**Name:** Jessica Zakhary

**Course/Grade:** Spanish I, 9th grade

**Unit Title:** ¿Quiénes somos? (Who Are We?)

This unit includes topics of local and global significance, inviting students’ deep cognitive, social, and emotional engagement. It also gives students the skills they need to “investigate the world,” “recognize perspectives,” and “communicate ideas,” which are three of the four global competencies in *Educating for Global Competence.*

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS Goal 1: In the target language, students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinion. (1.1)Goal 2: Present information, concepts, and ideas to an audience of listeners on a variety of topics. (1.3)Goal 3: Demonstrate an understanding of the relationship between the practices, products, and perspectives of the culture studied. Begin to experience songs, stories, games, traditional celebrations, art, literature, film, and other products of the cultures being studied. (2.1, 2.2)Goal 4: Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Use new information and perspectives to expand students' personal knowledge. (3.2)Goal 5: Demonstrate understanding of the nature of language through comparisons of the target language and the native language. (4.1)Goal 6: Recognize that other cultures use different patterns of interaction and can apply this knowledge to their own culture. Compare simple patterns of behavior, identify different cultures' belief/value systems, observe customs of different regions and countries. (4.2)Goal 7: Use the target language both within and beyond the school setting, acquire information about the target language and culture (5.1)Goal 8: Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment, write simple letters or emails in the target language to the teacher and/or classmates (or peers abroad). (5.2)  | ***Transfer*** |
| *Students will be able to independently use their learning to…* T1: Respect and value diversity among various cultures of the Spanish-speaking world.T2: Communicate with an e-pal or peer in the school in simple Spanish, discussing names and identityT3: Investigate different ways of life and the contributions of other cultures to the world at large and the solutions they offer to the problems of humankind. |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*U1: Other cultures have different ways of naming people - including traditions for naming babies, having middle names, the origin of last names (surnames) and the number of names a person has. U2: Other cultures sometimes have different core values, beliefs, and senses of identity, e.g. individualistic, communal, familial, and therefore think of themselves differently and behave somewhat differently than Americans do. U3: Diverse cultures can also share similar core values and may not always be as different as they seem.U4: Understanding different perspectives from other cultures allows us to look more introspectively at ourselves and recognize our own perspectives better. | ESSENTIAL QUESTIONS EQ1: What does a name mean/say about a person?EQ2: Who are you? How do you know? Where did you get this identity from?EQ3: Where did your first, middle, last name(s) come from? What could it say about you? Do you "fit" your name?EQ4: What are the similarities and differences between the way people receive names in your culture and other cultures?EQ5: What is the importance of knowing the traditions and values of other cultures?EQ6: How can your new global perspectives on identity and names help you connect with a person from a different (Spanish-speaking) culture and participate in multicultural communities near your home? |
| ***Acquisition*** |
| *Students will know…*K1: The way they received their own namesK2: How to communicate who they are in Spanish (including various grammar and vocabulary concepts like "ser" and words for family members). K3: The perspective/culture they come from, and how it shapes their identity.K4: The perspective/culture of another person from a different country (e-pal), and how it shapes his/her identity.K5: The similarities and differences between their own perspectives and the other person's.K6: Any particular naming/identity forming rituals or customs related to the target culture (e.g. baptism, taking father's first name as their middle name)  | *Students will be skilled at…* S1: Analyzing their own perspective and personal history.S2: Interviewing their parents/guardians on a specific topic and recording answers.S3: Synthesizing interview information into a cohesive summaryS4: Finding and using reliable sources on the internet to access relevant information on the topic. S5: Summarizing information found on the internet during research, avoiding plagiarismS6: Using various forms of technology to create presentations on a topic (Power Point, Prezi, video, etc.)S7: Collaborating with a group (of students speaking with students from the same country)S8: Developing and giving an interesting, well-organized presentation with a groupS9: Writing an e-pal in another country (in Spanish)S10: Relating to and participating in other cultures and self-reflecting on identity and personal perspectives |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Demonstrates ability to develop insightful, critical-thinking questions to interview family members about the history behind students’ names, family, and cultural traditions 2. Utilizes a variety of relevant beginning level Spanish vocabulary and grammar to communicate effectively with the class about identity (personality characteristics, physical characteristics, name, nationality, place of origin, family relationships, etc.)3. Provides a well-written, interesting reflection on personal identity, including anecdotal details about family interviews, showing the student’s individual voice4. Communicates effectively and authentically with native Spanish speakers in beginning level Spanish about their identity (asking and answering questions, sharing information, etc.)5. Uses internet tools and sources effectively to research and communicate with native speakers; cites sources of information accurately; evaluates the usefulness and reliability of informational sources on the internet 6. Evaluates technology tools and resources and chooses appropriate methods of presenting research in an innovative, interesting manner7. Creates interesting, thorough audiovisual presentations that invite audience participation and demonstrate deep personal reflection8. Demonstrates effective organization and time management during collaborative portions of the project | TRANSFER TASK(S): (3-4 weeks total – 10 class periods of 90 minutes) **1. Create a Personal Identity Profiles:** Students will be given the essential question of “¿Quiénes somos?” (Who are we?) and be asked to think about what characteristics and traits make us who we are. Students (in groups) will create lists of the characteristics that they think define people as individuals (i.e. nationality, religion, birth order, hobbies/interests) and then create lists of trait adjectives to describe people in each category (Nicaraguan, Catholic, only child, athletic, artistic). Then, students will be tasked with looking up the Spanish translations for their lists and creating their individual identity profiles on their own. 2. **Create an Identity Interview question list:** Students will work in groups to create a list of interview questions for family members regarding the origin of their names and identities. Interview questions should be open-ended (not “yes-no” questions) in order to promote authentic conversation between students and their family members. Care should be taken to ensure students’ questions ask about family history, cultural roots, genealogy (if known), and how the decision was made to give them their names.3. **Conduct Identity Interviews and Record Responses:** (For students that might have difficulty contacting biological family members to interview, they may skip the questions on the origins of their names.) Students will conduct interviews with family members using their questions and record their answers using digital media (voice recorder, video camera, etc.). In class, students will share their interviews with their group members in order to create a synthesis of their findings and analyze similarities and differences among the group members. They will then put their group summary into an audiovisual presentation (video, Power Point/Prezi),**4. Identity Discussions with Native Spanish-speaking ePals:** Students will first create and then ask their ePals questions in Spanish about their names, family story, cultural roots, similar to the questions they asked their family members. After interviewing ePals, students will record answers and write a reflection on how the interview went, including any language breakdowns, cultural misunderstandings, or lingering questions they have about their ePals. **5. Group Reflection on Identity - Similarities and Differences:** In groups, students will work to discuss their personal identity interviews and their conversations with their ePals. They will then create a comparison chart (Venn Diagram or similar graphic organizer) to show the similarities and differences (overall) between American concept of identity and Spanish-speakers’ (in general).**6. Creating an Audiovisual Presentation:** Students will create an audiovisual presentation detailing the work they did, including the questions they created, the results of their interviews, and the conversations they had with their ePals. The presentation should include and introduction of each group member (made in Spanish), photos of family members interviewed, ePals (if possible), excerpts (audio or video if possible) of interviews, and a conclusion with a meaningful reflection put together by the entire group. **7. Presentation to Classmates:** Students must present their projects to the class as a group. The project presentations will be grade based on a rubric with the evaluative criteria. The presentations can be made in person or in video format.  |
|  | OTHER EVIDENCE: 8. Observation and assessment of Spanish grammar and vocabulary related to identity during identity profile and ePal interview question writing process9. Observation of ePal conversations10. Evaluation of interview results 11. Observation of groups during collaborative time |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction** Unit Introduction: Chimamanda Adichie – TED Talk “The Danger of a Single Story” <http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html> As an introduction to our unit, students will view Adichie’s TED Talk and do a quick write journal on the “single stories” that have been told about them due to their culture, religion, race, socioeconomic level, etc. AND about a single story that they have had of another person due to misunderstandings.
* After being posed the essential question of this unit - “¿Quienes somos?” - students will discuss in groups of two or three what makes a person unique and shapes his/her identity. Then they will individually fill out an “Identity Profile” in English, with questions asking basic information about their name, personality characteristics, physical traits, ethnicity, religion, culture, interests/hobbies. They may add any information they know that they think defines their identity, including family structure, health, hopes and dreams, etc. After completing the profile, they will be assigned the task of using a Spanish translation website to translate the adjectives that describe them and find the infinitive forms of all the verbs they used in their profile.
* NPR TED Radio Hour: “Identities” <http://www.npr.org/2013/10/06/229879937/identities> Students will listen to this broadcast for homework and write reflections about identity and what their journeys to become who they are have been like so far; what their “vertical” vs. “horizontal” identities are, which identities they have embraced and which ones they have not. Then students will go back and revise their “Identity Profiles” after listening to this broadcast.
* **Spanish language lessons:**
* Spanish grammar lessons on the verb “ser” (to be) and the usage of the verb generally with permanent characteristics of people and things (vs. “estar” used mostly with temporary descriptions). Students practice conjugation of “ser” in sentences and questions related to identity to expose them to a variety of adjectives used to identify people.
* Lesson on descriptive adjectives matching nouns in number and in gender. Practice using making adjectives match nouns in number and gender on classzone.com (textbook website) and a game I have created on purposegames.com. Then they will use “ser” to write descriptive sentences about their identities and their families’ identities.
* Lesson on conjugation of –ar, -er, -ir verbs in present tense. Special emphasis on “gustar” + infinitives and nouns to express likes and dislikes. Students will take the infinitive verbs that they used in their identity profiles and conjugate them in the present tense for the Spanish six different forms (verb charts).
* Lesson on stem-changing verbs in present tense, especially “tener” (to have). Students will practice present tense verb conjugation on “conjuguemos.com”
* **Create Family Interview Questions:** Students will then be guided on how to create and conduct interviews for their family members to investigate more about their identities. They will use NPR Story Corps Page on Great Questions: <http://storycorps.org/great-questions/> Students will read through the lists of questions and create their own list to ask family members about specific topics.
* Students will read online articles about names around the world: “Baby Naming Practices from Around the World” <http://www.babycentre.co.uk/a568884/baby-naming-practices-from-around-the-world>; “Personal names around the world” <http://www.w3.org/International/questions/qa-personal-names>; “Naming Children: Traditions in 13 different countries” <http://pocketcultures.com/2011/04/13/children-naming-traditions/>; “Spanish naming customs” <http://en.wikipedia.org/wiki/Spanish_naming_customs> and include a question about their names in their family interview.
* **Interviews:** Students will learn how to use digital voice recorders and/or flip cameras (whatever we can get from the media center or district technology library); media center specialist will teach students how to work with the technology. Then students will take the technology home and record their interviews with their family members. Students who are not able to interview their family members must have a discussion with me about what they plan to do to research their identities in further depth.
* **1st ePal communication:** In preparation for identity discussions, students will write short emails to ePals with basic introductory information about themselves and questions for their ePals about basic information (name, age, city, family members, hobbies, interests, etc.). Then students will then begin emailing their ePals independently. [www.epals.com](http://www.epals.com)
* **2nd ePal communication**: Students will write their “Identity Profile” in Spanish and either record themselves reading it aloud or connect with their ePal through Skype and read their profiles live.
* **3rd ePal communication:** Students will interview their ePals about their identities, asking questions in Spanish similar to the ones they answered on their “Identity Profiles.” Depending on the partner class that we coordinate with on ePals.com, the conversations may take place partly in Spanish, partly in English.
* **Group Discussion and Comparison Charts:** After ePals conversations, students will participate in class in small group discussions (2-3 students) to share how the conversations went and what they learned. As a group, they will create comparison charts to compare and contrast their identities with their ePals’ identities.
* **Prezi Demo:** Students will learn how to create Prezis (media center specialist will teach). Then student groups will work together to create a Prezi to share with the class what they learned about their own identities and how they compare to their ePals. Prezis should include photos, videos, quotations from ePals, family members, and end with a conclusion about identity that the groups come up with together.
* **Group presentations:** Students will give their completed presentations to the class, and share their conclusions about identities. After all presentations are given, the groups will reflect on what they can do with the new appreciation they have for each other’s identities or how they can work to make others more aware of the similarities and differences between their cultures and their ePals’ cultures.
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