

## Lesson Plan Template

Teacher Candidate Name: **J. Zimmer**  
 Lesson Title/#: **La Guerra Sucia / Argentina / Evaluation**  
 Grade Level: **11th/12th**

### Lesson Foundations

<b>Content Standards</b>	<p>INTERPRETIVE COMMUNICATION: Communicate in languages other than English, both in person and via technology.</p> <p>1. Derive meaning from messages and texts using listening, reading and viewing strategies.</p> <p>2.c. Examine topics, events or viewpoints as they are presented in different authentic sources and compare how those sources treat the same topic, event or viewpoint.</p> <p>3. f. Draw conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.</p> <p>INTERPERSONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology.</p> <p>1. b. Ask and answer a range of questions to seek or clarify information.</p> <p>3b. Ask and answer questions about feelings, emotions and preferences.</p> <p>CULTURES STANDARD: Gain and use knowledge and understanding of other cultures</p> <p>1. e. Identify, investigate and describe institutions, contemporary and historical figures, contributions and time periods of the target culture(s).</p>		
<b>Learning Objective(s)</b>	<p><b>Students will demonstrate their knowledge and analysis of written text in comparison to our Dirty War unit - comparing/contrasting, analyzing, and evaluating.</b></p>	<p><b>Assessment(s)</b></p> <p>Include LO being addressed</p>	<p><b>Socratic Seminar</b></p>
<b>Materials &amp; Resources</b>	<p>See attached worksheet to help students monitor which sources they are to cite during the seminar. This also shows the sources we have used during the 2-3 weeks preceding the evaluation.</p>		

### Instructional Procedures/Steps

*Note when you are addressing a learning objective and when enacting an assessment.*

	<p><b>Teacher will...</b>          Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.</p>	<p><b>Student will...</b>          What will students be doing?          What evidence of learning will students demonstrate?          Student-centered learning/opportunities for practice and application.</p>
<p><b>Before class day</b></p>	<p>Help students via jigsaw and literary circles uncover information about <i>La Guerra Sucia</i> and Argentina</p>	<p>Discover information, facts, and create opinions on this time during Argentina's history via jig sawing, and literary circles (see handout for sources). During the jigsaw, students will read articles in the target language, watch videos in the target language, and will discuss in small</p>

		groups the outcomes of the acts that the Argentine government committed.
<b>Evaluation Minutes</b>	<p>1. The evaluation will be a socratic seminar all in Spanish. There will be three lyrics based off of The Dirty War or similar events in another Spanish-speaking country.</p> <p>2. Observe and take notes on students' participation and type of comments/observations/opinions</p>	<p>1. Students will have the evening to interpret and analyze the lyrics given - then come up with connections to any of the sources we have used in the unit to discuss and learn about the Dirty War. They will also need to have questions to continue the conversation during the ss.</p> <p>2. Have a conversation/discussion showing their understanding and analysis of the text (lyrics)</p>
<b>Closure Minutes</b>	N/A	N/A
<b>Planned Supports</b>	<i>None</i>	