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| Instructor: Natalí Ramón | Unit: A cultural comparisons on the effects of migration on young people in China and Central America |
| Site: Mendez Learning Center | Course: AP Spanish Language and Culture |

1. Rationale for the proposed learning segment

The AP Spanish and Language culture exam requires students to have proficiency in Latin American cultures in order for them to show mastery of presentational speaking. Students achieve this by doing a 2-minute recording during the exam in which they compare their culture to another culture in regards to a given question. During the AP test, students have allocated time to prepare their speaking points before delivering a 2-minute recorded presentation in which they detail the similarities and difference between their culture and another culture of their choosing. The list of topics students must be familiar with are wide ranging but we must teach topics within the 6 themes prescribed by the college board. These are: (1) Public and Private Identities (2) Beauty and Aesthetics, (3) Contemporary Life, (4) Families and Communities, (5) Science and Technology, and (6) Global Challenges. These 6 themes and topics covered within the themes can overlap. The topic I would to explore in this learning segment is migration and its effects on young people. This topic is most relevant to the themes of Families and Communities as well as Global Challenges. The essential question we will be answering is: What is the effect of immigration on the family structure? This essential question was inspired by the similarities I have noted between migration patterns in China and migration patterns in central America. As people in China migrate to urban areas, family units are separated and this in turn affects the fabric of family structures in rural China. In a similar way, parents in Central American countries increasingly migrate to the United States where they find employment to send remissions back to their families. Children are often left behind to be raised by their grandparents or family members. In a similar way, family structures are impacted when parents move to a faraway location. During this learning segment, I would like for student to explore the similarities and differences between how Chinese and Mexican families are impacted by the migration of parents. Lastly, students will apply knowledge gained by delivering a two-minute oral presentation in which they answer the essential question: What is the effect of immigration on the family structure? Students will be graded upon their knowledge of this topic as well as their use of academic Spanish language. This last recorded activity is practice for one of their tasks in the AP exam.

This lesson will be executed in Spanish but it was designed in English to facilitate grading for CEU.

2. Standards

World Language Content Standards for California Schools

<https://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

- Communication
 - Stage IV
 - 4.0 Students use extended language (coherent and cohesive texts)
 - Functions
 - 4.4 Discuss, compare and contrast, and support an opinion; persuade.
 - 4.5 Demonstrate understanding of the main ideas and most details in authentic texts.
- Culture
 - Stage IV
 - 4.2 Explain similarities and differences in the target cultures and between students' own cultures.

Common Core and National Standards for Learning Language

<https://www.actfl.org/sites/default/files/publications/standards/Aligning CCSS Language Standards v6.pdf>

Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources. Cultures: Practices and Products (Standard 2.1 and 2.2)
- Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s). Connections: Acquiring New Information (Standard 3.2)
- Acquire information from other content areas using authentic sources
 - Speaking and Listening

Comparisons: Cultures (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.

3. Detailed lesson plan

Essential Question

- What is the effect of immigration on the family structure?

Content Standards/Learning Objectives

Content Standards: See standards listed above

Objective(s):

Day 1:

- Students will read informational text and they will be able to interpret graphs on the migration patterns of China and Central America. They will gain a basic understanding of the push factors of migration in both regions in order to have an informed perspective on the films that will be watched in class.

Day 2

- We will view the documentary “Last Train Home”. Students will synthesize their observation on how migration in China has affected the family structure with a t-chart graphic organizer.

Day 3

- We will view the documentary “Which Way Home”. Students will jot down their observations on how migration has affected the family structures of Central American families with a t-chart graphic organizer from the previous day.

Day 4

- Students will compose a two paragraph compare and contrast essay on family structures of families in rural China and Central America.
- They will then produce an AP exam style recording comparing both artists.

Be Able to Do – Skills

What intellectual/academic skills or processes will students be taught, introduced to, or expanded upon?


- Students will synthesize notes from reading informational texts on the factors that motivate people to migrate in both Central America and rural China. They will be able to communicate their findings through a walk and talk.
- Students will be able to identify the similarities between both countries/continents through a Venn diagram and the turn this into a two-paragraph composition in which they discuss the similarities and differences between both artists.
- Students will draw similarities and differences between the experiences of Chinese children and Central American children in regards to how migration impacts the family structure. They will show mastery of this through an AP Spanish Language and Culture exam style oral presentation of cultural comparisons.

Assessment

In what multiple ways will you be assessing student learning of both the content and the academic/intellectual skill set you are teaching them?

What will the final assessment be? How will you teach to it?

- Graphic organizers in which students synthesize major points on their findings of the push factors of Chinese and Central American migration.
- A Venn diagram will be used for students to synthesize the similarities and differences between both communities.
- Students will submit a two-paragraph written compare and contrast essay about communities.
- 2-minute recording of cultural comparison of the effects of migration on children in China and Central America.

| Time | Description of Activity | Materials |
|------------|--|-----------|
| 10 minutes | <p>Do Now</p> <ul style="list-style-type: none"> Students will respond to the following prompt in writing for about five minutes:  <ul style="list-style-type: none"> Pretend you are the artist behind this image. What would you title this piece and why? What social issue do you think this image is trying to address? What do you believe is the commentary of this image? <p>Students will do a turn and talk with a partner. Then instructor does a cold call and calls on two different students to share what their partner discussed.</p> | Handout |

Transition

How will you transition students from the first activity to the next? How will they connect?

Students will be informed that the image was published alongside an article on family separations as caused by migration. (<https://www.propublica.org/article/border-patrol-families-still-being-separated-at-border-after-zero-tolerance-immigration-policy-reversed>). Students will also be informed that the lesson for the week will involve comparing and contrasting how migration has affected family dynamics in Central America and China. I will inform students that over the next few days they will be exploring a number of sources that deal with the unit topic. They will apply all information gathered to a cultural comparison recording in preparation for the recording portions of their exam.

Activity 2

| Time | Description of Activity | Materials |
|------------|---|---|
| 40 minutes | I will tell students that half of the class will focus on researching analyzing migration in China and Central America. Students will be instructed to convene at the end of their research period to teach | <ul style="list-style-type: none"> Chart on handout Laptops |

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| | <p>other students who covered various sources to teach one another about their findings. I will go over the charts students will use to conduct their research. Students will be instructed to only fill in the side of the chart that has the name of their assigned source.</p> <p>The class will be divided into two groups. Each group will analyze one of the following sources to get information on Chinese and Central American migration.</p> <p>The following links will be posted in the class website to provide students with a reputable site to read for their research. The rest of the period will be devoted to research.</p> <p>Push factors of Central American migration: https://www.youtube.com/watch?v=ueNWIMyUNy4&t=18s</p> <p>Push factors of Chinese migration: https://thediplomat.com/2016/06/chinas-new-generation-of-urban-migrants/</p> | |
|--|--|--|

Transition

How will you transition students from the previous activity to the next? How will they connect?

As we finalize the day, I will ask students to think about the most important facts they learned about their assigned region and I will also tell them to be ready to share these points with a classmate tomorrow.

Day 2

Entry Point - How will you introduce students to the inquiry?

| Time | Description of Activity | Materials |
|------------|--|-----------|
| 10 minutes | <p>Do Now</p> <p>Students will respond to the following prompt in writing for about five minutes:</p> <ul style="list-style-type: none"> • What is something interesting you found out about the migration push factor in your assigned region? • How are these factors that inspired migration similar or different from the factors that inspired your family members to migrate? <p>Students will do a turn and talk with a partner who researched a different region than their own. Then instructor does a cold call and calls on two different students to share what their partner discussed.</p> | |

Transition

How will you transition students from the first activity to the next? How will they connect?

Students will be informed that today they will collaborate with a peer to gain information on the migration push factors from a region different than the one they researched.

| Activity 2 | | |
|------------|--|--|
| Time | Description of Activity | Materials |
| 10 minutes | Students identify a partner that did not research their own region. They swap information on the push and pull factors that have motivated migrants in Central America and rural China to migrate. | <ul style="list-style-type: none"> • Chart on handout |

Transition

How will you transition students from the first activity to the next? How will they connect?

Students will be informed that now that they have found out information on push and pull factors of migration in China and Central America, they will watch two documentaries that explore how migration impacts family structures in both regions. I will tell students that we will begin by watching a segment of a documentary that focuses on migration in China.

Activity 3

| Time | Description of Activity | Materials |
|------------|---|---|
| 40 minutes | Students will jot down important observation on how migration affects family relationships based on the documentary "Last Train Home" | <ul style="list-style-type: none"> • Pen and chart |

Day 3 Entry Point - How will you introduce students to the inquiry?

| Time | Description of Activity | Materials |
|------------|---|-----------|
| 10 minutes | <p>Do Now</p> <p>Students will respond to the following prompt in writing for about five minutes:</p> <p><i>"What can you do to promote world peace? Go home and love your family"</i></p> <ul style="list-style-type: none"> • What does this quote mean to you? • How do you think this quote relates to the family from yesterday's documentary? How does the inability to go home every night prevent you from having harmonious relationships? <p>Students will do a turn and talk with a partner. Then instructor does a cold call and calls on two different students to share what their partner discussed.</p> | |

Transition

How will you transition students from the first activity to the next? How will they connect?

Students will be informed that today, they will look deeper into how migration impacts families in Central America as we view a portion of the documentary "Which Way Home".

Activity 2

| Time | Description of Activity | Materials |
|------------|---|---------------|
| 50 minutes | Students will jot down important observation on how migration affects family relationships based on the documentary "Which Way Home". | Pen and Chart |

Day 4 Entry Point - How will you introduce students to the inquiry?

| Time | Description of Activity | Materials |
|------------|---|-----------|
| 10 minutes | <p>Do Now</p> <p>Students will respond to the following questions in writing for about five minutes:</p> <ul style="list-style-type: none"> • Describe one similarity between the way migration affected families in rural China and families in Central America. • Describe one difference between the way migration affected families in rural China and families in Central America. <p>Students will do a turn and talk with a partner. Then instructor does a cold call and calls on two different students to share what their partner discussed.</p> | |

Transition

How will you transition students from the first activity to the next? How will they connect?

Students will be informed that today they will answer the essential question: **What is the effect of immigration on the family structure?** They will do this through a comparative short composition on issues families face in China and Central America.

Activity 2

| Time | Description of Activity | Materials |
|------------|--|-----------|
| 20 minutes | <p>Students will be instructed to write a compare and contrast composition in which they answer the essential question as it relates to comparisons between Central America and China. In one paragraph, they will discuss the similarities between both communities in regards to how migration has impacted family structures. On the second paragraph, they will focus on the differences between both regions.</p> | |

Transition

How will you transition students from the previous activity to the next? How will they connect?

I will explain to students that they must now synthesize information gathered by doing an AP Spanish exam style recording in which they compare migration’s effects on families in rural China and families in Central America.

Activity 3

| Time | Description of Activity | Materials |
|------------|---|--|
| 20 minutes | <ul style="list-style-type: none"> • The entire class will review the rubric that will be used to grade their oral presentations. • We will then review the “Cultural Comparisons framework” to review the structure of their recordings. <p>Students will have a few minutes to read the question and prepare a presentation.</p> <p>They will then record their presentation on their devices. They must email their entries to the instructor.</p> | <ul style="list-style-type: none"> • Cultural Comparisons rubric • Handout • Cultural comparisons framework • Mobile phones/recording devices. |

Strategies for Addressing the needs of diverse learners: ELLs, LTELs, GATE, LEPs, Students with Special Needs:

- As opposed to most classes conducted in English, English Language Learners are at an advantage in this course because their native language is Spanish. To facilitate reading for LTELs, they will be

assigned sources that are related to Central America since these are in Spanish and are therefore easier to comprehend for them.

- Students must synthesize the information from the assigned online articles and videos in their own words in order to make it more digestible to share the information with another peer.
- Students who need accommodations will have more time to prepare their oral presentations as opposed to the rest of the class who gets less time. Unlike the rest of the students who don't need accommodations, they will also be allowed to use the "Framework for presentation speaking" during their recording. Additionally, as opposed to other students, they will be given a second chance to record in case any major mistakes are made during their initial recording process.

Day 1 Handout

Name:

Date:

Period:

Migration Push Factors

Take a look at the source for the region assigned to you. Fill in the chart below with as much detail as possible.

| Central America | China |
|--|--|
| <p>PUSH FACTORS What social and economic conditions exist in Central America that make it difficult of people to live here? What motivates people to leave their hometowns?</p> | <p>PUSH FACTORS What social and economic conditions exist in China that make it difficult of people to live here? What motivates people to leave their hometowns?</p> |
| <p>PULL FACTORS Where are people going? What factors exist in this area that makes it appealing for migrants to seek a better life here?</p> | <p>PULL FACTORS Where are people going? What factors exist in this area that makes it appealing for migrants to seek a better life here?</p> |

Day 2 Handout

Name:

Date:

Period:

Migration and family structures

In the chart below, jot down information on how migration has affected family structures and relationships between parents and the children they left behind.

| Central America: “Which Way Home” | China: “Last Train Home” |
|--|-------------------------------------|
| | |

Day 4 Handouts

Name:

Date:

Period:

Topic of oral presentation:

What is the effect of immigration on the family structure? Use your findings on “Which Way Home” and “Last Train Home” to inform your presentation.

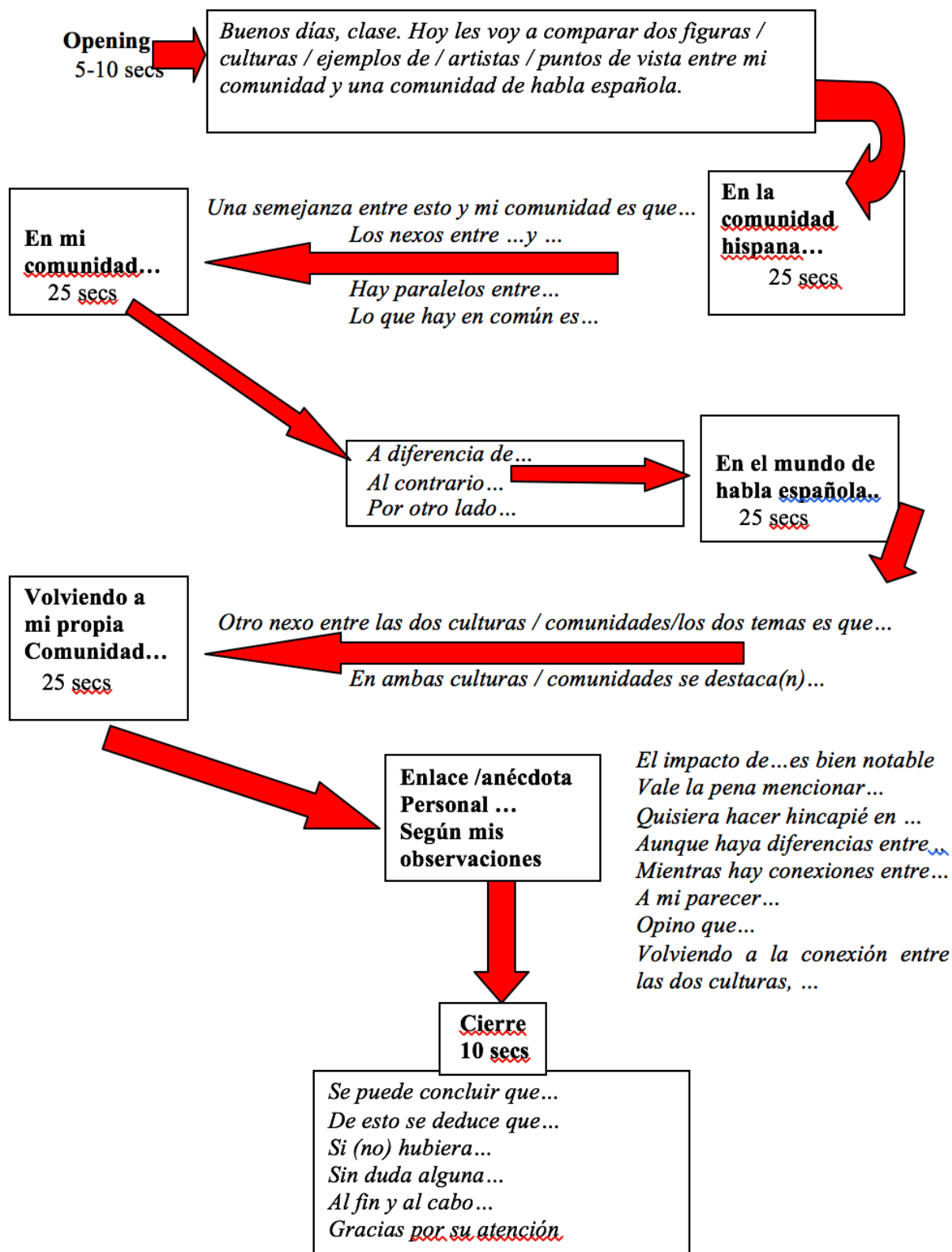
Take a few minutes to plan your oral presentation below. Then record a cohesive two minute presentation.

| | |
|----------------|-----------------------|
| Liao Bingxiong | José Guadalupe Posada |
|----------------|-----------------------|

Poor
1 ptsWeak
2 ptsFair
3 ptsGood
4 ptsStrong
5 pts**Treatment of Topic**

| | Poor 1 pts | Weak 2 pts | Fair 3 pts | Good 4 pts | Strong 5 pts |
|--|--|---|---|--|--|
| | Poor | Weak | Fair | Good | Strong |
| | Almost no treatment of topic within the context of the task | Unsuitable treatment of topic within the context of the task | Suitable treatment of topic within the context of the task | Generally effective treatment of topic within the context of the task | Effective treatment of topic within the context of the task |
| Comparison of Cultures | Poor | Weak | Fair | Good | Strong |
| | Presents information only about the student's own community or only about the target culture, and may not include examples | Presents information only about the student's own community or only about the target culture, but may not compare them; consists mostly of statements with no development | Presents information only about the student's own community or only about the target culture, including a few supporting details and examples | Compares the student's own community with the target culture, including some supporting details and mostly relevant examples | Clearly compares the student's community with the target culture, including supporting details and relevant examples |
| Understanding the target culture | Poor | Weak | Fair | Good | Strong |
| | Demonstrates minimal understanding of the target culture; generally inaccurate | Demonstrates a limited understanding of the target culture; may include several inaccuracies | Demonstrates a basic understanding of the target culture, despite inaccuracies | Demonstrates some understanding of the target culture, despite minor inaccuracies | Demonstrates understanding of the target culture, despite a few minor inaccuracies |
| Organization | Poor | Weak | Fair | Good | Strong |
| | Little or no organization; absence of transitional elements and cohesive devices | Limited organization; ineffective use of transitional elements or cohesive devices | Some organization; limited use of transitional elements or cohesive devices | Organized presentation; some effective use of transitional elements or cohesive devices | Organized presentation; effective use of transitional elements or cohesive devices |
| Comprehensibility | Poor | Weak | Fair | Good | Strong |
| | Barely understandable, with frequent or significant errors that impede comprehensibility | Partially understandable, with errors that force interpretation and cause confusion for the listener | Generally understandable, with errors that may impede comprehensibility | Fully understandable, with some errors which do not impede comprehensibility | Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility |
| Vocabulary and idiomatic language | Poor | Weak | Fair | Good | Strong |
| | Very few vocabulary resources | Limited vocabulary and idiomatic language | Appropriate but basic vocabulary and idiomatic language | Varied and generally appropriate vocabulary and idiomatic language | Accuracy and variety in grammar, syntax, and usage, with few errors |
| Register | Poor | Weak | Fair | Good | Strong |
| | Minimal or no attention to register | Use of register is generally inappropriate for the presentation | Use of register may be inappropriate for the presentation with several shifts | Generally consistent use of register appropriate for the presentation, except for occasional shifts | Mostly consistent use of register appropriate for the presentation |
| Grammar, syntax, and usage | Poor | Weak | Fair | Good | Strong |
| | Little or no control of grammar, syntax, and usage | Limited control of grammar, syntax, and usage | Some control of grammar, syntax, and usage | General control of grammar, syntax, and usage | Accuracy and variety in grammar, syntax, and usage, with few errors |
| Pronunciation, intonation, pacing | Poor | Weak | Fair | Good | Strong |
| | Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility | Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility | Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility | Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility | Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility |
| Clarification or self-correction | Poor | Weak | Fair | Good | Strong |
| | Clarification or self-correction (if present) usually does not improve comprehensibility | Clarification or self-correction (if present) sometimes improves comprehensibility | Clarification or self-correction (if present) sometimes improves comprehensibility | Clarification or self-correction (if present) usually improves comprehensibility | Clarification or self-correction (if present) improves comprehensibility |

Framework for Presentational Speaking



Speaker:

Listener/Grader:

| Category | Grade |
|-----------------------------------|-------|
| Treatment of Topic | |
| Comparison of Cultures | |
| Understanding the target culture | |
| Organization | |
| Comprehensibility | |
| Vocabulary and Idiomatic Language | |
| Register | |
| Grammar, Syntax, and usages | |
| Pronunciation, intonation, pacing | |
| Clarification of self-correction | |

I really liked....

You can improve upon....