

SAMPLE LESSON PLAN

La vida de César Chávez: La lucha sigue

http://www.youtube.com/watch?v=_zLpacr1DIU

** Lesson created by Sara Mack **

CONTEXT: This lesson focuses on an audiovisual text that provides context for this chapter's painting, *Paisajes humanos n°. 65*, by Melesio "Mel" Casas. The idea is that the information in the video is used to understand and contextualize the images and the message of this painting. The great thing about the video is that it includes photographic images that look a lot like the painting; it's easy to see that the artist painted the 'humanos' part of the landscape from quite a realistic perspective when compared to photographs from the same time period. This lesson is done via a combination of slides, board work, and an optional handout. (If the handout isn't used, those parts can be done as board work just as effectively.)

Activity A - 2-4 minutes (*Experiencing the new*)

Slides 1 - 3 - Brief introduction to the painting; first reactions. Lead 1-2 minute discussion of what they know about the painting already, based on what they see AND on what they learned in the homework - for example, they should know what organization the flag is from because of "Art Tour" on MSL - this was homework assigned before class. Slide 3 (hidden) has a list of the basics to cover - including the title.

Activity B - 3-4 minutes (*Experiencing the new*)

Slides 4-9 - Context of the Mexican eagle. First, what does it mean to them as U.S. citizens? Then, historical perspectives of the eagle in Mexico - establish the importance of the eagle as a symbol for Americans of Mexican descent (*ascendencia* is a key vocab word we had in Ch. 6) - contextualize and point out the bicultural aspect of the eagle as a symbol (we'll return to a discussion of what the eagle means later - while we view the video)

Activity C - 4-5 minutes (*Experiencing the new*)

Slides 10 - 11 - Hidden. These slides are essentially two versions of the same information. For this part, ask students to describe what they see, and think about and discuss the workers in the painting - what is their job like? What is their life like? (They may need some scaffolding here - especially if they don't have any experience with manual labor)

Slide 12 - Information on UFW - the basics

Activity D - 10 minutes (*Experiencing the new*)

Slide 13 - Hidden - introduction to the video - "spoilers" of the elements of the painting they will see in the video - good to write this on the board. Go over this, and then use the worksheet as a guide to work with them to listen - step-by-step using the questions on the handout - you can do

it as a paper handout (where they have access to the questions on the paper) or it can be done as board work. (Cesar Chavez – United Farmworkers Scaffold.docx)

Activity E - 7-8 minutes (*Analyzing critically*)

Slide 14 – Critical thinking questions: This is where they discuss the painting - although information from the video should inform parts of the discussion here.

Activity F (*Experiencing the new*)

Slides 15-16 - OPTIONAL - focused grammar practice using the chapter's grammar (relative pronouns) paired with the painting theme/context

Activity G - 7-8 minutes (*Applying appropriately*)

Slide 17 - Putting it all together with mini-presentations - can be done as speaking or writing or both. (See slide notes for ideas.)

HANDOUT: Paisajes humanos N°. 65 – Contexto y comprensión
Contexto – Art tour; video sobre la historia de Los Campesinos Unidos

1. (Video minuto 1:06) ¿Dónde **nació** César Chávez?
2. (minuto 1:17) La familia de César se mudó a California. ¿**Cómo se llamaba** el barrio en dónde vivían? ¿Por qué se llamará así? (*Why might it be called that? Students may need help interpreting the future tense used in questions like this*)
3. (minuto 1:33 – 1:48) ¿Qué **pasó** en 1942 cuando César **terminó** con el octavo grado de la escuela? ¿Cómo **cambió** su vida?
4. (minuto 2:07-3:03) En el año 1962: ¿Con **quién fundó** Los Campesinos Unidos? (“*United Farm Workers*” or “*UFW*” en inglés)
 - a. Haz una lista de palabras que se asocia con **el águila azteca**:
 - b. ¿Por qué **escogieron** el símbolo de **la águila azteca** para la organización?
 - c. ¿Cuál **fue** el enfoque principal del grupo? (2:50)
5. (minuto 4:15 – 4:45) Esta parte presenta las opiniones de Chávez sobre un problema específico. ¿Qué es, y **a quién** afecta?

¿Y qué solución sugiere?

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