

Detroit Public Schools Community District
Foreign Language Immersion and Culture Studies
Middle School Level 2 (6th grade) Spanish
Unit: *Un verano quilombolo* book and Afro-Latin Culture
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Essential Questions

- What is the importance of dance, music, cultural practices?
- How does one’s cultural practice inform their identity?
- What is your own ancestral history and how does it impact you?
- How are various practices similar/different within and across cultures?
- How can one preserve their heritage while also being part of society today?

Rationale and framework: For this unit, students will begin by exploring their own family history to share with the class. This will root them in connecting with the unit. After that, the class will read a short novel that I wrote based on my experiences in Quilombos in Brazil (especially Quilombo Manzo). The short novel will provide students with comprehensible input to help expand their Spanish proficiency (based on Teaching Proficiency through Reading and Storytelling strategies, which are best practices in World Language teaching). Each chapter of the book will be taught with different literacy skills and cultural connections to relate to interdisciplinary content as well as cultural education. After the novel reading and activities, students will finish the unit with a project about their own cultural heritage, inspired by the unit.

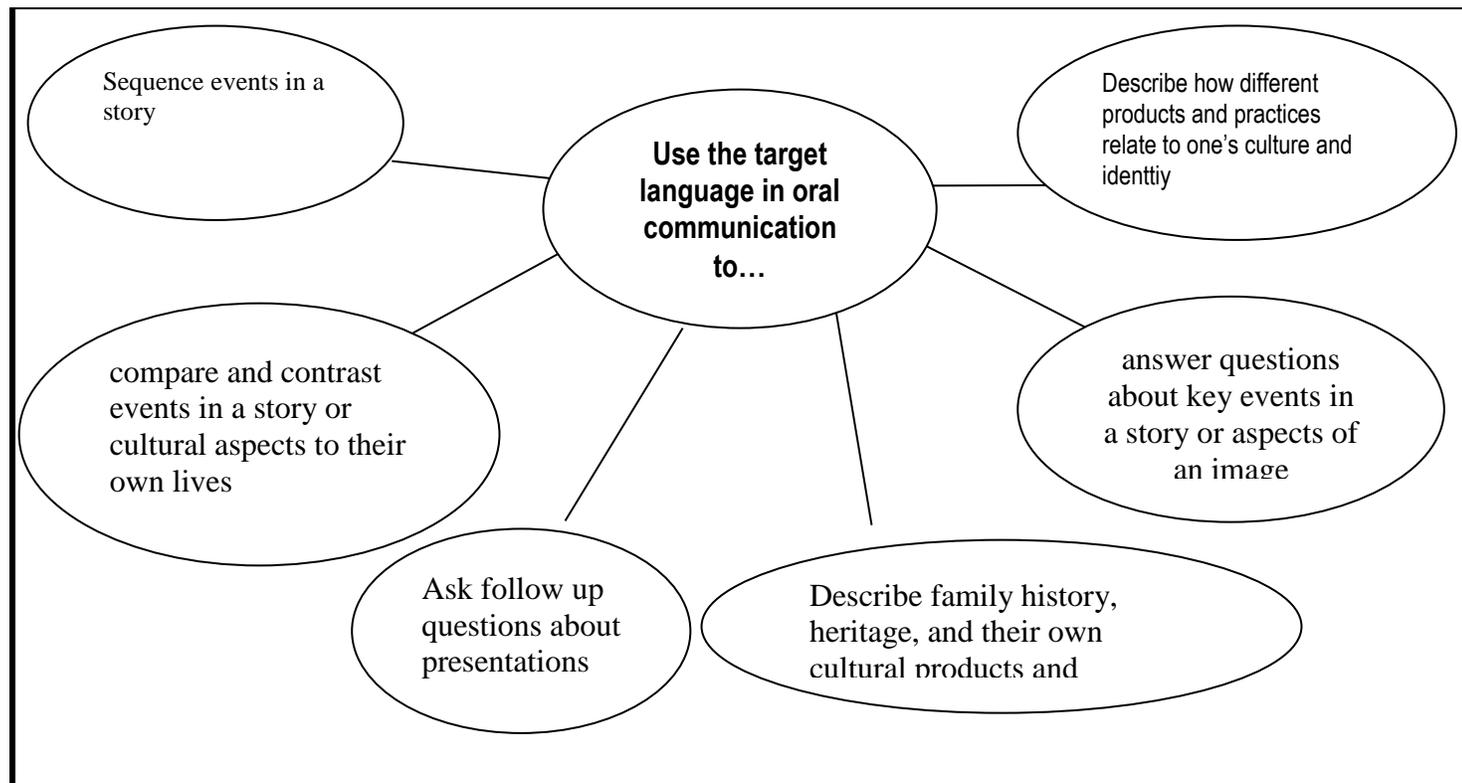
Learning outcomes:

- Students will be able to utilize literacy skills in summarizing, answering questions about, and sequencing events in a story.
- Students will be able to compare and contrast different aspects of Afro-Latin culture and their own roots
- Students will be able to present about their own heritage in the target language

Learning objectives:

- Students will learn about the importance of cultural preservation among African communities, starting with when they were brought as slaves to the Americas through to Quilombos today (resilience and resistance)
- Students will explore cultural products and processes of Afro-Latinos through the lens of Brazilian Quilombos
- Students will learn about their own heritage

Interpersonal communication tasks	Interpretive communication tasks	Presentational communication tasks
<ul style="list-style-type: none"> ● Discussing events in the book in groups or partners ● Asking follow-up questions about peer presentations 	Reading comprehension activities from the TPRS novella	<ul style="list-style-type: none"> ● Family ancestry project (both at the beginning and end of the unit) ● Family artifact assignment ● Dance notesheet/writing assignment



Content Standards

World language standards:

Communication	<p>Standard 1.1: Students will be discussing their own heritage as well as exchanging key information and opinions from the story they read.</p> <p>Standard 1.2: Students understand and interpret written language in reading a novel</p> <p>Standard 1.3: Students will present information about their own family heritage and culture</p>
Cultures	<p>Standard 2.1: Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.</p>
Connections	<p>Standard 3.1: Students reinforce and further their knowledge of other disciplines of social studies, English language arts, and performing arts through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>
Comparisons	<p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own (there will be a chance to compare Spanish and Portuguese as alluded to in the story)</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
Communities	<p>Standard 5.1: Students use the language both within and beyond the school setting (students will be encouraged to share lessons in the community and to utilize local opportunities for further enrichment).</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>

Interdisciplinary connections:

- ELA skills (ex: 6th grade RI.6.1, 6.2, 6.3, SL.6.1, SL.6.2)
- Social studies connection (Grade 5 U 2.2, Grade 6 G4)
- Connection to the Arts (Art.M.IV)

Key Concepts (Functions, Forms (Structures), and Vocabulary)

Functions	Forms/structures/vocabulary (phrases)
<p>Sequence events in a story</p> <p>compare and contrast events in a story or cultural aspects to their own lives</p> <p>Describe family history, heritage, and their own cultural products and practices</p> <p>answer questions about key events in a story or aspects of an image</p> <p>Describe how different products and practices relate to one's culture and identity</p>	<p>Grammar structure: Past tense (using simple preterit)</p> <p>Vocabulary (cultural terms from the novel). Including:</p> <ul style="list-style-type: none"> • Farrofa/arroz con frijoles • Quilombo • Tambor de crioula and rumba

Instructional Resources- all printables available [here](#)

- Sample family history
- Tprs novella
- Thinking maps and other daily comprehension activities
- Kahoot pre and post- test
- Images and videos for teaching culture
- Materials for Abayomi doll
- Rubrics for heritage assignments

Lesson sequence

A note about differentiation: As I work at a magnet school where special education services are limited, my students have very few IEPs or accommodations. Differentiation comes largely for students who enter the language years after the rest of the class, or students who are accelerated language learners.

Lesson 1: family ancestry

- Description: As a means to activate prior knowledge and “hook” students into the lesson, we will do a lesson on family ancestry culminating in an assignment for students to investigate and present about their own heritage.
- Learning outcomes: Students will be able to comprehend key aspects of someone else’s heritage and describe their own (using the past tense- structures varied by level)
- Resources/materials (all in the Googledrive folder for [lesson 1](#))
 - Sample of teacher’s family heritage
 - Comprehension questions for heritage sample
 - Rubric for student heritage assignment
- Plan
 - Activation/bellwork: students write what they know about where their family is from and what questions they have about it (information they do not know)
 - Demonstration: teacher heritage modeling
 - read teacher heritage summary out loud as students either write 3 key aspects of it in English or draw 3 things they understood
 - Afterward, have students share back what they understood and write it on the board
 - Then, using individual dry erase boards, have students answer comprehension questions on the summary

- Pop up grammar: review past tense- preterit with whiteboards (give students sample sentences to conjugate. Mix between regular and irregular verbs).
- Application/integration: for homework, students create their own summary of family ancestry to share with the class. They may start in class and finish at home. This will also serve as a pre-test, as it will be re-visited at the end of the unit.
- Differentiation:
 - New students (Tier III) will have more limited vocabulary so they will have a simplified text with questions to answer or they may work with a partner who can help them. Additionally, for their ancestry summary they may write 3 sentences rather than a full paragraph. They will also have scaffolding of key structures or verbs to use.
 - Advanced students: for their ancestry summary, they may be encouraged to utilize both preterit and imperfect tense if they have learned them or more advanced detail

Lesson 2: introducing the story line (chapters 1-3, pre-test)

- Description: This lesson will introduce the book and unit as well as assess prior knowledge about Brazil and Afro-Latin culture
- Learning outcomes: Students will be able to describe the main character in the story and show their baseline cultural knowledge for the teacher to better formulate the unit for student learning and engagement. Students will also show comprehension skills.
- Resources/materials (all worksheets available in the [lesson 2](#) folder)
 - Student books or novella packets
 - Thinking map and question sheet
- Plan
 - Activation/bellwork:
 - students share their family heritage with 3 other students before turning it in.
 - after that, give students pre-test about Afro-Latin and Afro- Brazilian culture. Either via Kahoot or the written quiz attached
 - Demonstration: introduce novella to be read as a class.
 - Read chapter 1 stopping for comprehension questions as you read. In order to increase Comprehensible Input and student exposure to correct Spanish, teacher should read out loud. In order to model question answering, vary between English and Spanish questions, with individual student responses or discussing in partners.
 - While reading aloud, students should fill in the circle map sheet with characteristics about the main character.
 - Application/integration: after modeling reading comprehension techniques with chapter 1, students may read chapters 2 and 3 and answer questions in partners. This is a way to assess progress and learning formatively.
- Differentiation:
 - New students (Tier III) will have more limited vocabulary so they will be allowed to choose fewer questions to answer and more simplified characteristics on the thinking map.
 - Advanced students: advanced students will be encouraged to fill out the thinking maps in their own words in Spanish for an added challenge.

Lesson 3: Food in Brazil

- Description: This chapter will introduce foods in Brazil, and offer an opportunity for students to learn about foods in Brazil and Latin America, which is a reflection of resources available as well as ways of gathering.
- Learning outcomes: students will demonstrate what they learned about foods in Brazil and Latin America, as well as compare them to foods they eat.
- Resources/materials (all available in the [lesson 3](#) folder)
 - Novella packet
 - Thinking map template
 - Slideshow about foods
- Activation/bellwork: questions to review chapters from yesterday. Sample questions:
 - 1. ¿Qué saben sobre Maria? Escribe 2-3 cosas
 - 2. ¿De dónde es la familia de Maria (como es su herencia)?
 - 3. ¿Adónde va Maria?
- Demonstration: read chapter 4 of the book while showing photos of foods in Brazil for students to connect with. If possible, even bring some foods to try.
- Application/integration: have students create a Venn Diagram or Double Bubble Map to compare foods in the chapter with foods they are familiar with in the states.
- Differentiation:
 - This lesson has images and scaffolding that helps all levels. As the application assignment is also open-ended, students should complete it with information they know themselves and challenge themselves as needed. Tier III students may need vocabulary assistance or to be allowed to include a few English words.

Lesson 4: quilombo community

- Description: This chapter will focus on the Quilombo movement and communities it creates
- Learning outcomes: students will demonstrate ability to answer comprehension questions and summarize what Quilombos are and why they were created
- Resources/materials (all available in the [lesson 4](#) folder)
 - Novella packet
 - Comprehension questions
 - Quilombo photos
- Activation/bellwork: review from yesterday. Sample:
 - Describe una comida de ayer para adivinar. Ex: *Es blanco y negro. Tiene proteína. Es muy popular en América Latina (arroz con frijoles).*
- Demonstration: read chapter 5 of the book out loud, modeling comprehension questions and how to give text-based answers (with whole class practice and feedback)
- Application/integration:
 - have students re-read the chapter and answer comprehension questions for it.
 - Then, show slideshow of Quilombo photos and explain the community a bit more. Discuss that they are communities of African descent, often runaway slaves. They fight for their land as a way to preserve their history. Additionally, they create community and identity drawing from traditional practices. They are also marginalized and struggle a lot to preserve their existence.
 - Ask students: do we have any communities like this? In what ways do we preserve our heritage and create communities?
- Differentiation:
 - Tier III students may work with teacher for support on comprehension questions, which will also be simplified
 - Advanced students may challenge themselves with more in-depth answers

Lesson 5: Tambor de Crioula and African dances

- Description: This chapter will introduce tambor de crioula which will also lend itself to discussing some other Afro-Latin folk dances and their cultural purposes
- Learning outcomes: Students will be able to perform some basic African dance moves and demonstrate knowledge of key cultural aspects of African folk dance
- Resources/materials (available in [lesson 5](#) folder)
 - Novella packet
 - Dance notesheet
 - Dance artifacts- tambor de crioula skirt, claves, etc.
 - Videos of dances
- Activation/bellwork:
 - have students read chapter 6 in groups and list the new cultural activities or aspect they read about.
- Demonstration: when reviewing the chapter, list what students come up with on the board. Then, discuss what tambor de crioula is (it's an African dance commonly preserved in more traditional African communities in Brazil. Traditionally, men play drums for it made from animal skin while women dance to the music. This is a dance that creates energy between the musicians and dancers). Show videos from the quilombos of women performing it. Have students list music, movements, and other observations as they watch.
- Application/integration: have students try some of the dance moves themselves, even trying on the tambor de crioula skirts. While traditionally just females dance, it may be fun to let all students have a moment to shine and try out some movement!
- Drawing other cultural connections: After trying tambor de crioula, also show some videos from Evandro Passos' class on African movement. See what students notice about those videos (chart the music, movement, and other observations). After that, show a video of Afro-Cuban Rumba or folkdances and similarly chart observations.
- End of class discussion:
 - What do all the dances have in common?
 - What purposes do the dances serve? (ie: fun, bringing people together, telling stories)
 - Point out that dance was a way for Africans to preserve identity as slaves. Today, preserving the dances is a way that the people preserve their heritage and resist the government's attempts to erase it. Dance also brings people together and connects them. Lastly, dance was a way to help slaves persevere through hard times as it was an escape or release. It allowed them to enjoy life, even if just briefly.
- Differentiation:
 - As this lesson is very culture-focused, Spanglish may be used in dance observations and cultural discussion to enable all students to understand and learn about the culture more in-depth. Especially with the intent of social studies connections, the focus is on cultural understanding rather than language output.
 - Additionally, students will be working on the chapter and Spanish comprehension the first half of the lesson in groups, so they can help one another. It may be beneficial to have tier III students work with the teacher while others work in groups by level. That way, tier III students may gain additional support as needed.

Lesson 6: doll making and family artifact

- Description: This chapter will focus on the making of Abayomi dolls in Yoruban culture, which was a tool to help slaves with resilience but also an artifact of cultural heritage still made today. Students will learn about the doll and make their own. After that, students will think about a cultural artifact their family has.
- Learning outcomes: students will demonstrate ability to answer comprehension questions. They will also be able to follow instructions from a video in Portuguese (with Spanish or English translation) to make dolls and sequence steps in a flow map. As this video is an authentic video from Brazil, Spanish input may be difficult, but teacher may pause to translate to Spanish or have students at least write steps in Spanish. After that, students will be able to connect with the idea of Abayomis by presenting their own cultural artifact.
- Resources/materials (all in the [lesson 6](#) folder)
 - Novella packet
 - Comprehension questions and flow map template
 - Abayomi video and materials
 - Family artifact worksheet
- Activation/bellwork:
 - questions to review chapters from yesterday. Sample:
 - 1. ¿Còmo es tambor de crioula o rumba? (que recuerdan)
 - 2. ¿Por què bailamos? ¿Què sirve el baile?
 - Have students look at a picture of an Abayomi doll and brainstorm observations of it on the first part of the sheet.
 - have students read chapter 7 in groups and answer the questions about the Abayomi doll, based on the chapter
- Demonstration: when reviewing the chapter, list what students come up with on the board. Then, have students watch the video of what an Abayomi doll is. As they watch the video the first time, have them write its purpose and steps in a flow chart as provided. Students should write steps in Spanish. It may be helpful to scaffold with key verbs like cortar (cut), amarrar (tie), etc. Then, watch a second time to have students make the dolls as they watch. Give time to decorate the dolls and then have each student gift the doll to someone else in class (everyone must receive a doll). Students may revise their flowcharts after making the dolls.
 - NOTE: If your sound quality with the video isn't good, you can also demonstrate how to make the doll and talk through the steps in Spanish as the kids write them into the chart.
- Application/integration:
 - Review: what purposes did these dolls serve? (distraction from slavery, a way to share love, a way to preserve culture). How are these dolls similar and different from toys you had growing up?
 - Have students fill out a sheet to show a toy or family artifact they have from childhood. Explain why it is special. They may bring in the real artifact or a photo of it tomorrow.
- Differentiation:
 - Tier III students may work with teacher for support on comprehension questions, which will also be simplified
 - Advanced students may challenge themselves with more in-depth answers

Lesson 7: finishing the book

- Description: Today you will finish the book and Paola's story and learn the aspects of her heritage that she takes with her back to Detroit.
- Learning outcomes: students will sequence events in the story and be able to explain how Paola takes her heritage with her back to the US.
- Resources/materials (available in the [lesson 7](#) folder)
 - Novella packet
 - Question sheet
- Activation/bellwork:
 - Escribe lo que recuerdan sobre la muñeca Abayomi (3-5 cosas).
- Demonstration: students read chapters 8-10 in groups and answer comprehension questions.
- Application/Integration: choose between two options or do both:
 - Option 1: review the questions and have students create flow maps in groups to summarize the 5-6 main events of the novella
 - Option 2: create a "chapter 11" skit- what happens next? What is life like at University? What happens next time Paola visits Brazil?
- Differentiation:
 - Students will work in mixed level groups on the chapter today, so they can help each other and all get the support/challenge they need.

Lesson 8: Modern Afro-Latin Culture

- Learning outcomes: Students will review aspects of Afro-Latin and African music and dance, and demonstrate understandings of the ways that they influence modern dance and culture.
- Resources/materials (in the [lesson 8](#) folder)
 - Novella packet
 - Tree map template for music
 - Videos of music from Quilombos and Candomble visits
- Activation/bellwork:
 - Escribe una lista de las cosas culturales que Paola experimentó en Brasil.
- Demonstration: when reviewing the book, list what students come up with on the board. Then, have students fill in what they remember of aspects of dance from their tree map (write examples on the board). Then, have students watch the videos of music. For each video, students fill out observations of key instruments and aspects (drums, clapping, people sing along). After filling in the music section with the class, show videos of modern culture and have students fill in that section individually.
- Application/integration: Have students share examples of their own music, dance, and culture that draws on the past.
- Differentiation:
 - Lower level students may use some English in the chart as needed.

Lessons 9 and 10: project making and presenting

Rubrics and peer review sheet available [here](#)

For the last two days, present the project for students. They are to use their family heritage summary (turned in at the start of the unit) to think about a cultural artifact or product they can connect to their own heritage. Students will also elaborate on their heritage, after learning all the different aspects of cultural identity from the book. Students will prepare and present on their family and culture, while also sharing an artifact they have. They may use the artifact they brought from lesson 6 with an explanation connecting it to their heritage and presentation, or maybe they will choose something else. Students will have one class to work on the project, using the rubric as a checklist. After that, they are to finish whatever they did not complete in class at home (most of it should already be complete). They will present the projects the following day and complete peer reviews as well. The peer reviews will be part of their grades to ensure engagement in presentations. This project serves as a summative assessment because it integrates what students learned and enables them to connect to the content and apply it.

Additionally, students will re-take the cultural assessment (kahoot or pre-test from Lesson 2) to show what they learned.