ALBA Lesson Plan Template – Spanish

**Subject:** Spanish

**Class (es) (e.g. I, II, III, AP):** III, IV or AP

**Language Level (s):** Advanced

**Topic:** Introduction to the Spanish Civil War (SCW)

**Content Key Words:** La guerra civil, los nacionalistas (el nacionalismo), los republicanos, el comunismo (el/la comunista), el fascismo (el/la fascista), el socialismo (el/la socialista), el gobierno elegido, el golpe de estado (Coup d'etat)

**World Language Standards:** InterpretiveCommunication: 1.d.; Interpersonal Communication 2.d., 3.c.; Presentational Communication 1. a.,b.,c.,d., 2. c., l. Cultures 1.e.

**Connections to Other Disciplines (Common Core Standards):**ELA-Literacy/RH/11-12/1/; ELA-Literacy/RH/11-12/7/; ELA-Literacy/W/11-12/2/a/

**Recommended Teacher Background Resources:** View videos, survey the ALBA website and read the introduction to the SCW.

**Synopsis:** In this lesson students will learn how the economic and political situations of the world and particularly Spain led to Civil War in Spain in 1936. Students will also learn that while America chose a position of neutrality, some Americans chose to become involved in Spain's fight for freedom. The input is mainly in English, so the class has to work on communicating the content in Spanish.

**Essential Questions:**

1. What economic and political conditions lead to war?

2. What makes people go to war with their own countrymen?

3. When should a foreign government intervene in another country's affairs?

**Pre-Assessment, Activation of Prior Knowledge:** Put up 3 pieces of butcher paper with: Los 1930, Hitler/Mussolini or a Swastika, the hammer and sickle. Ask students to write down what they know about these 3 categories. They should try to use Spanish, but accept English that can be added to the lesson vocabulary.

**Lesson Activities:**

1. Lead-In/Hook: Show the Castle newsreel from 1936-1938 (10 min.). As students view the newsreel ask them to record the events that are making the news in the U.S. When the clip is over ask the students to categorize the events ( Natural Disasters, Aviation/Technology, War) then discuss what the world looked like to Americans in 1936 and why was the rebellion in Spain first in the news. Add any new vocabulary words to the lesson list.

2. Step by Step: Students will be divided into 4 groups and rotate between 4 stations where they will gain more knowledge about the SCW.

1. Station 1- Continue looking at the Castle Newsreels (the last 18 min.) Students should scroll and watch any excerpts on Spain or that interest them. They should also record all events in the categories created in the lead in. Where does the news about Spain appear in the newsreels for 1937 and 1938?
2. Station 2- Students will go the ALBA website and read the introduction to the SCW and complete the chart provided in the materials section.
3. Station 3- Students will view an excerpt of the video *The Good Fight* in which studentswill try to observe and record symbols, songs, colors, or words associated with the SCW.
4. Station 4- Students will practice using vocabulary from the lesson. Students could do a variety of activities here. They could write definitions of the various -ismos or create sentences using the noun and the adjective forms of a root word.

3. Closure: Put the 3 pieces of butcher paper from the pre-assessment in front of the class. Taking each topic one at a time, discuss what students learned from their survey about each topic. Add details to the paper in Spanish using the vocabulary from the lesson. This activity could be done in 3 groups as well and groups could get up and present their learning to the class or share in small groups of 3 (1 from each topic) for more oral practice.

**Differentiation:** Allow students to work in groups so they can sure ideas and practice using vocabulary and sentences to describe the 1930's, and the conflict in Spain. I also like students to repeat information a few times so they can practice oral fluency before writing their newscast.

**Materials:**

Castle newsreels 1936-1938- http://www.youtube.com/watch?v=zTibIw4J1g0

Alba Website- http://www.alba-valb.org/history/spanish-civil-war

*The Good Fight-* http://www.youtube.com/watch?v=URtWFEKHsvs

Handout for Station 2- https://docs.google.com/a/sslcs.org/file/d/0B9oYB3ZaZxWVUUJmNm8weGh2cmM/edit?usp=sharing

**Post-Assessment (e.g. test, final project, etc.):** After researching Castle newsreels from the 1930's, excerpts from the Documentary *The Good Fight*, and the introductory sections of the ALBA website, students will write a report for a newscast that explains what events led to the SCW and defines the competing issues of the SCW. Support your news report with evidence from your research.

Teaching Task Rubric (Informational or Explanatory)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately, but with a weak or uneven focus. |  | | Addresses prompt appropriately and maintains a clear, steady focus. |  | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. |  | | Establishes a controlling idea with a general purpose. |  | | Establishes a controlling idea with a clear purpose maintained throughout the response. |  | | Establishes a strong controlling idea with a clear purpose maintained throughout the response. |
| Reading/ Research | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted. |  | | Presents information from materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted. |  | | Presents information from materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted. |  | | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant. |  | | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. |  | | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question. |  | | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure |  | | Maintains an appropriate organizational structure to address the specific requirements of the prompt. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard Spanish conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | | Demonstrates an uneven command of standard Spanish conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | | Demonstrates a command of standard Spanish conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. |  | | Demonstrates and maintains a well-developed command of standard Spanish conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. |
| Content Understanding | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |