**Mexico: Perception Unit Itroduction**

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

I will be teaching an introductory lesson on Mexico. The lesson will examine students existing knowledge and attitudes toward and about Mexico. We will also examine how our perceptions on certain subjects can be tainted or incomplete based on poor or biased media coverage. We will do this by viewing two videos, one stereotypical and one that is not and examine the differences. We will also reflect on personal experiences and times where we have felt stereotyped or caricaturized.

**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 write reactions to different videos and examine their existing perceptions of Mexico, as well as discuss whether that image is an oversimplification of not. They will also learn new vocabulary and be able to use it in their reflections both personal and about the videos.

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

This will be an introductory lesson to a Curriculum Unit Plan on Mexico. It will be an informal assessment on the students background knowledge on the topic we will be starting as well as provide an opportunity for personal reflection and a discussion on prejudice and media bias.

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

**learning goals.**

Students will create a semantic map, write reactions to videos in their journals, and engage in a classroom discussion of both the topic and their personal experiences, they will know they are reaching the learning goals through a meaningful discussion as well as in the feedback from their writing exercises.

**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?**

The class will work first individually and then in pairs to create and consolidate a semantic map on Mexico. The result of the group work will be written on a sheet of paper and be used as a reference or possible word wall throughout the lesson. The class will also involve two videos, one which will be accompanied by printed out song lyrics with important words bolded, and one which is completely visual. The instructions are also tiered, the semantic map can include either words or phrases, and the reflections to the videos and personal reflection allow for different lengths writing and structure.

**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 / free write and semantic map and work in pairs

15 minutes: "biased" video / song, reaction analysis of the lyrics

15 minutes: Positive video on Mexico, analysis of the imagery and culture

8 minutes: Discussion on bias and stereotypes

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

Technology

Discussing controversial topics

Reliance on participation

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

Guiding Principle III:

Effective foreign language programs integrate the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines.

**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?**