James Olson

**Mexico: Mestizaje (Linguistic and Cultural)**

**Content: Describe what it is you will teach. What is the content?**

We have been focusing the past couple lessons on "mestizaje" (miscegenation) and the central role this plays in Mexican (and Latin American) identity. This lesson will broaden our focus, from a strictly racial definition of "mestizaje", to a broader cultural and linguistic focus. Students will be able to broaden their definition, specifically linguistically, and see Spanish as the convergence of several different linguistic influences. We will be doing an activity that makes clear the many influences within the Spanish language, and watching a video that highlights the similarities between Spanish and Arabic to illustrate this.

**Learning Goal(s): Describe what specifically students will know and be able to do after the experience of this class.**

Students will be able to broaden their definition of the term "mestizaje", and be able to use the word beyond describing race and be able to use the word as it is frequently used within Latin America: to describe a convergence of different influences. They will also gain a deeper understanding of the Spanish language and its evolution over time. Students will also learn a few clues for figuring out a words language of origin.

**Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.**

This will be an cultural lesson within a Curriculum Unit Plan on Mexico. It will be an opportunity to "hook" students back into the content after some pretty grueling grammar and vocabulary lessons. I am also building their vocabulary and conceptual knowledge in this area with the ultimate goal of reading an academic article in Spanish at the end of this week that discusses cultural "mestizaje" and identity.

**Assessment: Describe how you and your students will know they have reached your**

**learning goals.**

Students will be know they have reached my learning goals through the feedback given to them in their journals and in classroom discussion. They will also be able to build on the historical and vocabulary knowledge of the unit. Also through successfully completing the group activity in class.

**Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?**

I have very mindfully chosen the groups. While they are in a unique configuration, I have chosen them based on students strengths and individual rapport. I will be giving certain students preferential seating (Scott and Giovanni). I will also be using a variety of different visuals (images, videos, and carts) and building on previous content knowledge.

**Activity description and agenda**

**Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.**

7 minutes: bell ringer

8 minutes: mini lesson and activity introduction

25 minutes: activity

5 minutes: exit slip

**What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?**

Technological malfunction is always a potential problem. I plan on troubleshooting ahead of time to prevent this.

Group activities are always potential disasters, I have tried to select groups that I believe will work well.

I have a pretty ambitious schedule of activities, I will try to be mindful of the time, but also be open to modifying the structure of the class if a meaningful discussion is taking place.

**List the Massachusetts Learning Standards this lesson addresses.**

1.1 Engage in conversation, Communication Strand

1.2 Understand Information, Connections Strand

1.3 Present Information, Communication Strand

2.2 Products and perspectives, Comparisons Strand

4.2 Compare cultures, Cultural Strand

**Reflection**

**In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?**

**What did you learn from the experience of this lesson that will inform your next LAP?**