

Lesson Plan for: Identity Unit

Comment [AR1]: Coherent and motivating lessons. They provide a very good glance at the unit. I would like to see the actual activities you designed. Remember to include rubrics.

Title: ¿Quién soy? (Day 2)

Subject Grade Level:

Spanish: level 2
Grade: 9 & 10

Standards:

- **FLL Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **FLL Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **FLL Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Purpose:

The purpose of this lesson is for students to explore the meaning behind identity through the appearance of each character by defining different traits that they possess. Students will also explore the meaning of stereotyping. Through character investigation students will identify each character through their appearance and lead a discussion of how individuals perceive others differentiate with how they perceive themselves.

Objectives:

- Students will be able to use descriptive words to identify each character.
- Students will be able to communicate their opinions and ideas of others in Spanish.
- Students will be able to discuss the meaning behind stereotyping.

Specific Literacy Strategy:

- **Character investigation:**
Allows the students to review and use descriptive words to explore the various traits of characters with the concept of identity in mind.

Instructional Content:

<p>Teacher:</p> <p>Set Induction:</p> <ul style="list-style-type: none">• Sponge activity: Cartoon illustration about a person's appearance will be put up on the projector.• What is illustrated in this cartoon? (about appearances)• Students will be given an agenda or the objectives of today's lesson. <p>Teaching activities:</p> <ul style="list-style-type: none">• Character investigation:	<p>Student:</p> <ul style="list-style-type: none">• Students will comment in their journals about this illustration in Spanish.• Students will then share their comments.
<p>Preparation: Students will be grouped in 4's or 5's. They will then be given a picture of a "personaje" and a graphic organizer to prepare them for their small group discussions.</p> <ul style="list-style-type: none">• I will facilitate and walk around making observations of their discussions.• Once the group records these answers together the class will share their picture and their findings.	<ul style="list-style-type: none">• Individually in their groups they will write 8 traits in their graphic organizer about the characters. At the bottom of this they will write a small description about who they think this character is (writer, doctor, students etc.) and what made them come up with these predictions.• Students will then share their finding with their groups recording on a piece of paper as a whole group: who are these people? How can you tell? How does their appearance define who they are? What clues in their surroundings help to identify who they might be? Do they have more than one identity? Is it possible this person has an identity opposite from the one you perceive?• Students will orally present their character to the class with their findings.

Comment [AR2]: Very well designed activity

Comment [AR3]: You should have provided this.

<ul style="list-style-type: none"> • Students will then be handed in small descriptions of each character. • After each description is read students will be asked to reflect and write down what did this activity tells us about identity? <p>Closure:</p> <ul style="list-style-type: none"> • After discussing how identity can be shaped through appearances they will be asked to write in their journals based on what they learned through the activity. 	<ul style="list-style-type: none"> • Students will read each description as a class and after each description they will identify who is being described. • Students will be asked to think, pair and share as a class their opinions and comments. • Students will answer in their journals: how does your appearance define who you are and how others perceive you? Can you have multiple identities?
<p>Assessment:</p> <ul style="list-style-type: none"> • Sponge activity • Think pair and share how identity is shaped • They will apply what they learned through the activities about identity. A reflection question will be given 	

Reinforcement/ enrichment:
Students will be assigned to groups heterogeneously.

- The lesson plan addressed MI: verbal linguistic, intrapersonal, interpersonal and visual learners.
- Character investigation not only helped develop the definition of identity but it also help them develop their thinking, writing and oral skills as they used descriptive words to define and individual.

Comment [AR4]: It will also help them be successful in the final performance task.

Materials:

- 5 Pictures
- Person descriptions
- Cartoon illustration
- Overhead projector
- Journals

Lesson Plan for: Identity Unit

Comment [AR5]: Rich and interesting content. Subject to spark a lot of conversation and debate.

Title: “De America yo soy...” (Day 3)

Subject Grade Level:

Spanish: level 2
Grade: 9 & 10

Standards:

- **FLL Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **FLL Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **FLL Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Purpose:

The purpose of this lesson is for the students to explore the meaning of what it means to be from “America” through the learning of the song America by the group Los Tigres del Norte. Discussion of how some Latinos identify themselves as “American” will arise as they perform activities such as “save the last word” and discuss as a class.

Objective:

- Students will be able to read lyrics from a song written in Spanish.
- Students will be able to discuss what it means to be from “America”
- Students will be able to reflect on how others identify themselves and how other individuals identify others through appearances.
- Students will be able apply what they have learned about how others perceive themselves and others to reflect on themselves and their culture to understand how it defines who they are.

Specific Literacy Strategy:

- **Sponge activity:** on their own students will analyze the quote given to them to activate their prior knowledge and get them ready for the lesson.
- **Save the last word:** this strategy will be used to help students summarize what they have read, connect what they have read to other text or personal experiences and draw conclusions. This way everyone will be participating and will share their opinions about the reading without having the fear of being wrong. It is a safe way to have each of the students comments heard.

Instructional Content:

<p>Teacher:</p> <p>Set Induction:</p> <ul style="list-style-type: none">• The sponge activity with the quote, “ De América yo soy...Del color de la tierra yo he nacido, Por herencia mi idioma es castellano. Los del Norte dicen que soy Latino, No me quieren decir Americano.” – Los Tigres del Norte will be already set up on the over head projector as the students walk in to class.• As they walk in they will be asked to read this quote to themselves and to respond to it. They will write comments opinions, how they feel or what they believe the person is trying to say.• Students will be asked what does this quote tells us about what we will be discussing today in class.• Students will then be told that today’s lesson we will be using this song to open up a discussion on how we identify ourselves based on where we live and our culture and how others might perceive who we are based on appearances (stereotyping). <p>Teaching activities:</p> <ul style="list-style-type: none">• I will hand out the lyrics to the song.• We will read the lyrics as a class• I will play the song for the students.• Save the last word strategy will be introduced.	<p>Student:</p> <ul style="list-style-type: none">• Students will respond in their journals• After answering in their journals volunteers will share their responses about the quote to the rest of the class.• Volunteers may answer.• Volunteers will read the lyrics outloud• Students will listen and follow the song along with the lyrics• As the song plays they will pick out a quote from the song.
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<p>Preparations:</p> <ul style="list-style-type: none"> • I will ask students to take a min and as the song plays again to circle a quote from the song they thought was meaningful and interesting. • I will hand out index cards and ask them to write this quote on one side and write a comment on the other side as to why they liked the quote. <p>Beginning the activity:</p> <ul style="list-style-type: none"> • Students will then be grouped by 4's or 5's and they will be seated eye to eye knee to knee they will also be given written directions they should follow during the activity. • As the students perform their activity I will be walking around observing and listening to each other's comments and making sure they stay on task. <ul style="list-style-type: none"> • I will ask students to arrange their seats again in a circle. <p>Open the discussion:</p> <ul style="list-style-type: none"> • I will ask so what were some comments you heard about your quote? Do you agree or disagree? • I will facilitate the discussion stating my own opinions and asking questions like: So what does this tell us about how people perceive us? What does this tell you about yourself as an individual? Does where we live influence who you are? Does our culture and the way we live influence our identity? <p>Closure:</p> <ul style="list-style-type: none"> • Students will be asked to reflect on what they have discussed today in class. About how perceive ourselves and how others 	<ul style="list-style-type: none"> • Students will be given a couple of minutes to write the quote and their explanations of choosing the quote. <ul style="list-style-type: none"> • When performing the activity one student will state their quote they got from the lyrics of the song without giving their explanation about the quote. • The students will then go around clockwise and each member of the group will comment on the quote: what they liked or didn't like about it, connections, agreement or disagreement with the author. • The student who wrote the passage gets to have the last word as the student reads their reason for choosing the quote. <ul style="list-style-type: none"> • Students will each state their quote as we go around the circle. <ul style="list-style-type: none"> • Students will be asked to volunteer on the comments they heard during the activity. • During my facilitating students will be actively state their opinions and comments about questions that arise as the conversation develops. <ul style="list-style-type: none"> • Students will respond in their journals: How does my culture, lifestyle and where I live identify who I am? For
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perceive others and how culture and where they live define who they are.

example in the song the writer sees himself as an “American” but Americans from the “north” see him as a Latino. How do you see yourself based on ethnic background (American, French, Italian, Dominican) and how do you believe others see you?(white, black, Latino)

Assessment:

- Activation of student’s prior knowledge during the sponge activity.
- Teacher observation during “save the last word”
- Class discussion
- They will apply what they learned through the activities about identity in the way they perceive themselves and how others might perceive them. A reflection question will be given

Reinforcement/ enrichment:

Students will be assigned to groups heterogeneously.

- The lesson plan addressed MI the cubing: verbal linguistic, intrapersonal, and interpersonal learners.
- Save the last word: allows everyone to incorporate their answers and participate and prepares them for the class discussion.

Materials:

- Lyrics
- CD of the song/ radio or computer
- Index cards
- Journals
- Over head projector

"De América Yo Soy" Los Tigres Del Norte

Comment [AR6]: Very appropriate and motivating.

Haber nacido en América es como una bendición,
Tierra de bellas imágenes que alegra al corazón.

Mosaico de mil colores,
Bellas mujeres y flores.

Para los pueblos de América les canto mi canción

De América yo soy
De América yo soy

"Del color de la tierra yo he nacido,
Por herencia mi idioma es castellano.
Los del norte dicen que soy latino,
No me quieren decir americano.

Soy gaucho al galope por las pampas.

Soy charrúa, soy jibaro, utumano, soy chapín,
esquimal, príncipe maya, soy guajiro, soy charro Mexicano.

Si el que nace en Europa es Europeo,
y el que nace en el África Africano,
He nacido en América y no veo
por que yo no he de ser Americano.

Por que América es todo el continente,
y el que nace aquí es americano.

El color podrá ser diferente,
mas como hijos de Dios somos hermanos."

En Argentina, Colombia, Ecuador, y Paraguay.

Así Chile, Costa Rica, Salvador, y el Uruguay.

Venezuela y Guatemala.

México, Cuba, y Bahamas.

Todos son americanos sin importar el color.

De America yo soy (4x)

Lesson Plan for: Identity Unit

Title: Introduction to Frida Kahlo's through Jonah Winter's "*Frida*" book. (Day 8)

Comment [AR7]: A very appropriate transition.

Subject Grade Level:

Spanish: level 2
Grade: 9 & 10

Standards:

- **FLL Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **FLL Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **FLL Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Purpose:

As the students spent their first week reflecting on their own identity through songs, poems and videos this lesson will transition to how identity can be reflected through art. Frida Kahlo through her art work shows how her identity is shaped due to certain circumstances and obstacles she faces through life. The purpose of this lesson is to introduce the students to this Mexican artist. The book being used in this lesson is a simple children's book written in Spanish but it has great illustrations and the reading is very easy and understandable. Although the book only introduces her life as a child it gives the students room for questions about this artist's life and her artwork.

Comment [AR8]: Excellent and very interesting change of focus. Also motivating and interesting.

Objectives:

- Students will be able to explain other ways identity can be represented.
- Students will be able to create foldables to organize ideas and questions about Frida.
- Students will be able to communicate with classmates on the topic being studied.
- Students will be able to work collaboratively to better understand

Specific Literacy Strategy:

- **KWLS foldable:**
Foldable will be used to quickly organize, display and arrange data that students already know, would like to know and have learned about Frida and her artwork as the unit shifts its focus on Frida and identity through her artwork. The KWLS chart should help keep students engaged and it should serve as a continual "post reading" activity as we continue to study Frida.

Instructional Content:

<p>Teacher:</p> <p>Set Induction:</p> <ul style="list-style-type: none">• Sponge activity: Think of the various representations we have created and seen so far about identity (pictures, songs, poems) In what other ways can identity be reflected? • I will set up an agenda for today's objectives. <p>Teaching activities:</p> <ul style="list-style-type: none">• This opportunity will be used to bring up Frida.• Creating KWLS Foldables. • Jonah winter's book "Frida" will be introduced to the class.	<p>Student:</p> <ul style="list-style-type: none">• Students will comment in their journals• Students will be asked to share their comments. • Students will create a list of famous artists they have heard of...any artist. They will share out names they came up with and see if any Latin-American or Spanish artists were mentioned.• With Frida in mind they will create their foldables. The students will then fill out their charts writing 2 things they know about Frida or her art. They will also be asked to write 3 things they want to know about Frida.• Once the foldables are filled out students can share things they know or want to know by writing some responses on the board. • Volunteers will read a page.
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<p>Closure:</p> <ul style="list-style-type: none"> Journal 	<ul style="list-style-type: none"> As students read they should write down things they are learning in their foldable. Once the story is finished they will be asked to share something they have learned as a form of review of the book. They will be asked to write these on the board They will then be asked to write 2 things they still want to learn and share these with the rest of the class writing them down on the board. <ul style="list-style-type: none"> Students will answer in their journals: Based on what we have been doing so far (exploring the concept of identity) why do you think I have chosen to introduce Frida Kahlo and her art work? Does this have anything to do with identity?
<p>Assessment:</p> <ul style="list-style-type: none"> Sponge activity KWLS foldable 	

Comment [AR9]: Content is accurate and aligned with evidence designed.

Reinforcement/ enrichment:
 Students will be assigned to groups heterogeneously.

- The lesson plan addressed MI : verbal linguistic, intrapersonal, interpersonal and visual learners.
- KWLS: help the students the progress they make as they explore and learn about identity through Frida Kahlo’s life and artwork.

Materials:

- scissors
- color paper
- overhead projector
- Jonah Winter’s “Frida”
- Journals