordreference.com/definicion (link en Schoology) para buscar las definiciones

Example:

<table>
<thead>
<tr>
<th>Palabra de Vocabulario: Sociedad</th>
<th>Visual:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definición de Wordreference:</td>
<td></td>
</tr>
<tr>
<td>Conjunto de personas que conviven y se relacionan dentro de un mismo espacio y ámbito cultural:</td>
<td></td>
</tr>
<tr>
<td>Usa esta palabra de vocabulario en una frase:</td>
<td></td>
</tr>
<tr>
<td>Necesitamos hacer más para ayudar a los miembros más pobres de nuestra sociedad.</td>
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<tr>
<td>Palabra de Vocabulario:</td>
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PROYECTO DE INVESTIGACIÓN DE LATINOAMÉRICA

Nombres: _____________________  _____________________

TEMA: ______________________________________________

TIPO DE PROYECTO ELEGIDO:

INVESTIGACIÓN

SUBTEMA 1:
Notas

SUBTEMA 2:
Notas
SUBTEMA 3:
Notas

SUBTEMA 4:
Notas

SUBTEMA 5:
Notas
Fuentes: (Citadas en formato APA):

**GLOSARIO (Al menos 5 palabras nuevas de vocabulario, y su definición)**

<table>
<thead>
<tr>
<th>PALABRA</th>
<th>DEFINICIÓN</th>
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Proyecto de Investigación de la Era Industrial
Inventos que cambiaron la vida!

Proyecto: Vas a tener asignado un invento que se desarrolló durante el periodo aproximado de 1870s – 1920s. Tu trabajo es investigar sobre este invento y contestar a la pregunta: ¿CÓMO CAMBIÓ LA VIDA DE LAS PERSONAS ESTE INVENTO?

Vas a crear dos productos –

1) Un anuncio para una revista o periódico de tu producto.
Direcciones para el Anuncio: Este es un anuncio para una revista o periódico, y necesita ser muy visual! Debes intentar persuadir a todos tus clientes que necesitan comprar tu producto! Debe incluir un buen slogan o frase interesante, buenas fotografías/ilustraciones, y una breve descripción de las características del producto. Usa las preguntas marcadas con “POSTER” para escribir la descripción de tu invento en el poster. Debes usar tu iPad para investigar ideas y ejemplos de viejos anuncios en revistas y periódicos.

2) Una presentación digital y oral. Incluye: Mínimo de 7 páginas/slides.
¿Cómo funciona el invento? ¿Cómo mejorará mi vida el invento? ¿Qué problemas resuelve este invento?
Direcciones para la presentación digital:
Usando la forma de investigación proporcionada, responde a las preguntas e identifica cada fuente usada en cada pregunta. Crea tu presentación con textos GRANDES, BREVES y mínimos y con una imagen en CADA PÁGINA!!! Haz tu presentación visualmente interesante, divertida, colorista e informativa!

a) Una imagen en cada página que vaya con el texto - Solo puedes usar una fotografía una vez en tu presentación (no copy and paste la misma imagen 7 veces!)
b) Colorista, ordenada, sin errores de deletreo o gramaticales.
c) Escribe las descripciones de las páginas en tarjetas de notas. Entregarás estas tarjetas para puntos!

Criteria para puntos:
-Mínimo de 7 páginas/ slides
-7 imágenes relacionadas con el texto
-Respuestas claras y concisas a las preguntas de investigación
-Sin errores gramaticales o de deletreo
-Presentación – Habla claro, haz contacto con tus ojos, engancha a la audiencia con tu presentación (mira la rúbrica de la presentación)
INVESTIGA TU TEMA! Estas preguntas deben guiar tu investigación y puede ayudarte con otras preguntas. Por favor NO respondas a estas preguntas simplemente con tu opinión, debes MOSTRAR evidencias de tu investigación. En cada pregunta debes citar dónde encontraste tu información.

<table>
<thead>
<tr>
<th>Página 1: Invento y vuestros nombres</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Página 2: ¿Quién fue el inventor(es) y cuándo fue inventado?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuente:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Página 3 ¿Por qué fue inventado? ¿Qué invento reemplazó o qué problema resolvió? (Ahorró tiempo/ dinero; fue más barato/facil hacer algo...)</th>
</tr>
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<tbody>
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<td>Fuente:</td>
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<thead>
<tr>
<th>Página 4: Describe cómo funciona este invento.</th>
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<td>Fuente:</td>
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</table>
## Página 5: ¿Cómo mejorará tu vida si usas/ tienes este invento?

Cuáles son algunas cosas positivas de este invento?

Fuente: ____________________________________________________________

## Página 6: ¿Qué otros productos necesitas para usar este producto?

Por ejemplo, si tu invento es un iPhone, otros productos pueden ser cargador, App store, caja protectora... **NO TODOS LOS PROYECTOS PUEDEN/DEBEN TENER ESTA PARTE**

Fuente: ____________________________________________________________

## Página 7: ¿Cómo ha mejorado este invento desde su invención?

No saltes desde su invención a hoy en día, hay MUCHAS mejorías para cada invento. Por ejemplo: del teléfono de coche al celular (ladrillo), flip phone, pantalla en color, smartphone...)

Fuente: ____________________________________________________________

## Página 8: ¿Cómo ha cambiado la VIDA de las personas éste invento?

¿Qué hace mágico o cómo ha cambiado la sociedad y cómo hacemos las cosas éste invento?

Fuente: ____________________________________________________________
<table>
<thead>
<tr>
<th>Nombre</th>
<th>INVENTO</th>
<th>Nombre</th>
<th>INVENTO</th>
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<tbody>
<tr>
<td>Aire Acondicionado</td>
<td>Model T</td>
<td>máquina de escribir</td>
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<tr>
<td>Aeroplano</td>
<td></td>
<td>Películas</td>
<td></td>
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<tr>
<td>Automóvil</td>
<td></td>
<td>Motorcicleta</td>
<td></td>
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<tr>
<td>Curita (Band-aid)</td>
<td></td>
<td>Cámarica cinematográfica</td>
<td></td>
</tr>
<tr>
<td>Alambre de espino (Barbed Wire)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ametralladora</td>
<td></td>
<td>Luz de neón</td>
<td></td>
</tr>
<tr>
<td>Caja Registradora</td>
<td>Ascensor de pasajeros</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coca Cola</td>
<td>Fonógrafo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fotografía en color</td>
<td>Polígrafo</td>
<td></td>
<td></td>
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<tr>
<td>Lentes de contacto</td>
<td>Pyrex</td>
<td></td>
<td></td>
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<tr>
<td>Corn Flakes</td>
<td>Radar</td>
<td></td>
<td></td>
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<tr>
<td>Crayolas</td>
<td>Radio</td>
<td></td>
<td></td>
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<tr>
<td>Escalera mecánica (escalator)</td>
<td></td>
<td>Montaña Rusa</td>
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<tr>
<td>Pluma</td>
<td></td>
<td>Navaja de afeitar de seguridad</td>
<td></td>
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<tr>
<td>Retrete (flush toilet)</td>
<td>Sonar</td>
<td></td>
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<tr>
<td>Máscara de gas</td>
<td>Acero inoxidable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helicóptero</td>
<td>Teléfono</td>
<td></td>
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<tr>
<td>Bombilla eléctrica</td>
<td>Tostadora</td>
<td></td>
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<tr>
<td>Catálogo por correo</td>
<td>Tractor</td>
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<tr>
<td>Tanque militar</td>
<td>Aspiradora</td>
<td></td>
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<tr>
<td></td>
<td>Cremallera (zipper)</td>
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</tbody>
</table>
¡Usen esta hoja de chequeo para saber si están listos para presentar mañana!

**PROYECTO DE INVENTOS**  
**AUTOEVALUACIÓN PREVIA**

**PRESENTACIÓN**

**GUIÓN**
¿Puedo presentar mi información con datos suficientes, detalles y ejemplos para expresar mis ideas claramente?

¿Hemos contestado a todas las preguntas en el paquete rosado?  
SI  
NO

¿Qué formato vamos a usar para el guión durante la presentación? (círcula una)

Tarjetas  
Paquete Rosado  
Notas electrónicas  
Otro__________________

**PRESENTACIÓN ORAL**

¿Puedo mostrar que conozco a fondo el tema (no tengo que leer constantemente el guión) usando un lenguaje vocal (voz clara, alta y con ritmo) y corporal adecuado (mirar a la audiencia. Estar relajado)?

¿Hemos practicado nuestra presentación?  
SI  
NO

¿Qué podemos mejorar en nuestra presentación? (Chequea todo lo que sea aplicable)

___ Contenido (practicar para memorizar la información)
___ Presentación oral (voz clara, alta y con ritmo)
___ Lenguaje corporal (mirar a la audiencia, estar relajado)

**PRESENTACIÓN DIGITAL**

¿Tenemos una presentación digital que ayuda a comunicar nuestra información?  
¿Nuestra presentación tiene todos los requisitos? (Chequea las partes que tengas completas)

___ Página de introducción con nuestros nombres y el nombre de nuestro invento

___ 6-7 páginas con imágenes y texto mínimo
___ Una página final con las FUENTES/ BIBLIOGRAFÍA (al menos 3 FUENTES con el NOMBRE DEL ARTÍCULO, LA PÁGINA WEB y URL)

POSTER/ANUNCIO
¿Tenemos un poster/anuncio de nuestro invento?

¿Nuestro poster/anuncio tiene todos los requisitos? (Chequea todas las partes que tengas completas)

___ Una imagen del invento

___ Una descripción breve del invento (cómo funciona, cómo mejorará la vida de las personas)

___ Un slogan/ frase original

EVALUACIÓN FINAL

Haz una lista de las cosas en las que su grupo necesita trabajar para estar listos para presentar!
INNOVATION IDOL

Nombre: __________________________________

Por favor toma notas para aprender sobre cada presentación **Invento que ha cambiado la vida de las personas.** Deberás entregar estas notas para recibir puntos y para decidir los ganadores!

Da puntos a cada presentación usando los puntos que encontrarás abajo. Cuando hayamos acabado con todas las presentaciones marca tus tres presentaciones favoritas en la columna de la derecha.

<table>
<thead>
<tr>
<th>Criterio para puntos</th>
<th>Puntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calidad y cantidad de la información</td>
<td>3 = “Increíble! Fue educativo y divertido!”</td>
</tr>
<tr>
<td>• Nivel de preparación y organización</td>
<td>2 = “Bastante bien… estuvo bien.”</td>
</tr>
<tr>
<td>• Divertido e interesante</td>
<td>1 = “Lo siento, pero no pienso que fuera bueno.”</td>
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<tr>
<td>• “calidad” del proyecto multimedia</td>
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<thead>
<tr>
<th>Presentador(es)</th>
<th>Inventon</th>
<th>Cosas interesantes (Rellena estas cajas con información importante!)</th>
<th>Puntos</th>
<th>Top 3</th>
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LECCIÓN 10: SHARK TANK INSTRUCTIONS

SHARK TANK: SOLUCIONES PARA LOS PROBLEMAS DE SOBREPOBLACIÓN EN CHINA

Vas a trabajar con un compañero/a para buscar soluciones a los problemas creados por sobreexplotación en China. Tú y tu compañero deberán presentar una PROPUESTA a los “tiburones” que sea convincente (cuanto más convincente más dinero recibirás para tu propuesta). Pueden usar una presentación en Powerpoint, un video, u otro medio de presentación para convencer a los “tiburones”.

ADVERTENCIA: Su propuesta debe ser congruente (creíble, basada en evidencias que encontraron en los artículos o el libro del texto). ORIGINALIDAD CUENTA, PERO SIEMPRE DENTRO DEL CONTEXTO DE UN TRABAJO DE LA ESCUELA. NO PUEDEN PROPONER NADA ILEGAL!! (no asesinatos masivos!!)

SU PROPUESTA DEBE SER APROBADA POR SU MAESTRO ANTES DE LA PRESENTACIÓN!

PASO 1: ELIGE A TU COMPAÑERO/A. Debes elegir un compañero/a que esté en tu “tanque”

PASO 2: Diseñen su presentación. Su presentación debe tener los siguientes requisitos:

a) ¿Cuáles son los problemas que está causando la sobreexplotación en China?
b) ¿Cuál es la solución que ustedes proponen para resolver éses problemas?
c) ¿Cuáles pueden ser algunos problemas que pueden causar su solución?
d) ¿Cuáles son las soluciones que ustedes proponen para resolver los problemas causados por su solución?
e) ¿Por qué piensan que su solución resolverá los problemas de sobreexplotación en China?

PASO 3: Creen su presentación y preséntenla a los “tiburones”. Ell@s decidirán si financiar su proyecto o no!
MIEMBROS DEL GRUPO: ________________________________  __________________________________

FORMATO DE LA PRESENTACIÓN: _________________________________________

NOTAS PARA SU PRESENTACIÓN:

a) ¿Cuáles son los problemas que está causando la sobrepoblación en China?

b) ¿Cuál es la solución que ustedes proponen para resolver esos problemas?

c) ¿Cuáles pueden ser algunos problemas que pueden causar su solución?

d) ¿Cuáles son las soluciones que ustedes proponen para resolver los problemas causados por su solución?

e) ¿Por qué piensan que su solución resolverá los problemas de sobrepoblación en China?

FIRMA DEL MAESTRO APROBANDO SU PROPUESTA:

________________________________

RÚBRICA:
La propuesta es congruente; está basada en evidencias sacadas del libro de texto o los artículos; tiene el aspecto y el formato de una propuesta real ___/ 20 pts
La presentación ha sido original, creativa y convincente: ___/ 10 pts.
**SHARK TANK: SOLUCIONES PARA LOS PROBLEMAS DE SOBREPOBLACIÓN EN CHINA**

**INSTRUCCIONES PARA LOS TIBURONES:**

Tu trabajo será juzgar las propuestas de tus compañeros, y decidir si las quieres financiar o no.

Sigue las instrucciones:

1: Completa la información para cada propuesta (nombre, propuesta, pros y cons)
2: Escucha atentamente las propuestas. Haz preguntas a los grupos.
2: Cuando todas las propuestas hayan sido presentadas, decide cuales de ellas quieres financiar:

<table>
<thead>
<tr>
<th>Grupo</th>
<th>Propuesta</th>
<th>Pros</th>
<th>Cons</th>
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INVERSIÓN:

· Tienes 7 MILLONES DE YUANS (mas o menos un millón de dólares)
· Puedes financiar hasta 3 PROPUESTAS. Distribuye el dinero como tú quieras (pero debes gastarlo todo! El castigo por corrupción en China es la pena de muerte!)
· Entrega la hoja completa a tu maestro

He decidido invertir ________ Yuans en la propuesta de ________________________________
porque ______________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

He decidido invertir ________ Yuans en la propuesta de ________________________________
porque ______________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

He decidido invertir ________ Yuans en la propuesta de ________________________________
porque ______________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
LESSON 11: CULTURA FAMILIAR

Intro: A Fiddler on the Roof: Tradition worksheet

A FIDDLER ON THE ROOF: TRADITION

1. El video que vamos a ver es la primera escena de la película/musical “Un violinista en el tejado” (A fiddler on the roof). En ella, Tevye, el personaje principal, explica cuales son las tradiciones y elementos culturales de Anatevka, la pequeña aldea en Rusia en la que él y su familia vive.
2. Mientras ves el video, toma notas sobre cuáles son los roles que cada miembro de la familia tiene en la sociedad de Anatevka:

PADRES (The Papa)

MADRES (The Mother)

HIJOS (The Son)

HIJAS (The Daughter)

3. ¿Cuales son algunos elementos o personas que representan la religión de las personas de Anatevka?

4. ¿Cuales son algunas personas o elementos que representan quién gobierna Anatevka (o bajo qué gobierno se encuentra Anatevka)
VENTANAS Y ESPEJOS

Cuando miramos a través de una VENTANA vemos cosas que no conocemos, pero que nos interesan y queremos saber más sobre ellas.

1. ¿Cual es una parte de la cultura de Anatevka que has visto y que te ha interesado y quieres saber más sobre ella? Explica por qué te interesa.

Cuando miramos a un ESPEJO vemos cosas que conocemos, y que son similares a cosas que conocemos.

2. ¿Cual es una parte de la cultura de Anatevka que has visto y que es muy similar a tu propia cultura? Explica por qué es similar.

“Here, in our little village of Anatevka, you might say every one of us is a fiddler on the roof trying to scratch out a pleasant, simple tune without breaking his neck.”
**Nombre:**

**LA CULTURA DE MI FAMILIA**

En nuestras familias todos tenemos culturas diferentes. Tu familia posiblemente tiene tradiciones, ideas, o comidas favoritas que son un poco o muy diferentes de otras familias. Aquí están **ideas generales** sobre cuales son algunos elementos de una cultura.

<table>
<thead>
<tr>
<th>LO QUE CREAMOS (PRODUCTOS)</th>
<th>Lo que hacemos (PRÁCTICAS)</th>
<th>Lo que creemos o valoramos (PERSPECTIVAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Comidas/ recetas</td>
<td>· Tradiciones en los días festivos (Año Nuevo, Navidad, Día de Acción de Gracias, Hannukah, Eid)</td>
<td>· Valores de tu familia</td>
</tr>
<tr>
<td>· Viviendas (dónde vivimos)</td>
<td>· Expresar emociones</td>
<td>· Creencias religiosas</td>
</tr>
<tr>
<td>· Vehículos que usamos (carros, botes, snowmobiles)</td>
<td>· Actividades y pasatiempos/ deportes</td>
<td>· Ideas políticas</td>
</tr>
<tr>
<td>· Lengua</td>
<td>· Vacaciones</td>
<td>· Cosas importantes para tu familia.</td>
</tr>
<tr>
<td>· Reglas para la casa (edad de salir con amigos/novios, horas de toque de queda…)</td>
<td>· Responsabilidades de los padres e hijos</td>
<td></td>
</tr>
<tr>
<td>· Vestidos y ropa</td>
<td>· Tradiciones para celebraciones y rituales (cumpleaños, bodas, funerales…)</td>
<td></td>
</tr>
<tr>
<td>· Libros/revistas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Canciones/música</td>
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</tbody>
</table>
Ahora piensa en la cultura de tu familia. Escribe una lista muy específica sobre tu familia sobre sus productos, prácticas y perspectivas.

**LA CULTURA DE MI FAMILIA**

**PRODUCTOS**

1. Una receta o comida favorita de mi familia (no restaurantes!): __________________
   __________________________________________________________

2. Vehículos que usamos en mi familia para diversión: ___________________________
   __________________________________________________________

3. Reglas para la casa: _________________________________________________
   __________________________________________________________

MAS PRODUCTOS: Mira la lista de productos. Escribe 3 productos más que sean parte de tu cultura familiar.

4. ______________________________________________________________________
   __________________________________________________________

5. ______________________________________________________________________
   __________________________________________________________

6. ______________________________________________________________________
   __________________________________________________________

**PRÁCTICAS**

1. Tradiciones para el Año Nuevo: _____________________________________________
   __________________________________________________________

2. Tradiciones para celebrar cumpleaños: _____________________________________
   __________________________________________________________

3. ¿Cuáles son responsabilidades que tienen los padres en la casa? ______________
   __________________________________________________________
4. ¿Cuáles son responsabilidades que tienen los hijos en la casa? ____________________________
____________________________________________________________________________________

5. Pasatiempos y deportes: ____________________________________________________________
____________________________________________________________________________________

MAS PRÁCTICAS: Mira la lista de productos. Escribe 3 productos más que sean parte de tu
cultura familiar.

6. ________________________________________________________________________________
____________________________________________________________________________________

7. ________________________________________________________________________________
____________________________________________________________________________________

8. ________________________________________________________________________________
____________________________________________________________________________________

PERSPECTIVAS

Lo que es importante para mi familia: ____________________________________________________
-------

Si tu familia o tú practicáis una religión, cuál es? ¿Pertenecéis a alguna denominación concreta
de esa religión (católicos, luteranos, ortodoxos…)? ______________________________________

¿Cuáles son algunos valores o creencias importantes en tu familia?: ______________________
____________________________________________________________________________________
____________________________________________________________________________________
PREGUNTA FINAL

¿Cuál es el origen de algunos de los productos, prácticas o perspectivas de tu familia? (país, región o cultura de origen, religión…) Da ejemplos específicos de alguno de ellos, y cual es la influencia u origen de ese producto, práctica o perspectiva.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
PERCEPCIONES CULTURALES WORKSHEET

**Percepciones Culturales: YO**

País de origen de la familia: 

Hermanos/Orden de nacimiento: 

Tipos de películas o series de TV favoritos 

Mascota/animal favorito: 

Lenguajes que habla (aparte de inglés y español) 

Música Favorita: 

Intereses o Hobbies: 

Comida Favorita: 

**Percepciones Culturales: MI COMPAÑERO/A**

País de origen de la familia: 

Hermanos/Orden de nacimiento: 

Tipos de películas o series de TV favoritos 

Mascota/animal favorito: 

Lenguajes que habla (aparte de inglés y español) 

Música Favorita: 

Intereses o Hobbies: 

Comida Favorita: 
ESPEJOS Y VENTANAS

Comparte tu hoja de CULTURA FAMILIAR con tus compañeros. Encuentra al menos 3 ESPEJOS (Cosas en común) que tienes con tus compañeros y 3 VENTANAS (Cosas que no sabías y quieres saber más)

Usa la estructura del modelo para escribir frases completas!

VENTANAS

Mi compañero ____________________ tiene un elemento cultural muy interesante:
______________________________________________________________________________
______________________________________________________________________________
Quiero saber más sobre ello porque:
______________________________________________________________________________
______________________________________________________________________________

Mi compañero ____________________ tiene un elemento cultural muy interesante:
______________________________________________________________________________
______________________________________________________________________________
Quiero saber más sobre ello porque:
______________________________________________________________________________
______________________________________________________________________________

Mi compañero ____________________ tiene un elemento cultural muy interesante:
______________________________________________________________________________
______________________________________________________________________________
Quiero saber más sobre ello porque:
______________________________________________________________________________
______________________________________________________________________________

ESPEJOS

Mi compañero/a _________________________ y yo tenemos este elemento cultural igual/similar:
Mi compañero/a _______________________ y yo tenemos este elemento cultural igual/similar:
______________________________________________________________________________
______________________________________________________________________________

Mi compañero/a _______________________ y yo tenemos este elemento cultural igual/similar:
______________________________________________________________________________

Mi compañero/a _______________________ y yo tenemos este elemento cultural igual/similar:
______________________________________________________________________________
LESSON 12: LATIN AMERICAN THEMES PRESENTATION

Ideas para Investigación: Temas generales worksheet

IDEAS PARA INVESTIGACIÓN: TEMAS GENERALES

- Geografía de Latinoamérica
  - La cordillera de los Andes
  - El río Amazonas
  - Patagonia
  - Las Pampas
  - El Caribe
  - La selva amazónica
  - Las islas Galápagos

- Grupos sociales en Latinoamérica
  - Civilizaciones precolombinas
  - Diferencias sociales en países de Latinoamérica
  - Vida en ciudades de Latinoamérica
  - Vida en las zonas rurales de Latinoamérica

- Climas de Latinoamérica
  - Zonas frías de Latinoamérica
  - Zonas tropicales de Latinoamérica

- Productos y alimentos de Latinoamérica
  - Frutas de Latinoamérica
  - Comidas típicas de países de Latinoamérica
  - Coca
  - Tabaco
  - Mate

- Historia de Latinoamérica
  - Imperios precolombinos
  - Conquista de Latinoamérica
  - Liberación de Latinoamérica
  - Dictaduras en Latinoamérica
  - Revoluciones en Latinoamérica
  - Conflictos y guerras en Latinoamérica (p.e. Falkland)

- Deportes de Latinoamérica
  - Fútbol
○ Beisbol
○ Jugadores y atletas famosos
○ Eventos deportivos importantes
● Personas famosas de Latinoamérica
● Cultura de Latinoamérica (literatura, arte, música, cine…)
  ○ Escritores famosos y obras famosas
  ○ Artistas famosos
  ○ Músicos y bandas famosas
  ○ Tipos de música de Latinoamérica
  ○ Bailes de Latinoamérica
  ○ Directores de cine de Latinoamérica

NUESTRAS IDEAS:

TEMA MUY GENERAL:

TEMA GENERAL:

**TEMA CONCRETO:** _____________________________________________________

Ideas para sus subtemas (mínimo de 5; hagan una tormenta de ideas de más de 5. Luego pueden elegir cuáles van a usar en su proyecto)
LESSON 13: CARAS DE AMERICA

Yo y un Inmigrante Famoso worksheet

YO Y UN INMIGRANTE FAMOSO

YO

Nombre:

Género:

Uno de los países de origen de mi familia es:

Mi “Space Jam” va a ser:

-------------------------------------------------------------------------------

INMIGRANTE FAMOSO

Nombre:

Género:

País de origen:

Famoso/a por:

CONSEJO PARA BUSCAR INFORMACIÓN - Busca en Google “Famous COUNTRY immigrant MEN/WOMEN” (Por ejemplo: “Famous Spanish immigrants men”; “Famous German immigrants women”)
CARAS DE AMÉRICA

Nombre:

País de Origen:

Famoso/a por;

----------------------------------------

FACES OF AMERICA

Name:

Country of origin:

Famous for:

FOTOGRAFÍA
BIBLIOGRAPHY


“Fiddler on the roof; Tradition” movie clip. https://www.youtube.com/watch?v=gRdfX7ut8gw


“Latinoamérica” by Calle 13. https://www.youtube.com/watch?v=DkFJE8ZdeG8

