

Unit 08: Escritores contemporáneos de E.E.U.U. y España

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 8

Unit Title:	Escritores contemporáneos de E.E.U.U. y España
Suggested Duration:	3 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

World and America History

ELA

Social Studies

Art

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and

the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Rae.es

Arte Historia

Artehistoria.com

Biblioteca Virtual Miguel de Cervantes

Cervantesvirtual.com

CollegeBoard AP Classroom

[AP Spanish Literature and Culture](#)

<Animoto.com>: Student create videos for review and analysis

Dvolver: Digital Storyboarding

Extranormal: Digital Storyboarding

Google Docs: Whole class review

Powerpoint/Google slides presentations

Peer editing

Google Voice: For oral summaries and to record oral answer questions

Livebinder: Web Storage

<Rtv.es>: Audio information and author interview

Voki: Avatar storytelling

Wordle: or <<http://www.tagxedo.com/app.html>> Vocabulary or concept development

YouTube: <<http://www.artehistoria.jcyl.es/>>

Resources for author interviews, videos or works of art:

<http://www.rtve.es/alacarta/videos/la-entrevista/entrevista-ana-maria-matute/591370/>

<http://www.rtve.es/>

<http://cervantestv.es/tag/escritores/>

<http://www.cervantesvirtual.com/>

Standard(s) Addressed

ACTFL [World-readiness Standards for learning languages](#)

ACTFL [World-readiness Standards for learning languages summary](#)

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none">• <i>Identify information from other disciplines related to course content</i>• <i>Explain how a text content relates to sociocultural, geopolitical, and historical context</i>• <i>Explain the relationship between a literary text and its sociocultural, geopolitical, and historical context</i>• <i>Explain how the behaviours and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts</i>• <i>Identify themes in a literary text that are relevant to contemporary society</i>• <i>Explain the relationship between themes found in literary texts and contemporary or global issues</i>• <i>Distinguish arguments from opinions</i>• <i>Explain how personal beliefs and opinions affect textual interpretations</i>• <i>Make connections between primary and secondary texts</i>• <i>Identify themes and features of artistic representations</i>• <i>Describe similar themes and features between an artistic representation and a literary text</i>	
Mastery	
Big Ideas/Understanding	Essential Questions
<i>Students will understand that...</i>	

The literary works from the United States represent two different perspectives of Spanish speakers: that of a native who has lived their whole life in the U.S. and that of a migrant who negotiates assimilation or marginalization. The literary work of Spain explores how an individual interacts with the community. Students will understand the different cultural products, practices, and perspectives present in the literary works of this period.

1. ¿Cómo se representan la asimilación y la marginalización en la literatura?
2. Cómo se relaciona el/la protagonista con los espacios interiores y exteriores?
3. ¿Cómo son diferentes el cuento corto y la viñeta?

Acquisition

Students will know . . .

Throughout the study of Mi caballo mago, by Sabine Ulibarrí, "...Y no se lo tragó la tierra: ... y no se lo tragó la tierra y La noche buena", by Tomás Rivera, and Como la vida misma, by Rosa Montero, students will know how to explain and compare themes in texts to other texts and Artwork. Students will use a variety of vocabulary to discuss and analyze stylistic, structural, rhetorical, and literary features of texts. Students will know how to define, analyze, and compare aspects of literary genres, movements, and periods. Students will know to analyze the contexts that contributed to the creation of texts, and the texts' cultural products, practices and perspectives. Students will write well-organized analytical essays and short responses.

Students will be skilled at . . .

- a. *Identifying perspective, attitude, and tone*
- b. *Explaining implied meaning or inferences*
- c. *Explaining perspectives, attitudes, or tone*
- d. *Relating texts to their contexts (literary, historical, geopolitical, sociocultural)*
- e. *Relating texts to contemporary global issues*
- f. *Explaining how a text reflects or challenges perspectives of a majority/minority culture*
- g. *Identifying thematic connections between texts*
- h. *Comparing points of view in two texts*
- i. *Relating texts to practices and perspectives found in a variety of media from the target culture*
- j. *Describing how a theme is developed in a work of Art*
- k. *Organizing information, concepts, and ideas in presentations, with a logical and coherent progression of ideas*
1. *Elaborating and supporting main points with*

	<p><i>textual evidence</i></p> <p>m. <i>Using sources available in the target language to support the interpretation of texts and compare viewpoints</i></p> <p>n. <i>Presenting and organizing information logically</i></p> <p>o. <i>Using a variety of literary and critical terminology in oral and written discussions of texts in the target language</i></p>
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STAGE II Assessment Evidence

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Evaluation	Assessments
<p>The AP Spanish Literature and culture exam evaluates student understanding of the skills and required readings from each unit. Following the CollegeBoard exam format, the exam includes <i>multiple choice questions: Part A-interpretive listening and Part B- reading analysis, and 4 free-response questions: 2 short answers and 2 essays.</i> At the end of the two weeks, students will complete the Unit Exam.</p> <p>Exam link</p>	<p>Throughout the three weeks period students will be assessed through:</p> <p>Topic questions: multiple choice and free response questions that check student understanding of each unit/topic</p> <p>Personal progress checks meant to measure students progress through each unit.</p> <p>Teacher created assessment adapted from the AP Classroom question Bank</p>
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a balanced assessment system with Practice, Assessments, Evaluations.</p>	

STAGE III Learning Plan

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Organize plan by weeks

Época / moderna: 1964 - Nuevo México

Obra: “Mi caballo mago”, cuento de Sabine Ulibarri

Conexión temática: El tiempo y el espacio / La creación literaria

Conexión con subtema: el individuo y su entorno, la naturaleza y el ambiente, la relación del tiempo y el espacio, la trayectoria y la transformación, la intertextualidad, la literatura autoconsciente, el proceso creativo, el texto y sus contextos

Actividades: Los estudiantes simularán un “Seminario socrático” analizando el concepto de La creación literaria después de haber leído “Mi caballo mago” y revisarán los documentos en

http://www.cervantes.es/bibliotecas_documentacion_espanol/recursos_en_linea/audiolibros.htm

Época / moderna: 1971 - Texas

Obra: ...y no se lo tragó la tierra, de Tomás Rivera

Conexión temática: La sociedad en contacto / Las relaciones interpersonales

Conexión con subtema: la asimilación y la marginación, las divisiones socioeconómicas, la amistad y la hostilidad, el amor y el desprecio, la comunicación o falta de comunicación, el individuo y la comunidad, el proceso creativo, la intertextualidad, la literatura autoconsciente, el texto y sus contextos, las relaciones familiares

Actividades: Los estudiantes contestarán dos preguntas de respuestas cortas (estilo A /B) del ensayo de texto de AP, analizando el estilo del autor para ilustrar la comunicación o falta de comunicación y connotar las relaciones interpersonales dentro del capítulo “...y no se lo tragó la tierra”. ¿Cómo influyeron las relaciones familiares a la transformación del protagonista?

Época / moderna: 1971 – Texas

Obra: “La noche buena” (dentro de ...y no se lo tragó la tierra), de Tomás Rivera

Conexión temática: La sociedad en contacto / Las relaciones interpersonales

Conexión con subtema: la asimilación y la marginación, las divisiones socioeconómicas, el amor y el desprecio, la comunicación o falta de comunicación, el individuo y la comunidad, la intertextualidad, el texto y sus contextos, las relaciones familiares

Actividades: Los estudiantes escucharán y analizarán una entrevista del autor Tomas Rivera en <<http://cervantestv.es/tag/escritores/>> antes de leer “La noche buena” para poder conectar los temas del capítulo con la vida en general. Ellos elegirán un modo de comunicación para presentar y relacionar los conceptos aprendidos: Entrevistar a un autor (simulación), recitar un poema o una canción, una caricatura digital usando Dvolver, una nube de ideas usando <Tagxedo.com>, un resumen oral usando <Googlevoice.com>, una presentación usando PowerPoint, <YouTube.com> o <Extranormal.com>

Época / moderna: España

Obra: “Como la vida misma”, de Rosa Montero

Conexión temática: La sociedad en contacto / El tiempo y el espacio

Conexión con subtema: el individuo y la comunidad, el individuo en su entorno, la trayectoria y la transformación

Actividades: Después de leer “Como la vida misma” de Rosa Montero los estudiantes escucharán una entrevista de la autora en <http://www.clubcultura.com/noticias/index.php?aut_id=15> . Los estudiantes formarán preguntas de comprensión y análisis para poder discutir los subtemas de su elección. Siguiendo la discusión, los estudiantes completarán un video usando <animoto.com> para representar la ironía

dramática y los temas a través de fotografías.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Supplementary Materials:

<Amediavoz.com> (for audio poetry)

Aproximaciones al estudio de la literatura hispánica: McGraw-Hill, 2012

(7th Ed.) ISBN 13: 978-0-07-338537-2

Momentos cumbres de las literaturas hispánicas: Introducción al análisis

literario: Pearson Education Inc., 2004 ISBN 0-13-101645-8

Released exams by College Board

Texto y vida, Introducción a la literatura hispanoamericana: John Wiley & Sons, Inc. 2002 Mujica, Barbara Louise, ISBN 0-470-00249-2

<Artehistoria.com>: en YouTube

[Calendario escolar con lecturas](#)

[Términos básicos, intermedios, avanzados, épocas y corrientes literarias](#)

Literary work and Artwork to compare

[Dos palabras](#), Allende

El lazarillo de tormes, Anónimo,

No oyes ladrar a los perros, Juan rulfo

El hijo, Quiroga

[Lassoing Wild Horses](#), Solom H. Borglum

[The fall of the cowboy](#), Frederic S. Remington

[Cosecha Amarga Cosecha Dulce: El programa bracero](#), 1942-1964, trabajo, [Abuelitos piscando nopalitos](#), Carmen Lomas Garza

El lazarillo de Tormes, Anónimo

[La tamalada](#), Lomas Garza

[Cosecha Amarga Cosecha Dulce: El programa bracero](#), 1942-1964, trabajo

La casa de Bernarda Alba, Lorca

[La autopista del Sur](#), Julio Cortázar

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

[ClimateChange Education](#)

Enduring Understandings/Core Ideas

Performance Expectations

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the [Core Idea and Performance Expectation](#) from NJDOE link above.

