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

Functions

- o Pop up grammar: review past tense- preterit with whiteboards (give students sample sentences to conjugate. Mix between regular and irregular verbs).
- o 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:

- o 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.
- o 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)

- o Student books or novella packets
- o Thinking map and question sheet

Plan

- o Activation/bellwork:

  students share their family heritage with 3 other students before turning it 0.00000912 0 612 5

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.

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-teste assessment because it integrates w4(ble