

Project: U.S. Hispanics

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Grade Level: 12

Content: Spanish V / AP Spanish Language

Context / Abstract: Students will select an issue concerning Hispanics in the U.S. which relates to an area of interest / possible career choice. Working in pairs or individually, students will research the issue and prepare a class presentation on the issue, and then lead a class discussion. Presentation and class discussion will be entirely in Spanish. Timeframe: 4-5 weeks.

Learner Outcomes:

Through this project, students will examine issues related to U.S. Hispanics, by:

- Researching in Spanish
- Gathering, analyzing, and graphing data
- Using a variety of technological resources
- Utilizing other resources, such as print or experts
- Collaborating with partner to investigate issue, create presentation, and leading class discussion

Wisconsin Content Standards:

INTERPERSONAL CONVERSATION

- A.12.1 Discuss and debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion.
- A.12.2 Ask and answer a variety of questions that require elaboration and substantiation of opinions.
- A.12.3 Defend personal preferences, feelings, and opinions with substantive arguments.
- A.12.5 Ask for clarification and be able to paraphrase to ensure understanding.

INTERPRETIVE: READING AND LISTENING

- B.12.1 Understand written materials on a wide variety of topics.
- B.12.2 Use word forms, word order, contextual clues, and prediction to derive meaning.
- B.12.4 Comprehend the main idea and supporting ideas of authentic materials.

PRESENTATIONAL: WRITING AND SPEAKING

- C.12.1 Present student-created works and authentic literature.
- C.12.2 Write and present a speech on a substantive topic.

CULTURE

- D.12.3 Explain how beliefs, perspectives, and attitudes affect behaviors within the cultures studied.

PRODUCT

- E.12.3 Discuss how historical and contemporary influences from other cultures shape people's view of the world and their own attitudes towards issues facing the world.

ADDED PERSPECTIVES

- G.2 Access information in the language studied to gain greater insight about other cultures and / or their own.

Wisconsin INFORMATION & TECHNOLOGY LITERACY STANDARDS

- A.5 Use media and technology to create and present information
- B.2 Develop information-seeking strategies
- B.3 Locate and access information sources
- B.4 Evaluate and select information from a variety of print, nonprint, and electronic formats.
- B.5 Record and organize information
- B.6 Interpret and use information to solve the problem or answer the question
- B.7 communicate the results of research and inquiry in an appropriate format
- D.1 Participate productively in workgroups or other collaborative learning environments
- D.2 Use information, media, and technology in a responsible manner

Assessment:

Students will be evaluated using a rubric. A proficient student will:

- Access two or more different sources, all in Spanish
- Prepare a presentation which examines 3 dimensions of the issue selected, utilizes language which is completely understandable by the class, and includes accurate data, presented graphically. Grammar must be generally error-free.
- Orally elaborate on (not simply read) the information provided in the computer presentation.
- Lead a class discussion of 8-10 minutes, having 3-5 questions prepared which sustain the conversation, and demonstrating restating of opinions, and follow up comments or question.
- Maintain Spanish throughout the discussion.
- Provide a complete computer-written bibliography of sources to the teacher at the time of the presentation.

Tools: (Student choice)

Print material from Hispanic magazines

Computers, digital camera, video camera, scanner

Software programs for presenting and graphing information

Internet

Resources: Library/Media personnel

Tasks/Products:

1. As a class, we will explore two issues related to U.S. Hispanics, illegal immigration (movie, EL NORTE) and migrant workers (short story, "Cajas de cartón").
2. We will discuss students' career and, as a class, develop a list of issues which could connect student to Hispanics in the future.
3. Students will, individually or in pairs, select an issue related to a topic of interest.
4. Students will research the issue, using the Internet, magazine articles in Spanish, interviewing community members, or any other means in order to acquire sufficient information and data on the topic. All sources must be in Spanish.
5. Students will create a PowerPoint or other media presentation for the class. Presentation will include graphic presentation of some of the data collected.

6. Students will develop meaningful and thought-provoking questions to lead the class in a discussion of the issue.
7. Class presentation will be approximately 15-20 minutes in length and will include the presentation of information as well as 8-10 minutes of class discussion.
8. Students will be expected to speak Spanish for the entire time, circumlocuting, paraphrasing, and clarifying when appropriate.
9. Student/public will be evaluated on participation for contributing to the discussion.

Differentiation:

Make sure all students learn by assisting them with special tasks, software and hardware tool and any means to address their special needs.