

## **¡Vamos a Guatemala!**

A unit of study in preparation for our February 2015 trip

Teacher: William Schnaithman – The Gow School

Courses: Elementary Spanish I & Elementary Spanish II

Grade Level: All

Date range of unit: September, 2014 – February, 2015

### **I. Lesson Objectives:**

- a. Use inquiry-based instruction in the foreign language classroom.
- b. Integrate STEAM (Science, Technology, Engineering, Art, & Math) content, in the target language (Spanish).
- c. Students will analyze three maps from specific time periods and sources, in order to determine:
  1. Do the land masses on all maps look alike? Why are they different?
  2. Can you find the same four cities on all maps?
    - a. Guatemala City
    - b. Antigua
    - c. Huehuetenango
    - d. Jacaltenango
  3. If you can't find a particular city, as named above, is there any city labeled in the same location?
  4. Why would there be different names for cities in the same location? (i.e. Constantinople versus Istanbul, or a dining hall where a tennis court used to be)
  5. Why would a city (or multiple cities) be built in that location? (Close to natural resources, accessible to trade route, easy to defend from invasion, etc.)
  6. What are the linguistic implications of changing the name of a city? (Tenochtitlán versus Mexico City)
  7. What are the political implications of changing the name of a city? (Peking versus Beijing)

8. Why are these cities / locations part of our travel itinerary?
- d. Students will acquire vocabulary, in the target language, which they will be able to use on their short-term foreign-language immersion experience.
- e. Students will create a travel guide, which will also serve as a daily reflection journal, for their trip to Guatemala.

**Note:** There will be students in the class who are not planning on participating in the short-term foreign-language immersion experience in Guatemala. These students will still participate in the lesson, and they will still create the travel guide.

**II. Lesson Context:** This unit will serve as a preparation tool for pre-teaching and setting the expectations for an upcoming short-term foreign-language immersion experience to Guatemala, during one week in the month of February, 2015.

**III. Materials:**

- a. Teacher & Student Computers
- b. Wireless Internet Access
- c. Projector
- d. SMART Board / Software
- e. Dry erase board & markers
- f. Speakers
- g. Library of Congress (LOC) map of Guatemala circa 1826
- h. CIA World Factbook map of Guatemala
- i. Google maps (both satellite and political)
- j. TripAdvisor website
- k. Guatemala Travel Itinerary
- l. Realidades Spanish I Textbook
- m. Unit outline
- n. Lightweight Cardstock of various colors

- o. Color Printer / Color Copy Machine

#### **IV: Anticipatory Set / The Hook #1:**

This lesson will begin with the PPT

“Guatemala\_circa\_826\_Zoom\_in\_Inquiry.” The students will see a historic map, a portion at a time, and will have to generate hypotheses regarding the map. As the students generate their hypothesis, the teacher will record their statements on the SMART board or the dry erase board. (Class sizes average around 5 students, so everything will be done in a small group setting.)

Following the full reveal of the image, the students will continue to generate hypotheses. Once the final hypotheses are made, the teacher will provide the context for the map. (The current location represented on the map, the map’s publication origin and publication date.) Final question: “What differences do you expect to find with maps representing this same location?”

#### **IV-2: Anticipatory Set / The Hook #2:**

In future lessons, the Guatemala - 1826 map will be used again, and the students will have to generate questions comparing the CIA World Factbook map of Guatemala with the 1826 map. Students will generate questions based on juxtaposing these maps. This previewing activity will be repeated using the interactive Google map application and both 1826 and CIA maps.

#### **V: Procedures:**

1. This unit is comprised of approximately 16 lessons spread across 4.5 months. One day a week, from the middle of September to the beginning of February, will be devoted to a lesson in this unit.
2. The first three or four lessons will be developed around the three maps mentioned in the materials list.
3. Following the map lessons, approximately 6 lessons will be developed around language themes, using the following inquiry-based method:

- a. At the beginning of each lesson, the hook will present the theme of the lesson. For example, students might be “treated” to coffee, tea and / or water at the beginning of class, with the teacher acting as the waiter and talking to the students in the target language.
  - b. Following the beverage service, the teacher will ask the students: “What questions might you ask in a restaurant setting?”
  - c. Students will generate a list of questions (in the target language).
  - d. Their questions will be recorded using the SMART software, to be used in a later lesson where the students will put together their travel guide.
4. After the language lessons, the students will revisit their “thematic” questions, and practice them in role-playing scenarios.
  5. Then, approximately two lessons will be dedicated to the students’ creation of their travel guides.
    - a. In addition to copies of the maps and the thematic questions, students will also have a copy of their travel itinerary and space to write reflection while participating in the Guatemalan experience.

**VI. Conclusion:** The unit will conclude with the weeklong study abroad experience in Guatemala during the second week of February, 2015. The unit will serve as a vital tool to help the students learn the most from their experience.

**VII: Assessment:** The teacher will check for understanding throughout the lessons in the unit. The primary way he will do that will be through listening to the students’ questions and analysis of the material. The teacher will also inspect each student’s notebook, at least on a weekly basis. Then, the teacher will examine each student’s finished travel guide.

**VIII: Differentiation:** This unit can be modified depending upon each student’s needs and learning style. This unit incorporates the following aspects of second language learning: speaking, listening, writing and reading.