

## Global Teacher Seminar Lesson Plan

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**Name:** Pedro Antonio Ortiz Ramírez

**Title:** USA multinational corporations and the water crisis in Mexico

**Theme/Topic:** Responsible consumption and production / Clean water and sanitation (From the UN Global goals)

**Introduction** (2-3 sentence summary of lesson):

This Lesson Plan is about responsibility on the globalized world, the students will identify some of the main obstacles developing countries have to deal with in order to have access to water.

**Subject(s)/Grade level(s):** Spanish/ Spanish 1103 (medium – advanced) University level

**Suggested Duration of Lesson:** 55 – 60 min

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**Connection to Standards/Common Core** (1-2 standards):

**Ohio Learning Standards (Taken from previous Lesson Plans)**

INTERPRETIVE COMMUNICATION

2. Analyze how authentic sources convey viewpoints and use authentic sources critically

g. Compare and contrast two or more literary selections that share the same topic but represent different genres.

3. Comprehend and interpret more detailed information in authentic messages and informational texts

**Essential Questions:**

Why is it that, even with international aid, many towns in Mexico suffer from water access while big multinational companies in the same place are not affected?

How different postures from a single topic can help to find ways to solve it?

**Learning Objectives** (2-3 objectives):

Students will be able to engage in medium-to-advanced conversations on the environment and environmental concepts using the target language (Spanish).

Students will be able to debate about possible solutions for the same issue.

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### Materials Needed:

Cardstock, markers, printed news about the topic, PowerPoint slides.

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### Pre-Assessment of Prior Knowledge:

Students will be asked in the target language (Spanish) what USA companies they think exist in Spanish-speaking countries and what companies from the latter exist in the USA

What do you know about the rights and responsibilities of those companies when they are in other countries, what do you think might be those?

### Teacher-Student Interaction (5-7 steps):

1. Warm-up, students will be given a list of vocabulary related to the topic, they will complete a grammar activity (either subjunctive, present perfect or future) where they have to select a correct verb conjugation in a sentence that includes part of that vocabulary. -10 min
2. I will randomly ask students to write the correct answers on the board so that the rest of the students can check to see if they were correct. -5 min
3. I will introduce the topic using PowerPoint slides, I will make use of Memes to make the topic more apprehensible for them. -5 min
4. I will create 4 groups, each group will be given a real news article about the water scarcity in Apizaco, a small town in the state of Tlaxcala in Mexico where a Coca-Cola factory is located. One of the groups will be given a news article about the role of Coca-Cola company and its implementation of "green spaces". -3 min
5. I will inform the students that they need to summarize their news article and propose ideas to the other groups about solutions to the problem. I will be the moderator. 2 min
6. Students will work in their groups and they will create a summary and propose a solution. -15 min
7. One person from each group will talk to the class in the target language (Spanish) what she/he and their group proposes. -10 min

**Closing Activity:** I will quickly summarize the groups ideas and share with them my own experience coming from that situation.

**Post-Assessment:** The assessment will be their homework, I will ask the students to prepare a paragraph in Spanish for their friends and family in which they explain the problematic and propose a solution.

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**Reflection:** *How are students engaging with ideas from another culture? What does it mean for them?*

I consider this activity will show another perspective of globalization. Students will be able to engage in one of the issues Spanish-speaking people deal with on their everyday life. They will learn what the direct affected people have done to solve the issue. The students will be able to propose possible solutions too, which will make them globally aware.

### Resources:

Group 1

News: Milenio

**Residents manifest for water scarcity in Apizaquito.**

**Se manifiestan pobladores por escasez de agua en Apizaquito**

<https://www.milenio.com/politica/comunidad/manifiestan-pobladores-escasez-agua-apizaquito-tlaxcala>

Group 2

News: Diario de Tlaxcala

**Femsa Coca-Cola dries out Apizaco's aquiferous mantles**

**Femsa Coca-Cola seca los mantos acuíferos de Apizaco**

<https://www.eldiariodetlaxcala.com/femsa-coca-cola-seca-los-mantos-acuiferos-de-apizaco/>

Group 3

News: Despertador Tlaxcala

**Coca Cola exploits three water wells in Apizaco; extracts 29 liters per second each**

**Explota Coca Cola en Apizaco tres pozos de agua; extrae 29 litros por segundo c/u**

<https://despertadortlax.com/2018/11/25/explota-coca-cola-en-apizaco-tres-pozos-de-agua-extrae-29-litros-por-segundo-c-u/>

Group 4

News: Quadratin Tlaxcala

**They ask to regulate Coca Cola to prevent Apizaco from running out of water**

**Piden regular Coca-Cola para evitar que Apizaco se quede sin agua.**

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<https://translate.google.com/?sl=auto&tl=en&text=Piden%20regular%20a%20Coca%20Cola%20para%20evitar%20que%20Apizaco%20se%20quede%20sin%20agua%20&op=translate>

Group 5

News: Coca-cola News

**Coca-Cola FEMSA promotes green spaces in Apizaco**

**Coca-Cola FEMSA impulsa espacios verdes en Apizaco**

<https://coca-colafemsa.com/nota-de-prensa/cocacola-femsa-impulsa-espacios-verdes-en-apizaco/>

**Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):**

Possibilities for future lessons or how to use this for gifted/etc.

1. This lesson can also be modified by presenting this news article in English about the topic: <https://grassrootsonline.org/blog/newsblogchallenging-cokes-thirst-water-apizaco-story/> The main idea will be to ask students to create flyers, tiktok videos, Instagram Stories, etc. in Spanish to make other people aware about the problem Coca-Cola company is creating in the City of Apizaco, Tlaxcala in Mexico.
  2. After this lesson it can also be proposed to the students to look in Spanish websites how other residents have solved the problem of big transnational companies taking all the water.
  3. After they submit the homework, we can ask everyone to share their proposals, discuss which would be the most beneficial ones and share them throughout the Ohio State University.
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Examples of Memes used to introduce the topic:



(When you visit Canada/ When Canada visits you)



(You shall visit the USA/ before the USA visits you)