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| **Subject / Course:** | Spanish |
| **Topic:** | Introduction to Guatemala Culture |
| **Lesson Title:** | See – Think – Wonder: Guatemala |
| **Level:** | This lesson is designed for sixth grade students | **Duration:** |  40 Minutes |

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| **Lesson Objectives:** |
| * By the end of the lesson the students will understand some of the common differences and similarities between schools in Guatemala and the United States, and therefore, differentiate the two cultures.
* The students will do so by analyzing a photograph of a Guatemalan classroom, and comparing it to their own.
* By the end of the lesson and the assessment, the students will be able to recognize the community practices and perspectives on education in Guatemala, and summarize them.
* By the end of the assessment, the students will predict what the experiences would be like if they were a student in another country.
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| **Standards and Benchmarks** |
| * + - * National Standards for Foreign Language Education
			* Communication:
			* 1.1 – Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
			* Cultures:
			* 2.1 – Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
			* Comparisons:
			* 4.2 – Students demonstrate understanding of the concept of culture through comparisons of cultures studied and their own.
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| **Materials:** |
| * PowerPoint
* Worksheets
* See-Think-Wonder and Venn Diagram
* Packets for Blog mini-project
* Sticky notes
* Large paper for class-size See-Think-Wonder
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| **Prior Knowledge:** |
| * + In the lesson prior to this, the students will complete a KW portion of a KWL about Guatemala, and receive very basic geographic and political facts about the country.
	+ The students will also receive tips on how to be respectful and successful in a classroom discussion in the preceding lesson.
	+ The reason for this is so the students don’t feel timid or nervous to share their thoughts or questions, and to be respectful to other cultures (in this case, Guatemalan culture).
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| **Anticipated Problems** |
| * The students may have a hard time, at first, asking questions about the photograph or making observations. In this possibility, I will have a set of guiding questions to get them started and encourage their participation.
* Possible prompts:
* ¿Qué hay?
* What do you notice about the walls in this picture?
* What can you say about the make up of the classroom? The students? The classroom arrangement?
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| **Lesson:** | **Time:** |
| Introduction:* As the students enter class, they will begin their warm-up (which is a routine they are accustomed to).
* The warm-up will ask the students:
* Imagine that we had an exchange student from Guatemala come to our class today. What might that student observe? What would he see?
* Try it in Spanish!
* There are/there is: hay… no hay…
* Highcrest has: Highcrest tiene…
* Then the students will share their potential observations from a Guatemalan exchange student.
* I will then project the agenda, and begin delivering instructions, in Spanish to the students.
* The agenda contains the objectives for the day, as well as the learning target.

Content of the Lesson:* The students will each receive a worksheet, and on one side it will have a Venn diagram, and the other will have a See-Think-Wonder thinking routine.
* Instructions:
* Soon we are going to look at a picture of a Guatemalan School. Just like the imaginary exchange student, you are going to make observations about what you see in the classroom. You are going to write these observations under the “See” column. Many of you are capable of doing so in Spanish, so please try if you would like! When I say *cambia*, you are to switch and write what these observations make you *think* in the “Think” column. This is where you can write things like, “I think \_\_\_\_\_\_ because\_\_\_\_\_\_” When I say *cambia* the final time, you are going to move on to the wonder column, where you will ask questions about what you see. This should be done silently.
* Possible Questions:
* Do we have to write in Spanish?
* Only if you would like to. I believe that many of you can, using the phrases, “hay…” or “no hay…”
* How many things do we have to write?
* As many as you can! At least one thing in each column, but there is no maximum
* The students will have **1 minute** per column
* Then, the students will talk at their tables about what they saw, thought, and wondered. Then, they will place at least one important thing they talked about on a sticky note, to place on a larger See-Think-Wonder that will include input from the whole class.
* Instructions:
* Now, you are going to talk at your tables about what you saw, thought, and wondered. As you discuss, write at least **one** comment per column on a sticky note, to place on this larger See-Think-Wonder.
* Possible Questions:
* Do we have to write in Spanish?
* You do not have to, but again, if you wrote in Spanish on your sheet you can write in Spanish on the sticky note. I encourage you all to write in Spanish if you can!
* Can we write more than one?
* Yes, you can write more than one.
* After 5 minutes, we will read over the sticky notes on the board, and allow for the students to make comments about what they hear from the other groups.
* In the previous lesson they will be given guidelines / techniques to respectful classroom discussions.
* The tables will then fill out the Venn diagram, using the information from the class See-Think-Wonder
* Instructions:
* Using the information from the See-Think-Wonder, complete the Venn diagram about the difference between this Guatemalan school, and Highcrest! You have the tools to write in Spanish, you can say with the school in Guatemala has or does not have, or what Highcrest has or does not have (*How would we say that again? – La escuela de Guatemala tiene/no tiene, Highcrest tiene/not tiene…)* After 5 minutes each table should be ready to share one similarity and one difference with the rest of the class.
* Possible Questions:
* Do we have to write in Spanish?
* You do not have to, but again, you do know most of the words you need in order to write this in Spanish.
* Can we write more than one in the Venn diagram?
* Yes, you can write more than one.
* Finally, the students will volunteer their findings of similarities and differences between the two schools.

Conclusion:* To conclude the lesson (in the remaining 7-10 minutes) I will introduce the weeks project, and the homework for that night.
* One or two students will read the task descriptor aloud.
* Then I will explain the timeline for the project, as well as the requirements and the rubric.
* Finally, I will explain the homework for the night, which is for the students to research answers to at least 2 questions from their “Wonder” section.
* Before I have the students take out their assignment notebooks, I will show them the websites to use for this homework (which are linked under “Guatemala” in my website).
* *See the assessment for Guatemala for more detail*
* *This assessment is also differentiated. There are students who can use more of a challenge in class, and their assessment asks them to write a little bit more, and try to write some in Spanish – which I believe many of them can do successfully.*
 | **5 minutes****1 minutes****Instructions: 2 minutes****3 minutes total for See-Think-Wonder****Instructions, group discussion & sticky notes: 5 minutes****5-7 minutes****Instructions & discussion: 5 minutes****3 minutes****7-10 minutes** |