Sociocultural Model Lesson Template (Warford & White, 2010)

LOTE Topic (See NYS LOTE Resource Guide:
http://accelerateu.org/resourceguides/lote/lote.html)

☐	1) Personal ID	☐	9) Education
☐	2) House & home	☐	10) Earning a living
☐	3) Services	☑	11) Leisure
☐	4) Family life	☐	12) Public and private services
☑	5) Community/neighborhood	☐	13) Shopping
☐	6) Physical environment	☐	14) Travel
☐	7) Meal taking/food/drink	☐	15) Current events
☐	8) Health & welfare	☑	16) Other (for non-NYS LOTE). Please indicate:
			History

Instructional objectives: Phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- "Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities (topic)." For more on writing good instructional objectives, go to: http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm

LOTE Standard 1.1 (listening and speaking; address situations and functions related to topic).
Students will be able to…

discuss Latin American folktales with limited sociohistorical sensitivity.

LOTE Standard 1.2 (reading and writing; address situations and functions related to topic).
Students will be able to…

read Latin American folk tales with limited sociocultural sensitivity.

LOTE Standard 2.1 (cross-cultural comparisons related to particular topic). Students will be able to:

Distinguish historical, pre-columbian and Spanish influences on Latin American folktales.

Standards addressed (check all that apply):

COMMUNICATION	CONNECTIONS
Communicate in Languages Other Than English	**Connect with Other Disciplines and Acquire Information**
☑ **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	☑ **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
☑ **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics	☑ **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through
☑ **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	**COMPARISONS**
	Develop Insight into the Nature of Language and Culture
CULTURES	☑ **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

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Gain Knowledge and Understanding of Other Cultures ☑ **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied ☑ **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	☑ **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. **COMMUNITIES** **Participate in Multilingual Communities at Home & Around the World** ☐ **Standard 5.1:** Students use the language both within and beyond the school setting ☐ **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Common Core Curriculum points addressed:
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf

Language (speaking and listening):

College and Career Readiness Anchor Standards for Speaking and Listening, 4-5

Reading :

College and Career Readiness Anchor Standards for Reading 1-6, 10, 11

Writing:

College and Career Readiness Anchor Standards for Writing 3, 6-9

I. Activation of schemata (lexically and morpho-syntactically simple top-down (i.e. Kramsch, 2003; Wiley, 2000) and bottom-up leading questions about cultural conventions (in L2) that pertain to the text students are about to explore. The teacher then collects students' comments, translating them into L2 if offered by students in L1.

Top-down activation leading questions about students' (C1) experiences of the symbolic capacity in question, preview text (freeze frame, if video is involved) generate and record for further discussion some hypotheses about content.	**Bottom-up activation** (Address unfamiliar lexical, idiomatic items that may undermine comprehension of the text vis-à-vis a glossary and or, students to scan for and present unfamiliar terms for clarification.
Conocen Uds. unas leyendas estadounidenses? (Johnny Appleseed, Hiawatha…). ¿Leyendas urbanas, de fantasmas, etc.? A veces, las figuras en estas leyendas simbolizan valores que nos importan como estadounidenses? (i.e. George Washington y el árbol de cerezas)? ¿Ejemplos? Coleccione una lista de símbolos importantes para nuestra identidad nacional, asegure que se incluya el águila. ¿Por qué existen leyendas? Antes de leer una leyenda mexicana, ¿qué sabemos de las creencias del pueblo mexicano? ¿influencias? ¿Qué sabemos de los aztecas (su líder, conquistador, creencias, prácticas)?	Lean el título. ¿Qué predicen en cuanto al contenido, propósito de este cuento? ¿Hay vocabulario desconocido (i.e. cabello cabelludo)? (coleccione y traduzca dialógicamente con la clase).

II. Text Interpretation: Combine bottom-up and top-down leading questions to process text

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Top-down strategies (in L2):	Bottom-up strategies (in L2):
• What is the purpose of ____? Is it to ____? Etc. • What is the emotional state of person A/B? • What are the interactants trying to accomplish? • Do they accomplish the task? • What are the phases of this discourse/speech event? (beginning, middle, end?)	• What do you think _____ means? Is _____ a cognate or false cognate? • What do you think of when you picture __? • What does person A ask? How does person B respond? What form of the verb does person A/B use in addressing the interlocutor?
¿Cuáles son las fases clave de esta leyenda? ¿Qué opinan del águila, campesino, Moctezuma? (pedirles evidencia textual) Coleccionen hipótesis sobre el significado de los eventos, propósito(s) posibles para la leyenda. ¿Hay imágenes que pueden tener importancia simbólica? ¿Cuáles? ¿Qué representan?	Lean juntos, párrafo por párrafo para una base literal de sucesos importantes, resumiendo las acciones clave. Imágenes y personajes clave en la leyenda.

III. Sociocultural interpretation: Lead learners through an examination of the points raised in the activation stage. Sample leading questions include:
- What similarities do you see between the way native speakers approach 'X' and our approach to 'X' (for examining L1 and C1 assumptions).
- Which of our assumptions about this text were correct? …incorrect?
- What are the rules for carrying out this speech event in the L2? (address relevant grammatical, lexical, discourse & socio-pragmatic elements)

Expert groups jigsaw:

Para ampliar la interpretación de la leyenda, asigna los estudiantes en cuatro grupos de base (home groups) y cuatro grupos de experto: Cuatro estaciones…
1) Temas de arte cristiano (http://www.historiarte.net/iconografia/aguila.html)
2) La conquista de los Aztecas (http://www.educarchile.cl/medios/9112004124017.doc)
3) La bandera mexicana (http://www.todotexcoco.com/noticias.php?NT=14919)
4) La muerte de Moctezuma (http://es.wikipedia.org/wiki/Moctezuma_Xocoyotzin#Muerte)

Al regresar y reportar, aborde un foro sobre las impresiones iniciales de los temas introducidos en II, especialmente la figura del águila y Moctezuma.

IV. Sociocultural presentation: Students develop an adaptation/recreation/response related to the presented text(s). Directions (in L2)

Antes de elegir una opción, consulte este recurso sobre las creencias aztecas: http://clio.rediris.es/fichas/otras_aztecas.htm#Cultura: creencias.

Opción A: ¿Conquistadores o conquistados? En un ensayo breve, defienda o rechace la propuesta que ´La herida de Moctezuma´ represente y promueva valores españoles o aztecas. Use evidencia de la leyenda y los recursos consultados para construir sus argumentos.

Opción B: Usando los recursos como una base y la leyenda como modelo, preparen un ensayito que cuente una versión de La herida de Moctezuma que sea más ajustado a la perspectiva azteca. Para enterarse un poco más de sus creencias.

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V. Sociocultural debriefing: Teacher and students examine appropriateness of students' simulations against the linguistic and cultural elements identified at Stage III and the assumptions generated at Stage I. There may be some lingering transference of L1 and C1 to the L2 and C2 features imbued in the text. Write your leading questions below:

Criterios clave para evaluar las presentaciones socioculturales…
- Fidelidad a la historia.
- Diferenciación de aztecas de las españolas en cuanto a creencias y simbología
- Un sentido claro del propósito de leyendas para reproducir códigos culturales

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