



MA State Standards addressed by the lesson (Include minimum of two state frameworks goals for this subject and grade level that this lesson aligns to):

1. PreK–12 STANDARD 1 Interpersonal Communication

Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.

2. PreK–12 STANDARD 2 Interpretive Communication

Students will understand and interpret ideas and information written or spoken in a language other than English.

3. PreK–12 STANDARD 4 Cultures

Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts

National Education for Sustainability Standards addressed by the lesson (Include minimum of two EfS standards that this lesson aligns to):

1. EfS Standard 2. 3 Economic Systems: Globalization: Students identify and describe the pros and cons to eating particular foods year round and what the environmental implications of "unconscious eating patterns" are.

True (or full) cost accounting: Students will identify and consider the social and environmental costs of fruit.

2. EfS Standard 2.4 Social and Cultural Systems: Social Justice: Students research and discuss the roles and rights of migrant farmers in the US fruit industry past and present.

Brief Summary of Unit (including curricular content and unit goals):

In this unit, students will read, understand, discuss, and write about the short story "Cajas de Cartón" by Francisco Jiménez. Through reading this fictional first-hand perspective of a boy who, like his parents, is a migrant farmer who must again move to the next place upon completion of the harvesting season, students will read and understand the story, and then make connections between the story and their lives, particularly in regard to three themes: 1) work- the reality of work and salary; 2) moving- the emotional impact of a person moving; and the cost and impact of fruit and products moving across the country, and 3) fruit- the real and hidden costs of the fruit that we eat. Through a series of questions in the pre-reading activity, students will discuss the roles of work, moving and fruit in their own lives. As they read the text, students will be asked to use the mark-it-up strategy of note taking, recognizing particular grammar structures, identifying new vocabulary, noting point of view and character development, and flagging bigger questions, as they arise. In the post-reading activity, students will be asked to make comparisons, think critically, and recognize their life and role in a global society. Students will read and understand, discuss and debate, and write a critical reflection in the target language.

** The format & strategies of this lesson plan can be adapted for any story.

Stage 1 – Identify desired results

Enduring understandings (what understandings are desired?):

Students will understand that: they are members of a global society, that there are social and environmental costs of the products they consume, and that literature is a social text.

Essential questions (what essential questions will be considered?):

What is the role of work in my life?

What impact does moving have on people and things?

What are “hidden” social and environmental costs?

Outcomes (what key knowledge and skills will students acquire as a result of this lesson/unit?)

Students will know...what words to use to discuss migrant farming in Spanish, and the role that migrant farming plays in some Spanish speaking populations. Students will ignite their background knowledge of key concepts and vocabulary, as well as critical thinking skills in English in order to develop these skills and acquire this vocabulary in Spanish.

Students will be able to...read, discuss, and critically reflect upon the short story, both in writing and in oral debate in the target language. Students will be able to make connections between the life of the character in the story, and their own.

Language objectives: Students will review the preterit/ imperfect contrast and will be able to read, speak and write in Spanish distinguishing between the two; students will also review and use season vocabulary, and acquire and use new vocabulary about moving and harvesting. Additionally, students will demonstrate higher thinking skills as they reflect on themes in the story and application in their daily lives using first person statements of opinion in the affirmative (Creo que, opino que, pienso que...) and the negative (No creo que..., No opino que..., no pienso que...

Stage 2 – Determine acceptable evidence

Performance tasks (what evidence will show that students understand?):

Students will participate in paired and whole class discussions answering pre-, during, and post reading questions.

Students will mark up their texts as they read- identifying new vocabulary, underlining main ideas, and highlighting

story development.

Students will create a story map, identifying key concepts, characters, and moments.

Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Formative assessments: Ongoing journal- reading logs- journal written reflection

Summative assessments: Final essay

Socratic seminar-style whole-class discussion.

Stage 3 – Learning activities and lesson plan

Learning activities (what will students do and what will you, the teacher do, to prepare the students to achieve the desired outcomes?:

Pre-reading strategies:

1. Activate prior knowledge
2. Tuning,

Reading strategies:

1. Mark-it-up reading
2. Reading log & reflections
3. Read aloud
4. Story map

Communicative activities:

1. Socratic-style seminar

Day 1: Pre-reading questions & reading technique

Preparation: Pre-reading questions are written on the black board when students arrive. One may be given as homework the night before.

Antes de leer:

1. ¿Tienes un trabajo? ¿Qué haces? ¿Cuánto ganas? ¿Con qué frecuencia trabajas? (sólo en el verano, todos los fines de semana, una vez a la semana, todos los días, etc) ¿Te gusta trabajar? ¿Por qué?

2. ¿Cuánto tiempo hace que vives en tu casa o apartamento? ¿Mudaste alguna vez?
3. ¿Qué fruta te gusta comer? ¿Dónde crece? ¿Quién la pizca?

Pre-reading questions (translation):

1. *Do you have a job? What do you do? How much money do you make? How often do you work? (only in the summer, every weekend, once a week, every day, etc.)*

2. *How long have you lived in your house or apartment? Have you ever moved?*

3. *What fruit do you like to eat? Where does it grow? Who picks it?*

1. Students are asked to first read the questions, then to respond in writing in their reading logs. Students should be allowed to consult their dictionaries, to *look-up and list* words they need but do not know in order to answer these questions in the target language. (20 minutes)

2. Students are asked to share responses in pairs. (5 minutes)

3. Students are asked each of the questions aloud, and share their responses with the class.

4. Teacher “tunes” the response/ discussion to introduce the story of the boy, his job, having to move by the season, and being a migrant worker.

5. Teacher passes out copies of the story, and introduces or reviews the mark-it-up reading strategy, wherein students receive their own copies of the text, and are expected to underline new words and highlight important details, descriptions, and passages, and go back through, looking up the underlined words and noting them in the margin.

Homework: Mark-it-up/ read the first 2 pages of the story & reflect (@ least 1 paragraph per page)

Extra credit: Students may earn extra credit points by affixing stickers from fruit to their reflections in their reading logs all week.

Day 2: Read & Reflect

1. Quiz -3 questions, 2 closed and 1 open- (10 min)

2. Read aloud with interruptions (20 min)

3. Story map (10 min)

Homework: Students are asked to summarize and reflect and/or continue the discussion in their reading logs (@ least 1 paragraph) & then mark-it-up read the next 2 pages.

Day 3: Story charades or with scenes or objects

1. As they come in students are given a number 1-6
2. Students get into small (random) groups
3. Each group is given a scene or theme from the story.
4. Each group acts out their prompt without words, other groups guess.
5. Discussion (in target language); discussion is geared toward the essential questions.

Homework: Mark-it-up Read & Reading log (Finish)

Day 4: Read & Reflect & Bigger Questions

1. Quiz -3 questions, 2 closed and 1 open- (10 min)
2. Read aloud with interruptions (10 min)
3. Review quiz/reflection questions; ask for comprehension questions; bigger questions (10 min)
4. Finish story map, add characters with thought bubbles/ how the character feels & thinks (10 min)

Homework: Prepare thoughts and notes for Socratic-style discussion, using & building off of essential questions, through the lens of education sustainability. (Work, moving, hidden social and environmental costs)

Day 5: Socratic-style Discussion

1. Students are seated in a circle, facing each other. Students may use notes & dictionaries; though will not receive maximum credit for reading).
2. ¿Quién quiere empezar?" Discussion is student-run, teacher throws out the object (like the conch in Lord of the Flies- but must be softer!) And students pass it around- interested students raise hands when ready to speak, student with the object finishes, passes the object. Teacher stays silent, keeps track of conversation points- 1pt for comments, 2pts for upper-level questions, 2pts for answering other students' questions.

Homework: prepare for essay.

Day 6: Essay/ timed writing assessment

- with access to story map, reading logs and key vocabulary.

Question: TBD

Extensions:

Project with: US Bracero Program; Cesar Chavez & "Sí se puede"; migrant workers

Resources:

The full text of this story is widely available on-line.

Unit title: **Póngase en la onda verde:**

**Teaching the Usted Commands using EPA tips to save the environment
& Using the ir + a + infinitive structure to Make a Personal Action Plan**

Grade level: Spanish 2, Spanish 3 (in review)

Subject/course: Spanish 2 or Spanish 3

Designed by: Liz Hauck

School: Boston Latin School

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National Education for Sustainability Standards addressed by the lesson (Include minimum of two EfS standards that this lesson aligns to):

1. 3.1 Personal Action- Personal Responsibility Students will create a personal action plan, outlining steps they can take to live a more sustainable lifestyle.

2. 2.2 Ecological Systems- Respect for Limits Students will understand that reduction of their own consumption of resources can have an impact on the environment.

Brief Summary of Unit (including curricular content and unit goals):

In this unit, students will learn and practice the negative and affirmative Usted and Ustedes commands in Spanish through a series of environmental tips put together by the US Environmental Protection Agency. Students will access, understand, and apply the advice to their own experiences and lifestyles. After learning and practicing the Present Imperative structures, students will use the Ir + a + infinitive structure to create a personal action plan, outlining the steps they are going to take to tune their own choices and “go green” (in Spanish, get on “la onda verde”).

website: www.epa.gov/earthday/espanol/consejos.htm

Stage 1 – Identify desired results

Enduring understandings (what understandings are desired?):

Students will understand that: reducing their own consumption of resources can have a significant impact on the environment.

Essential questions (what essential questions will be considered?):

What *can be done* to live more sustainably?

What *will I do* to live a greener lifestyle?

Outcomes (what key knowledge and skills will students acquire as a result of this lesson/unit?)

Students will know...that the earth's resources are not interminable and that the waste they produce is having a negative impact on the environment.

Language Objectives:

Students will be able to (1.) understand affirmative and negative commands in the Usted and Ustedes form, and (2.) distinguish between the Indicative ("One should shut off the lights before leaving a room") and the Imperative ("Shut off the lights before you leave a room"). *Students will also be able to* (3.) use the Ir + a+ infinitive structure to make a list of steps they intend to take to live a greener lifestyle ("I am going to shut off the lights before I leave a room").

Stage 2 – Determine acceptable evidence

Performance tasks (what evidence will show that students understand?):

Students will create a personal action plan, enumerating steps they can take to reduce their energy usage and waste, increase their own activity level and awareness around environmental issues.

Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):

1. Quiz & test- on the Usted and Ustedes affirmative and negative commands.
2. "UN-TRASH CAN"- a poster or bulletin board designed to look like a mesh trash can- on it, they stick (on post-it notes or little pieces of <recycled!> paper) things they have NOT thrown away, written in the target language. Like, "I took a 7 minutes shower instead of a 30 minute shower," "I did not print out a 10 page article, I wrote down quotes and the citation information," "I took the bus to the movies instead of asking for a ride," "I ordered tofu instead of beef," etc). The board serves as a visual representation of how students are following through on their action plans.

Extensions- time permitting:

2. Poster/ public service announcement- Students create a poster or print ad, geared toward raising awareness around

a particular issue- water, meat consumption, electricity, gas/carpooling, etc. Students are encouraged to

submit their ads as artwork to school publications.

3. Dialogue- in pairs, students act out Consejos (tips/advice) written on slips of paper and other students have to

guess in the target language.

Stage 3 – Learning plan

Learning activities (what will students do and what will you, the teacher do, to prepare the students to achieve the desired outcomes?:

Part 1: Teaching the Imperative forms/ Usted Commands

> For the second language instruction (Usted Commands), teachers use their respective textbook.

Part 2: Consejos Ambientales del EPA (EPA environmental advice)

[Página principal de EPA > Día del Planeta Tierra> Consejos ambientales](#)

> The EPA page is introduced as an authentic text. The role and mission of the EPA is explained in the target language (at least 80%). Depending on school resources & paper tendencies, it can either be accessed on-line by students in a computer lab, or printed & Xeroxed by the teacher. The text may be adapted, as appropriate, and key vocabulary should be introduced. However, a significant percentage of “new words” to the advanced beginner student are cognates; at the teacher’s discretion, it may make sense to have students read through the text identifying and looking up unknown words on their own.

>> Text may be introduced prior to explicit grammar teaching, or after.

For review, it should be introduced prior to review, as a portal for review and platform for discussion and introduction of this thread, which ideally would be woven through other lessons- water, energy, recycling, etc.

For first-time teaching, it may be more successful to introduce the text after going over the forms. Then, students could be given the text and asked to read it, highlighting the Imperative verb forms

and underlining new vocabulary. If the text is introduced in electronic format, some equivalent note-taking strategy should be outlined.

Steps:

1. Students read the text
2. In pairs, students are assigned one or two consejo(s) to prepare & present.
3. Pairs present.

Part 3: Acting out the Consejos ambientales

1. As they come in students are given a number 1-6
2. Students get into small (random) groups
3. Each group is given one of the consejos to act out.
4. Each group acts out their prompt without words, other groups guess.

Part 4: Creating a personal Action Plan

1. Either in class or for homework, students create a personal action plan using the Ir+a+ Infinitive (again, explicit grammar teaching/review of this structure is reinforced by the respective textbook.).
2. Students share their plans in pairs, and then with the class.
3. Class creates an "UN-TRASH CAN"- a poster or bulletin board designed to look like a mesh trash can- on it, they stick (on post-it notes or little pieces of <recycled!> paper) things they have NOT thrown away, written in the target language. Like, "I took a 7 minutes shower instead of a 30 minute shower," "I did not print out a 10 page article, I wrote down quotes and the citation information," "I took the bus to the movies instead of asking for a ride," "I ordered tofu instead of beef," etc). The board serves as a visual representation of how students are following through on their action plans.