

An Interdisciplinary Unit:  
Down on the Farm  
Designed for Eighth Grade Spanish Students

Stephanie Hofer  
Education 348  
Professor Martynowicz  
December 7, 2011

## **Table of Contents**

- A. Lesson Plan One: Introduction to my theme in the context of my subject area
- B. Lesson Plan Two: Teaching a skill in my content area that is related to the theme
- C. Lesson Plan Three: Supporting another content area outside my own: History
- D. Lesson Plan Four
- E. Lesson Plan Five: A culminating, performance-based activity
- F. Individual Reflection

## **Section A: Lesson Plan One**

### **MANCHESTER COLLEGE Department of Education**

**LESSON PLAN by:** Stephanie Hofer

**Interdisciplinary Unit Plan:** Down on the Farm

**Lesson:** Interdisciplinary Unit Plan Lesson Plan #1:  
Introductory Lesson: Farm Vocabulary

**Length:** 45 minutes (one class period)

**Age or Grade Intended:** Eighth Grade Spanish Students

**Academic Standard(s):**

- |          |  |
|----------|--|
| MH 8.2.3 | Make educated guesses about meaning in simple, unfamiliar contexts, using cognates and familiar vocabulary.                          |
| MH 8.5.2 | Integrate content area concepts and skills through relevant activities.  |
| MH 8.6.1 | Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness. |
| MH 8.7.2 | Recognize and use simple language structures.  |

**Performance Objectives:**

1. Given the Farm Vocabulary worksheet (attached), students will repeat each vocabulary word after the teacher to develop an understanding of the word's pronunciation, verified by the teacher for participation.
2. Given the Farm Vocabulary worksheet (attached), students will create a farm project using ten animal vocabulary words and ten other vocabulary words, graded by the teacher for completion and creativity outlined in the attached Farm Project Rubric.
3. Given the link to the farming simulation website, students will simulate what it is like to be a farmer in a poor country while using the target language, verified by the teacher for participation.
4. Given the link to the farming simulation website, students will record their simulation results on the attached Granjero del tercer mundo worksheet, verified by the teacher for completion.

**Assessment:** This is the first lesson of the Farm Week: Down on the Farm Interdisciplinary Unit Plan. To introduce this topic to eighth grade Spanish students, introduce the farm vocabulary by using the Farm Vocabulary handout (attached). Say the words to the students and have them repeat it back for correct pronunciation (as a participation exercise). Next, explain to students that they will be starting a farm project. This is a creative project that uses the farm vocabulary, but asks students to create a farm. Students must include ten correctly labeled animals and ten

correctly labeled other farm words, all of the students' choosing from the Farm Vocabulary handout (attached). Students will also have time to work on this during tomorrow's class period. Students will receive ½ point for the correct number of items in each category and ½ point for labeling each item with the correct Spanish translation. Students will also be graded on creativity to promote high-quality projects; this grade involves one being the lowest and a five being the highest. Altogether, students can receive a total of 25 points for this assignment (see attached rubric). Then, the last fifteen minutes of class will ideally be spent in the computer lab. Students will go to the website: [www.3rdworldfarmer.com](http://www.3rdworldfarmer.com). This website asks students to simulate being a farming family in a poor country. Before playing, have students click on the Spain flag in the upper right hand corner. This will translate the simulation game into Spanish! Students will complete the Granjero del tercer mundo worksheet (attached) while playing the game. Have students turn this in for completion before leaving the class. Ideally, this game will allow students to understand what it is like to be a farmer in a poor Spanish-speaking country. This is an activity that will lead into tomorrow's discussion about how poverty and agriculture are very prevalent in South America.

#### **Advanced Preparation by Teacher:**

1. Choose farm vocabulary and make the attached Farm Vocabulary worksheet
2. Decide criteria and requirements for the farm project and make the Farm Project Rubric
3. Sign out the computer lab to make sure students have access to a computer
4. Test the farming simulation website and make sure it is working! If not, find a different website.
5. Make the Granjero del tercer mundo worksheet to go with the farming simulation website

#### **Procedure:**

**Introduction/Motivation:** ¡Hola, clase! (Hello, class.) Does anyone here live on a farm? Does anyone here know anything about farming? Does anyone know anything about farming in the Spanish-speaking countries? This whole week, we will be talking about just that. I would like to welcome you to our Farm Week: Down on the Farm. ¡La semana de la granja!

#### **Step-by-Step Plan:**

1. Introduce the farm vocabulary by using the Farm Vocabulary handout (attached). Say the words to the students and have them repeat it back for correct pronunciation (as a participation exercise).  
(Gardner: Visual/Spatial, Verbal/Linguistic)  
(Bloom's: What words from this list did you already know? - Knowledge)  
(Bloom's: How would you classify the second box of words? - Comprehension)
2. Explain to students that we will be starting a farm project. This is a creative project that uses the farm vocabulary, but asks students to create a farm. Students must include ten correctly labeled animals and ten correctly labeled other farm words, all of the students' choosing from the Farm Vocabulary handout (attached). Students will also have time to work on this during tomorrow's class period.
  - Students will receive ½ point for the correct number of items in each category and ½ point for labeling each item with the correct Spanish translation.

- Students will also be graded on creativity to promote high-quality projects; this grade involves one being the lowest and a five being the highest.
- Altogether, students can receive a total of 25 points for this assignment (see attached rubric).

(Gardner: Intrapersonal, Visual/Spatial, Logical/Mathematical)

(Bloom's: Select vocabulary words to develop your own farm. – Application)

(Bloom's: Label the animals and objects with the correct Spanish words. – Knowledge)

3. The last fifteen minutes of class will ideally be spent in the computer lab.

Students will go to the website: [www.3rdworldfarmer.com](http://www.3rdworldfarmer.com). This website asks students to simulate being a farming family in a poor country.

- Before playing, have students click on the Spain flag in the upper right hand corner. This will translate the simulation game into Spanish!
- Students will complete the Granjero del tercer mundo worksheet (attached) while playing the game. Have students turn this in for completion before leaving the class.
- Ideally, this game will allow students to understand what it is like to be a farmer in a poor Spanish-speaking country. This is an activity that will lead into tomorrow's discussion about how poverty and agriculture are very prevalent in South America.

(Gardner: Intrapersonal, Visual/Spatial, Logical/Mathematical, Bodily-Kinesthetic)

(Bloom's: What conclusion can you draw about farming in a poor area? – Analysis)

(Bloom's: Suppose you are a farmer in a poor country. What challenges might you come across? – Synthesis)

**Closure:** I hope you had a lot of fun during our first day of Farm Week: Down on the Farm, or in Spanish class: ¡La semana de la granja! Please do not worry if you did not have time to finish your project. Tomorrow, I will give you more time to complete it. We will also be doing some activities with our vocabulary and talking about farms in Spanish speaking countries, which relates to our computer lab activity from today. ¡Hasta mañana chicos!

### **Adaptations/Enrichment:**

Enrichment: If this lesson finished early, the teacher could:

- Give students more time on their projects
- Review vocabulary words by playing Around the World (a fast-paced review game)
- Ask students what else they know about farming
- Start a class discussion about the challenges of farming and how that was evident in the simulation game from the computer lab

### **Self-Reflection:**

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?

- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Have the students seen these vocabulary words before or were they new?
- Were the students able to start using the vocabulary correctly and integrate it into their project?
- Were student putting enough energy into the project or were they simply trying to get it done as fast as possible?
- Did students enjoy the farming simulation website?
- Did students take the farming simulation website seriously?
- Would I use this same website next time or try a different one?
- Did students have enough time to complete the worksheet that accompanies the website or did students need more time?
- Was this website activity and appropriate way to lead into tomorrow's discussion about poverty and agriculture in South America?
- Did I choose appropriate enrichment activities if the class got done early?
- Were all corresponding worksheets easy to understand or should I change them for next time?

FARM VOCABULARY:

**Farm Animals (Animales de la granja):**

English: Adult Animales	Spanish: Adult Animals	English: Baby Animals	Spanish: Baby Animals
<b>Bull</b>	Toro	Bull	Toro
<b>Cat</b>	Gato	Kitten	Gatito
<b>Cow</b>	Vaca	Calf	Ternero
<b>Chicken</b>	Pollo	<b>Chick</b>	Pollito
<b>Dog</b>	Perro	<b>Puppy</b>	Perrito
<b>Donkey</b>	Burro	<b>Colt, Foal</b>	Potro
<b>Duck</b>	Pato	<b>Duckling</b>	Patito
<b>Goat</b>	Cabra	<b>Kid, Billy</b>	Cabrito
<b>Hen</b>	Gallina	<b>Chick</b>	Pollito
<b>Horse</b>	Caballo	<b>Colt, Foal</b>	Potro
<b>Pig</b>	Cerdo	<b>Piglet</b>	Cerdito
<b>Rabbit</b>	Conejo	<b>Bunny</b>	Conejito
<b>Rooster</b>	Gallo	<b>Chick</b>	Pollito
<b>Sheep</b>	Oveja	<b>Lamb</b>	Obeja
<b>Turkey</b>	Pavo	<b>Poult</b>	Pavipollo

**Other Farm Words (Otras palabras de la granja):**

<b>English:</b>	<b>Spanish:</b>
Hay	Heno
Sty	Pocilga
Farm	Granja
Wool	Lana
Barn	Granero
Cheese	Queso
Ham	Jamón
Milk	Leche
Tractor	Tractor
Eggs	Huevos
Pasture	Pasto
Stable	Estable
Coop	Pollera, Jaula
Pitchfork	Horca
Shovel	Pala
Broom	Escoba
Pail, Bucket	Cubo
Farmer	Granjero, Agricultor

## Farm Project Rubric:

Student name: \_\_\_\_\_

Period: \_\_\_\_\_

	Acceptable 1 punto	Average 2 puntos	Good 3 puntos	Great 4 puntos	Excellent 5 puntos	TOTAL
<b>Creativity</b>	The project is unoriginal and does not display creativity.	The project does not have visual interest, but is partially creative.	Project is somewhat visually pleasing, and creative.	Project is visually pleasing and creative.	Project is very visually pleasing and vibrantly creative.	<b>Student receives a total of _____/5 pts for creativity</b>

### Animales de la granja:

Student has \_\_\_\_\_ animals included for a total of \_\_\_\_\_/5 pts

Student correctly labeled \_\_\_\_\_ animals for a total of \_\_\_\_\_/5 pts

Student receives a **total of \_\_\_\_\_/10 pts**

### Otras palabras de la granja:

Student has \_\_\_\_\_ other words included for a total of \_\_\_\_\_/5pts

Student has correctly labeled \_\_\_\_\_ other words for a total of \_\_\_\_\_/5 pts

Student receives a **total of \_\_\_\_\_/10 pts**

**FINAL SCORE FOR WHOLE PROJECT: \_\_\_\_\_/25PTS**



Nombre: \_\_\_\_\_

Período: \_\_\_\_\_

## Granjero del tercer mundo

### ¿Qué hiciste hoy?

\*Visit <http://www.3rdworldfarmer.com>

\*Before beginning, click on the Spain flag in the upper right hand corner to play in Spanish!

\*Each time you play the game, fill in this chart. Note which cultivos o animales you buy and how many you have left after the Reporte Annual.

Evento del año	Resumen	Cultivos	Animales	Gastos e Ingresos
	Ahora tienes: \$____  ____ familiares			Ingreso Base este año:  Ahorros:  Costo de Vida:  Total:
	Ahora tienes: \$____  ____ familiares			Ingreso Base este año:  Ahorros:  Costo de Vida:  Total:
	Ahora tienes: \$____  ____ familiares			Ingreso Base este año:  Ahorros:  Costo de Vida:  Total:
	Ahora tienes: \$____  ____ familiares			Ingreso Base este año:  Ahorros:  Costo de Vida:  Total:

## **Section B: Lesson Plan Two**

### **MANCHESTER COLLEGE Department of Education**

**LESSON PLAN by:** Stephanie Hofer

**Interdisciplinary Unit Plan:** Down on the Farm

**Lesson:** Interdisciplinary Unit Plan Lesson Plan #2:

Teaching a skill Lesson: Farm Vocabulary, First Hand Culture Experience in Costa Rica, and Farm Book in Spanish

**Length:** 45 minutes (one class period)

**Age or Grade Intended:** Eighth Grade Spanish Students

**Academic Standard(s):**

- |          |  |
|----------|--|
| MH 8.2.2 | Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. |
| MH 8.2.3 | Make educated guesses about meaning in simple, unfamiliar contexts, using cognates and familiar vocabulary.                          |
| MH 8.3.3 | Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.                                   |
| MH 8.6.1 | Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness. |
| MH 8.7.1 | Use cognates and word families to guess meaning.   |
| MH 8.7.2 | Recognize and use simple language structures.  |
| MH 8.7.5 | Compare the social patterns of other cultures and the learner's own culture.   |

**Performance Objectives:**

1. Given the FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet, students will read the passage, concentrating on words in the target language, verified by the teacher for completion.
2. Given the FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet, students will use previous vocabulary knowledge and the skill of recognizing cognates to complete the attached Supporting Questions, verified by the teacher for participation.
3. Given a book from the example LIST OF FARM/ANIMAL BOOKS IN SPANISH sheet, students will read in the target language, concentrating on previously learned vocabulary to improve current vocabulary and pronunciation, verified by the teacher for participation.
4. Given the Farm Vocabulary worksheet (attached), students will create a farm project using ten animal vocabulary words and ten other vocabulary words, graded by the teacher for completion and creativity outlined in the attached Farm Project Rubric.

**Assessment:** This is the second lesson of the Farm Week: Down on the Farm Interdisciplinary Unit Plan. To begin today's lesson, refer to the attached FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet. After explaining to students that this is a short blog from someone who spent time abroad in Costa Rica and commented on their farm life, have students read the article. Then, have them fill out the Supporting Questions that are located at the end of the article. Check for completion! The previous activity should lead into a short class discussion about what farm life is like in Costa Rica. (The main portion of this discussion should stem from the last Supporting Question.) Make sure students offer reasons for how farm life in Costa Rica is either similar to or different from farm life in the United States; this should be a participation exercise that depends on how well they participate. Afterward, put students into small groups of no more than three (ideally, but depends on available materials). Have students choose a book from the example list (the attached LIST OF FARM/ANIMAL BOOKS IN SPANISH). It is assumed that before class, the teacher has located some of these books and has made them accessible to the class for use. Students should read a book together in their small group, practicing pronunciation and reading/speaking in the target language, as these books will be written in Spanish. Because these are well-known stories, students should be able to rely on previous knowledge to understand the storylines. Make sure students are on task, and use this also as a participation grade. Ideally, students are engaged, on task, and reading in the target language. Then, to continue yesterday's project, re-explain to students that they will be doing a farm project. This is a creative project that uses the farm vocabulary, but asks students to create a farm. Students must include ten correctly labeled animals and ten correctly labeled other farm words, all of the students' choosing from the Farm Vocabulary handout (attached). Students will also have time to work on this during tomorrow's class period. Students will receive ½ point for the correct number of items in each category and ½ point for labeling each item with the correct Spanish translation. Students will also be graded on creativity to promote high-quality projects; this grade involves one being the lowest and a five being the highest. Altogether, students can receive a total of 25 points for this assignment (see attached rubric).

**Advanced Preparation by Teacher:**

1. Locate, find, and copy the attached FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet. Include the also attached Supporting Questions, located at the end of the sheet.
2. Choose and set out well-known farm-related books that are written in Spanish (use the attached LIST OF FARM/ANIMAL BOOKS IN SPANISH sheet for ideas)
3. Decide criteria and requirements for the farm project and make the attached Farm Project Rubric

**Procedure:**

**Introduction/Motivation:** ¡Hola, clase! (Hello, class.) I would like to welcome you again to our Farm Week: Down on the Farm. ¡La semana de la granja! Today, we will be talking about farming in a country other than our own, reading some fun books related to farms in Spanish, and finishing our projects we started yesterday.

**Step-by-Step Plan:**

1. Refer to the attached FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet. After explaining to students that this is a short blog from someone who spent time abroad in Costa Rica and commented on their farm life, have students read the article. Then, have them fill out the Supporting Questions that are located at the end of the article.  
(Gardner: Visual/Spatial, Verbal/Linguistic, Naturalist, Intrapersonal)  
(Bloom's: How long did the writer spend in Costa Rica? – Knowledge)  
(Bloom's: Define the following Spanish words. – Knowledge)
2. The previous activity should lead into a short class discussion about what farm life is like in Costa Rica. (The main portion of this discussion should stem from the last Supporting Question.) Make sure students offer reasons for how farm life in Costa Rica is either similar to or different from farm life in the United States.  
(Gardner: Visual/Spatial, Verbal/Linguistic, Naturalist, Interpersonal)  
(Bloom's: What do farmers in Costa Rica typically do? – Comprehension)  
(Bloom's: If you were the writer, would you have gone back to Costa Rica? Why or why not? – Evaluation)  
(Bloom's: Why do you think she went back? – Analysis)  
(Bloom's: Judging by what you learned from the article, in what ways is farming in Costa Rica similar to farming in the United States? – Synthesis)
3. Put students into small groups of no more than three (ideally, but depends on available materials). Have students choose a book from the example list (the attached LIST OF FARM/ANIMAL BOOKS IN SPANISH). It is assumed that before class, the teacher has located some of these books and has made them accessible to the class for use. Students should read a book together in their small group, practicing pronunciation and reading/speaking in the target language, as these books will be written in Spanish. Because these are well-known stories, students should be able to rely on previous knowledge to understand the storylines.  
(Gardner: Visual/Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal)  
(Bloom's: What is the main idea of your story? – Comprehension)  
(Bloom's: List any cognates you see. – Knowledge)
4. Explain to students that we will be continuing our farm project. Students should have this project completed upon leaving the class today and will turn it in before the end of the period! This is a creative project that uses the farm vocabulary, but asks students to create a farm. Students must include ten correctly labeled animals and ten correctly labeled other farm words, all of the students' choosing from the Farm Vocabulary handout (attached). Students will also have time to work on this during tomorrow's class period.
  - Students will receive ½ point for the correct number of items in each category and ½ point for labeling each item with the correct Spanish translation.
  - Students will also be graded on creativity to promote high-quality projects; this grade involves one being the lowest and a five being the highest.
  - Altogether, students can receive a total of 25 points for this assignment (see attached rubric).(Gardner: Intrapersonal, Visual/Spatial, Logical/Mathematical)

(Bloom's: Select vocabulary words to develop your own farm. – Application)  
(Bloom's: Label the animals and objects with the correct Spanish words. – Knowledge)

**Closure:** I hope you had a lot of fun during our second day of Farm Week: Down on the Farm, or in Spanish class: ¡La semana de la granja! Please make sure that you turn in your project before leaving today and that it is done well. Everyone should have followed the rubric to know what was expected. Tomorrow, we will be talking about how farming affects other countries, as well as their procedures compared to those that we have. ¡Hasta mañana chicos!

### **Adaptations/Enrichment:**

#### **Adaptation for a student with a learning disability:**

- If the student has a learning disability in reading, read the FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA sheet to the student, as well as the farm book.
- If the student has a learning disability in writing, assist the student with how to answer the Supporting Questions, as well as how to label the correct parts on the project.
- If the student has a learning disability in listening, have all instructions written out so that that student can focus, be on task, and succeed by completing all aspects of each assignment. It would be awful for this student to miss points simply because he or she did not hear what the directions were. Simply writing out verbal instructions for this students can make a world of difference.

#### **Enrichment:** If this lesson finished early, the teacher could:

- Give students more time on their projects
- Review vocabulary words by playing Around the World (a fast-paced review game)
- Ask students what else they know about farming
- Compare Costa Rica and the United States in other ways – land type, water-to-land ratio, economy, government, money system, etc. that could contribute to the writer's story; other similarities
- Discuss any other Spanish-speaking countries that have a similar farming style
- Discuss the 'American way' of farming and compare
- Read another farm book in Spanish

### **Self-Reflection:**

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

### **Lesson Specific:**

- Did students gain insight into the way of farming in Costa Rica from the article?

- Did students enjoy the article?
- Were students able to recognize and research the Spanish vocabulary in the article?
- Were students able to effectively compare farming in Costa Rica to farming in the United States?
- Was the article a great conversation starter?
- Did students enjoy reading the farm books in Spanish?
- Did students struggle too much with reading completely in the target language, or were there enough context clues to still understand the story?
- Would I still divide students into small groups next time to read these books? Should they be reading completely on their own?
- Were the students able to start using the vocabulary correctly and integrate it into their project?
- Were student putting enough energy into the project or were they simply trying to get it done as fast as possible?
- Did I choose appropriate enrichment activities if the class got done early?
- Were all corresponding worksheets easy to understand or should I change them for next time?

## FIRST-HAND CULTURE EXPERIENCE IN COSTA RICA:

Taken from: <http://beyondthefarm.org/growing/spanish-lessons/>

### Spanish Lessons

by Guest Blogger on June 27, 2011



*This post is the first in a series bringing together Foundations' two blogs: [beyondthefarm.org](http://beyondthefarm.org) and [languageandliteracy.org](http://languageandliteracy.org), and to explore the relationships between food justice, language and culture. [Beyondthefarm.org](http://beyondthefarm.org) is co-produced by staff from Foundations' Seeds for Learning urban farm; entries focus on topics related to food justice and sustainability. [Languageandliteracy.org](http://languageandliteracy.org) features content from Foundations' literacy and English Language Learner experts; entries focus on language, policy, reading and technology.*

For me, the connection between language, food and sustainability is obvious. In 2006, I spent a year living on a farm in rural Costa Rica. After numerous stints trying to learn Spanish, this is where it stuck. I learned the word for the sweet pancakes we used to eat with peanut butter (*arepas*), the herb my adoptive mother Miriam used to tear off a bush outside her window and throw into the cooking pot in one quick motion (*culantro*), and the fruits we plucked from trees, bushes, vines and the roof (*guanabana*, *mandarinos*, *naranjas*, *mangos*, *pejivalle*, *papaya*, *piña*, *platanos*, *bananos*).

As my curiosity grew, so did my Spanish. I learned that on a farm the work is rarely finished, especially for women. Lunch for husbands, sons, daughters and sisters working in the fields must be packed and ready at 5 a.m. Plants need daily water and attention or they will wither and spoil. Dirt, insects, leaves and tiny twigs must be cleaned from the black beans before they are sold. On market days, produce must be packed into the truck late the night before, then counted and sold for hours in the valley where there is no breeze. Baby chicks need coddling and protection from stray cats.

Thursday afternoons were reserved for advanced Spanish class. Miriam and I, spread out in her breezy kitchen making *arepas*, would spend an hour discussing the complexities of life and giving each other little pieces of advice (*consejos*). We talked often about feeling halfway between Costa Rica and America, where many young men in the village would travel to make money and have adventures, including Miriam's oldest son. Miriam advised me not to tell my mother about my terrible bouts of homesickness. "She will worry," she said. "When my son called me for the first time after being in America for five months, I couldn't say a word. Because if I tried to speak I would cry." Years later, while making *arepas* on a return trip, I

found out that her youngest son was planning on moving to Minneapolis. “Don’t worry,” I said, “It’s very cold there and it snows a lot. He’ll be back soon.”

After returning to the United States that first year, I worried about losing my Spanish, and that *arepas* would not taste the same if they were made in an American kitchen. Since that year, I have made American friends raised in Peru, Cuba and Venezuela. While some Costa Rican words and recipes have been forgotten, my new friends have taught me to speak Spanglish and cook a Venezuelan version of *arepas* made with corn. But when I return to Costa Rica, my old Spanish always comes back to me right away. *Guanabana, mandarininos, naranjas, mangos, pejivalle, papaya, piña, platanos, bananos*. Once you have tasted something that ripe and sweet, you do not forget how to say its name.

***This photo is the view from Miriam’s house in Guayabo Abajo, Costa Rica. The address is “50 meters north of the school.”***

*Jennifer Kobrin is Assistant Director, Language and Literacy at Foundations, Inc. Previously, she taught English in a variety of settings, including a public elementary school in Costa Rica, an adult immigrant education center in Harlem and a college program for young adults. She has lived in El Salvador, Spain and Costa Rica.*

### ***Supporting Questions:***

1. How long did the writer spend in Costa Rica? \_\_\_\_\_
2. Define the following Spanish words. Try to rely on cognates! If you cannot recognize a cognate, use the article or a dictionary for help!
  - a) Arepas - \_\_\_\_\_
  - b) Culantro - \_\_\_\_\_
  - c) Guanabana - \_\_\_\_\_
  - d) Mandarininos - \_\_\_\_\_
  - e) Naranjas - \_\_\_\_\_
  - f) Mangos - \_\_\_\_\_
  - g) Pejivalle - \_\_\_\_\_
  - h) Papaya - \_\_\_\_\_
  - i) Piña - \_\_\_\_\_



j) Platanos - \_\_\_\_\_

k) Bananas - \_\_\_\_\_

l) Consejos - \_\_\_\_\_

3. Name five things a woman is expected to do when living on a farm:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

4. If you were the writer, would you have gone back to Costa Rica? Why or why not? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Why do you think she went back? Have you ever been anywhere else but here for a long period of time and have thought of going back? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

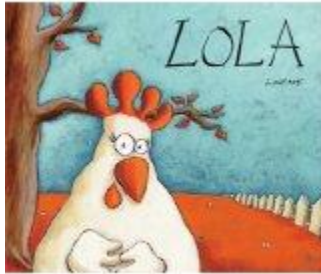
6. Judging by what you learned from the article, in what ways is farming in Costa Rica similar to farming in the United States? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

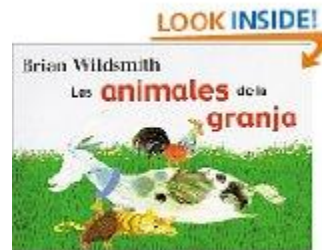
## LIST OF FARM/ANIMAL BOOKS IN SPANISH

\*Used for the Farm Book Reading Activity\*

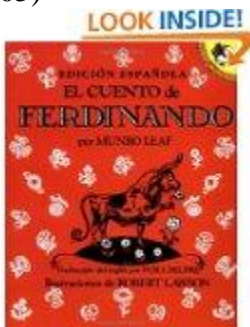
\*Some examples used for this list were taken from: [http://www.amazon.com/Farm-Animals-Childrens-Books/b?ie=UTF8&node=2820#/ref=nb\\_sb\\_noss?url=node%3D2820&field-keywords=spanish&rh=n%3A283155%2Cn%3A%211000%2Cn%3A4%2Cn%3A2787%2Cn%3A2820%2Ck%3Aspanish\\*](http://www.amazon.com/Farm-Animals-Childrens-Books/b?ie=UTF8&node=2820#/ref=nb_sb_noss?url=node%3D2820&field-keywords=spanish&rh=n%3A283155%2Cn%3A%211000%2Cn%3A4%2Cn%3A2787%2Cn%3A2820%2Ck%3Aspanish*)



Lola (English and Spanish Foundations Series) (Paperback Storybook) (Bilingual) by Loufane Gladys Rosa-Mendoza (Nov 30, 2005)



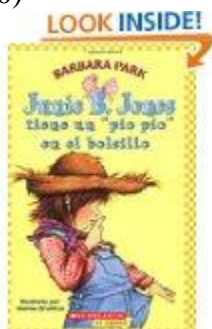
Brian Wildsmith's Farm Animals (Spanish edition) by Brian Wildsmith (Jul 1, 2001)



El Cuento de Ferdinand (The Story of Ferdinand in Spanish) (Picture Puffins) by Munro Leaf and Robert Lawson (Dec 1, 1990)



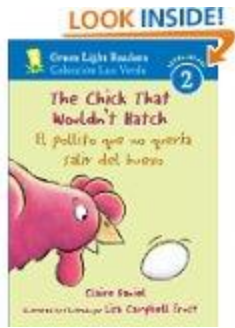
Clic Clac Muu Vacas Escritoras (Spanish Edition) by Doreen Cronin, Betsy Lewin and Alberto Jimenez Rioja (Jun 2001)



Junie B. Jones Tiene Un "pio, Pio" En El Bolsillo (Junie B. Jones (Spanish)) (Spanish Edition) by Barbara Park (Feb 1, 2006)



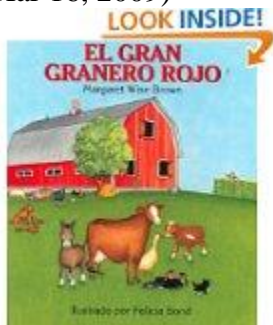
Silvestre y la Piedrecita Magica = Sylvester and the Magic Pebble (Spanish Edition) by William Steig (Jan 1, 1990)



The Chick That Wouldn't Hatch/El pollito que no quería salir del huevo (Green Light Readers Level 2) (Spanish and English Edition) by Claire Daniel, Lisa Campbell Ernst, Alma Flor Ada and F. Isabel Campoy (Mar 16, 2009)



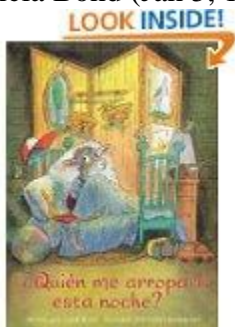
My First Farm Board Book: Spanish/English (My First Board Books, Bilingual) by DK Publishing (Jun 13, 2003)



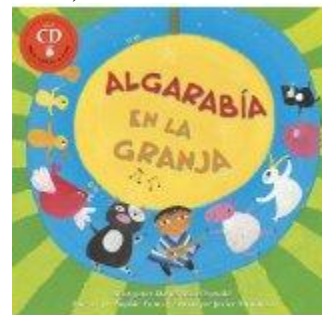
Big Red Barn (Spanish edition): El gran granero rojo by Margaret Wise Brown and Felicia Bond (Jan 5, 1996)



La gallina Cocorina (Spanish Edition) by Mar Pavon and Monica Carretero (Apr 1, 2011)



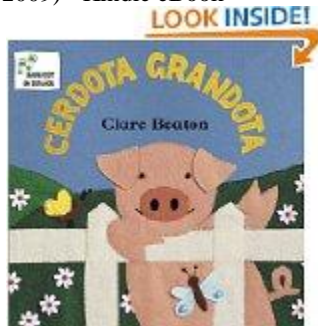
Quien Me Arropara Esta Noche?/ Who Will Tuck Me In Tonight? (Spanish Edition) by Carol Roth and Valeri Gorbachev (Mar 22, 2007)



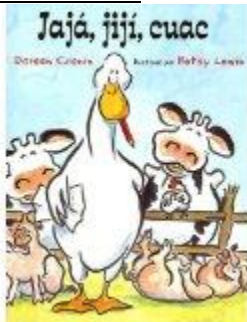
Algarabia en la granja/Farmyard Jamboree (Fun First Steps) (Spanish Edition with CD) by Margaret Read MacDonald and Sophie Fatus (May 1, 2009)



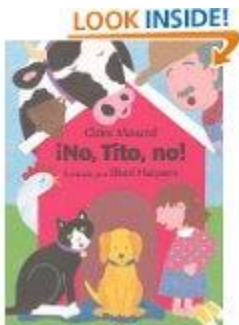
TODO POR UNA TINGUA (Spanish Edition) by Mario Lamo-Jiménez and Conchita Guerra (Mar 19, 2009) - Kindle eBook



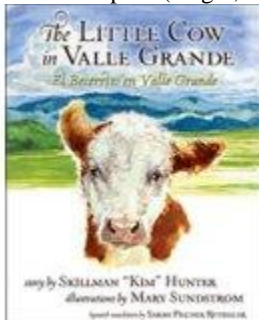
Cerdota Grandota (Spanish Edition) by Clare Beaton, Stella Blackstone and Yanitzia Canetti (Jul 12, 2007)



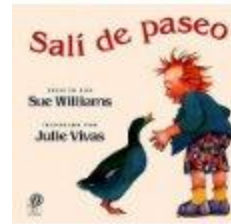
Jaja Jiji Cuac (Spanish Edition) by Doreen Cronin, Betsy Lewin and Alberto Jimenez Rioja (Jan 2003)



¡No, Tito, No! (Spanish Edition) by Claire Masurel and Shari Halpern (Aug 1, 1999)



The Little Cow in Valle Grande: El Becerrito en Valle Grande (Bilingual English / Spanish Edition) by Skillman Hunter, Mary Sundstrom and Sarah Pilcher Ritthaler (Oct 1, 2006)



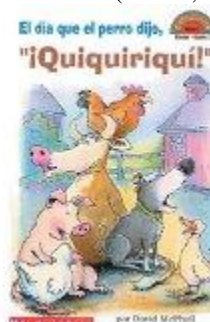
Sali De Paseo (Live Oak Readalong)(Book & CD) (Spanish Edition) by Sue Williams and Susan Rybin (May 2005)



Oveja con botitas (Spanish Edition) by Matter Maritgen and Jan Jutte (Jan 1, 2005)

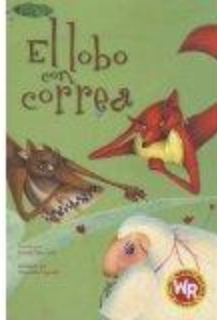


Charlotte's Web Movie Tie-in Edition (Spanish edition): La telarana de Carlota by E. B. White and Garth Williams (Oct 31, 2006)

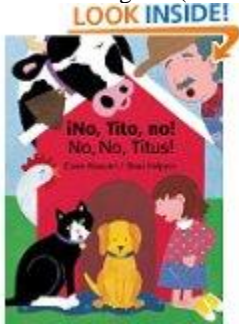


El día que el perro dijo "Quiquiriqui!" (Coleccion Hola, Lector: Level 2) (Spanish Edition) by David McPhail (Jun 1, 1999)

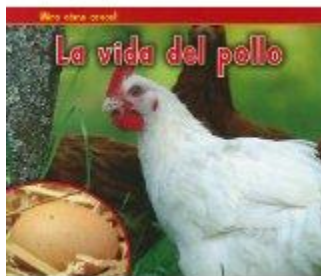




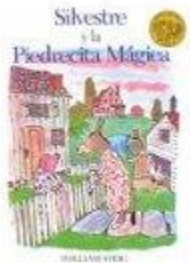
El Lobo Con Correa = Wolf on a Leash (Wolf on a Leash/Spanish) (Spanish Edition) by Guido Visconti and Daniella Vignoli (Jan 2006)



¡No, Tito, no! / No, No, Titus! (Bilingual Edition) (English and Spanish Edition) by Claire Masurel and Shari Halpern (Sep 21, 2006)



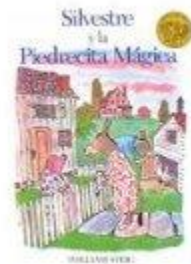
La vida del pollo (The Life of a Chicken) (Mira Como Crece!) (Spanish Edition) by Nancy Dickmann (Jan 1, 2011)



Sylvester and the Magic Pebble /Silvestre y La Piedrecita Magica (Spanish Edition) by William Steig (Mar 1996)



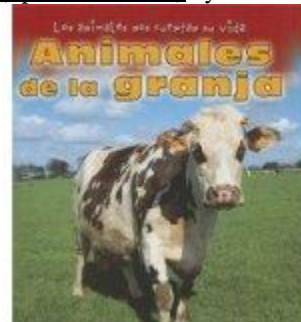
Huevos rancheros (Huevos Rancheros) (Spanish Edition) by Stefan Czernecki (Jan 1, 2005)



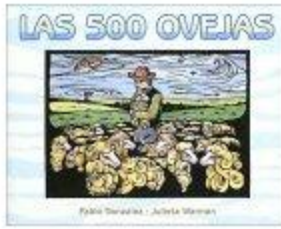
Sylvester and the Magic Pebble /Silvestre y La Piedrecita Magica (Spanish Edition) by William Steig (Mar 1996)



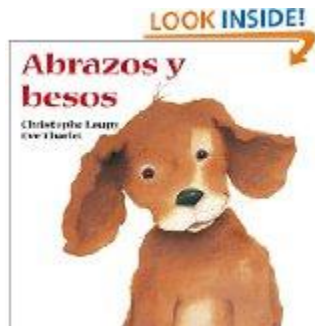
Adivina Quien Grune (Bookworms Guess Who) (Spanish Edition) by Dana Meachen Rau (Sep 2008)



Animales De La Granja/Animals on the Farm (Los Animales Nos Cuentan Su Vida/Animal Show and Tell) (Spanish Edition) by Elisabeth de Lambilly-Bresson (Jan 12, 2007)



Las 500 Ovejas (The 500 Sheep) (Spanish Edition) by Pablo Gonzalez (Jan 1, 2001)



Abrazos Y Besos (Spanish Edition) by Christophe Loupy and Eve Tharlet (Aug 23, 2007)

FARM VOCABULARY:  
Farm Animals (Animales de la granja):

English: Adult Animales	Spanish: Adult Animals	English: Baby Animals	Spanish: Baby Animals
Bull	Toro	Bull	Toro
Cat	Gato	Kitten	Gatito
Cow	Vaca	Calf	Ternero
Chicken	Pollo	<b>Chick</b>	Pollito
<b>Dog</b>	Perro	<b>Puppy</b>	Perrito
<b>Donkey</b>	Burro	<b>Colt, Foal</b>	Potro
<b>Duck</b>	Pato	<b>Duckling</b>	Patito
<b>Goat</b>	Cabra	<b>Kid, Billy</b>	Cabrito
<b>Hen</b>	Gallina	<b>Chick</b>	Pollito
<b>Horse</b>	Caballo	<b>Colt, Foal</b>	Potro
<b>Pig</b>	Cerdo	<b>Piglet</b>	Cerdito
<b>Rabbit</b>	Conejo	<b>Bunny</b>	Conejito
<b>Rooster</b>	Gallo	<b>Chick</b>	Pollito
<b>Sheep</b>	Oveja	<b>Lamb</b>	Obeja
<b>Turkey</b>	Pavo	<b>Poult</b>	Pavipollo

Other Farm Words (Otras palabras de la granja):

English:	Spanish:
Hay	Heno
Sty	Pocilga
Farm	Granja
Wool	Lana
Barn	Granero
Cheese	Queso
Ham	Jamón
Milk	Leche
Tractor	Tractor
Eggs	Huevos
Pasture	Pasto
Stable	Estable
Coop	Pollera, Jaula
Pitchfork	Horca
Shovel	Pala
Broom	Escoba
Pail, Bucket	Cubo
Farmer	Granjero, Agricultor

## Farm Project Rubric:

Student name: \_\_\_\_\_

Period: \_\_\_\_\_

	Acceptable 1 punto	Average 2 puntos	Good 3 puntos	Great 4 puntos	Excellent 5 puntos	TOTAL
<b>Creativity</b>	The project is unoriginal and does not display creativity.	The project does not have visual interest, but is partially creative.	Project is somewhat visually pleasing, and creative.	Project is visually pleasing and creative.	Project is very visually pleasing and vibrantly creative.	<b>Student receives a total of _____/5 pts for creativity</b>

### Animales de la granja:

Student has \_\_\_\_\_ animals included for a total of \_\_\_\_\_/5 pts

Student correctly labeled \_\_\_\_\_ animals for a total of \_\_\_\_\_/5 pts

Student receives a **total of \_\_\_\_\_/10 pts**

### Otras palabras de la granja:

Student has \_\_\_\_\_ other words included for a total of \_\_\_\_\_/5pts

Student has correctly labeled \_\_\_\_\_ other words for a total of \_\_\_\_\_/5 pts

Student receives a **total of \_\_\_\_\_/10 pts**

**FINAL SCORE FOR WHOLE PROJECT: \_\_\_\_\_/25PTS**



## **Section C: Lesson Plan Three**

### **MANCHESTER COLLEGE Department of Education**

**LESSON PLAN by:** Stephanie Hofer

**Interdisciplinary Unit Plan:** Down on the Farm

**Lesson:** Interdisciplinary Unit Plan Lesson Plan #3:  
Support another content area: Eastern Geography with Cliff Hannon

**Length:** 45 minutes (one class period)

**Age or Grade Intended:** Eighth Grade Spanish Students

**Academic Standard(s):**

- |          |  |
|----------|--|
| MH 8.4.3 | Examine factors that influence practices, products, and perspectives.<br>Examples: Geography, weather, demographics, etc.  |
| MH 8.5.1 | Investigate and report on objects and concepts from other content areas.   |
| MH 8.5.2 | Integrate content area concepts and skills through relevant activities.  |
| MH 8.6.2 | Use digital media and culturally authentic resources to study target cultures.   |
| 7.3.10   | Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.<br>*Note: this is a seventh grade social studies standard to include interdisciplinary concepts with Cliff Hannon |

**Performance Objectives:**

1. Given the YouTube video on India and South America's farmland ([http://www.youtube.com/watch?v=NDY\\_uBw\\_8](http://www.youtube.com/watch?v=NDY_uBw_8)), students will complete the corresponding India and South American Farming Video Guide (attached).
2. Given one of the three attached Information sheets for Argentina, Uruguay, or Paraguay, students will create a poster board for their group's assigned country that introduces the most important aspects of that country's farming and agriculture, outlined on the attached Farming in South America Project Guidelines sheet and verified by the attached Farming in South America Project Rubric.

**Assessment:** This is the third lesson of the Farm Week: Down on the Farm Interdisciplinary Unit Plan. To begin today's lesson, have students watch the YouTube video on India and South America's farmland. ([http://www.youtube.com/watch?v=NDY\\_uBw\\_8](http://www.youtube.com/watch?v=NDY_uBw_8)) While students are watching the video, they should be filling out the corresponding India and South American Farming Video Guide (attached). This assignment will be turned in as a completion grade and used for the follow-up discussion. After watching the movie, briefly discuss what the students have learned. (What did they find interesting? What was surprising? Did they know about South

America's fertile land?) Next, divide the class into three groups. Assign each group one of the three attached Information sheets for Argentina, Uruguay, or Paraguay. In their group, students will discuss their country and make a poster board that introduces the most important aspects of that country's farming and agriculture, outlined on their group-specific poster board. Because there are so many students in a group, each student can have a section and ideally, this will be finished before the end of the period. The attached Farming in South America Project Rubric describes the specific requirements. Before students begin working, hand them the attached Farming in South America Project Guidelines sheet so that they understand their requirements. This project will be turned in and graded to the rubric, scoring a maximum of twenty points for a quality project. Ideally, each student will score at least a fifteen out of twenty.

### **Advanced Preparation by Teacher:**

1. Locate and pre-load the YouTube video:  
[http://www.youtube.com/watch?v=NDY\\_uBw\\_8](http://www.youtube.com/watch?v=NDY_uBw_8)
2. Prepare and copy for each student the Introduction to Argentina, Introduction to Uruguay, and Introduction to Paraguay website worksheets
3. Prepare and copy for each student the Farming in South America Project Guidelines sheet
4. Prepare and copy for each student the Farming in South America Project Rubric

### **Procedure:**

**Introduction/Motivation:** ¡Hola, clase! (Hello, class.) I would like to welcome you again to our Farm Week: Down on the Farm. ¡La semana de la granja! Today, we will be talking about farming in a country other than our own. We will begin with a video about India's farmland that you discussed in Mr. Hannon's class. It discusses how India is running out of land and that they are using countries in South America to expand their farmland. Specifically, they are considering Brazil, Argentina, Paraguay, and Uruguay, but we will mainly be discussing the last three because Brazil does not speak Spanish! They speak Portuguese.

### **Step-by-Step Plan:**

1. Have students watch the YouTube video on India and South America's farmland.  
[http://www.youtube.com/watch?v=NDY\\_uBw\\_8](http://www.youtube.com/watch?v=NDY_uBw_8). While students are watching the video, they should be filling out the corresponding India and South American Farming Video Guide (attached).  
(Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal)  
(Bloom's: What were the main points of the video? – Knowledge)  
(Bloom's: Recall the three main Spanish-speaking countries in which India is considering buying farmland. – Knowledge)
2. Have a quick discussion about what students learned. What did they find interesting? What was surprising? Did they know about South America's fertile land?  
(Gardner: Interpersonal, Verbal/Linguistic)  
(Bloom's: Compare and contrast the differences between farming in India and farming in South America. – Comprehension)  
(Bloom's: What would result if India did buy a lot of land in South America? – Application)

(Bloom's: Do you think that South America is accepting of other countries buying their land? Why or not? – Analysis)

3. Divide the class into three groups. Assign each group one of the three attached Information sheets for Argentina, Uruguay, or Paraguay. In their group, students will discuss their country and make a poster board that introduces the most important aspects of that country's farming and agriculture, outlined on their group-specific poster board. Because there are so many students in a group, each student can have a section and ideally, this will be finished before the end of the period. The Farming in South America Project Rubric describes the specific requirements. Before students begin working, hand them the Farming in South America Project Guidelines sheet so that they understand their requirements. (Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)  
(Bloom's: Create a poster that includes all of the information we have learned about the three main farm-rich Spanish-speaking countries. – Synthesis)

**Closure:** I hope you had a lot of fun during our third day of Farm Week: Down on the Farm, or in Spanish class: ¡La semana de la granja! At the beginning of class tomorrow, you will briefly present your country and the interesting facts that you found out about it in relation to farming. Before leaving today, make sure that you turn in your project.  
¡Hasta mañana chicos!

#### **Adaptations/Enrichment:**

##### **Adaptation for a student with a learning disability:**

- If the student has a learning disability in reading, I would work with the student during the video and help him or her understand the corresponding fill-in-the blank worksheet. Depending on the severity of the reading disability, this student may need fewer questions to answer.
- If the student has a learning disability in writing, I would need to eliminate the longer fill-in-the blank answers, and make sure that this student only had the shorter answers. If this student had a severe writing disability, I could have him or her circle choices or use a word bank instead of using open-ended answers that he or she sees in the video.
- If the student has a learning disability in listening, I would provide the student with a word bank for possible fill-in-the blank answers for the video activity, so the student did not have to listen for an answer. Because I have provided all students with a rubric and guidelines sheet for the project, this student has a visual representation of directions instead of relying on solely auditory instructions.

**Enrichment:** If this lesson finished early, the teacher could:

- Have students read another farm book in Spanish from yesterday's list
- Have students begin sharing their projects
- Have students review the farming situation in India

#### **Self-Reflection:**

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?

- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Was the fill-in-the blank activity an appropriate way to ensure that students pay attention during the movie?
- Did students find the movie interesting?
- Have they previously heard about the topics discussed in the movie?
- Was the class discussion after the movie productive and helpful for students?
- Was the class discussion an appropriate use of class time?
- Did students enjoy the poster project?
- Did students work well together since the groups were so big?
- Were all students engaged due to large group size?
- Was the rubric for the project effective and realistic?
- Did students take the project seriously?

## **KEY: India and South American Farming Video Guide**

Name: \_\_\_\_\_

1. If you look at the situation in India, the land for farming is shrinking because:
  - A. Less land for farming
  - B. High cost of land
  - C. Water shortage
2. Solution for India: to look for land overseas
3. Argentina is considered to have the most efficient grain cluster in the world
4. Booming agricultural regions/countries mentioned for great farmland in South America:  
Brazil, Argentina, Uruguay, Paraguay
5. What was listed as a major export for Brazil, Argentina, Uruguay, and Paraguay? Soy beans
6. These countries account for 80% of the world's soy bean exports
7. Reasons for great farming in South America: adequate/excellent weather, premium/green farmland
8. Why doesn't the land in these countries need irrigation? Plenty of rain water/abundance of fresh water
9. Which country has access to the most water per capita? Paraguay
10. They use very modern technology.
11. Premium farmland in Uruguay goes for about \$2,250 an acre to \$2,500 an acre
12. What are some possibilities for this land? Corporate farming, agro processing, bio fuels
13. The governments in these areas are democratic.
14. Additionally, there is a cultural compatibility.

15. An advantage is that these areas are away from: wars, terrorism, or religious or racial problems

16. Which country comes out on top on the risks table, meaning that it is the country with the lowest number of risks? Uruguay

## India and South American Farming Video Guide: Student Worksheet

Name: \_\_\_\_\_

1. If you look at the situation in India, the land for farming is shrinking because:  
  
D. \_\_\_\_\_ land for farming  
  
E. \_\_\_\_\_ cost of land  
  
F. Water \_\_\_\_\_
2. Solution for India: to look for land \_\_\_\_\_
3. Argentina is considered to have the most efficient \_\_\_\_\_ in the world
4. Booming agricultural regions/countries mentioned for great farmland in South America:  
  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
5. What was listed as a major export for Brazil, Argentina, Uruguay, and Paraguay?  
  
\_\_\_\_\_
6. These countries account for \_\_\_\_\_% of the world's soy bean exports
7. Reasons for great farming in South America: \_\_\_\_\_ and  
  
\_\_\_\_\_
8. Why doesn't the land in these countries need irrigation?  
  
\_\_\_\_\_
9. Which country has access to the most water per capita? \_\_\_\_\_
10. They use very \_\_\_\_\_ technology.
11. Premium farmland in Uruguay goes for about \$\_\_\_\_\_ an acre to \$2,500 an acre
12. What are some possibilities for this land? \_\_\_\_\_, \_\_\_\_\_  
  
\_\_\_\_\_, or \_\_\_\_\_
13. The governments in these areas are \_\_\_\_\_.
14. Additionally, there is a cultural \_\_\_\_\_.

15. An advantage is that these areas are away from: \_\_\_\_\_, \_\_\_\_\_, and  
\_\_\_\_\_

16. Which country comes out on top on the risks table, meaning that it is the country with the  
lowest number of risks? \_\_\_\_\_



FARM VOCABULARY:  
Farm Animals (Animales de la granja):

English: Adult Animales	Spanish: Adult Animals	English: Baby Animals	Spanish: Baby Animals
Bull	Toro	Bull	Toro
Cat	Gato	Kitten	Gatito
Cow	Vaca	Calf	Ternero
Chicken	Pollo	<b>Chick</b>	Pollito
<b>Dog</b>	Perro	<b>Puppy</b>	Perrito
<b>Donkey</b>	Burro	<b>Colt, Foal</b>	Potro
<b>Duck</b>	Pato	<b>Duckling</b>	Patito
<b>Goat</b>	Cabra	<b>Kid, Billy</b>	Cabrito
<b>Hen</b>	Gallina	<b>Chick</b>	Pollito
<b>Horse</b>	Caballo	<b>Colt, Foal</b>	Potro
<b>Pig</b>	Cerdo	<b>Piglet</b>	Cerdito
<b>Rabbit</b>	Conejo	<b>Bunny</b>	Conejito
<b>Rooster</b>	Gallo	<b>Chick</b>	Pollito
<b>Sheep</b>	Oveja	<b>Lamb</b>	Obeja
<b>Turkey</b>	Pavo	<b>Poult</b>	Pavipollo

Other Farm Words (Otras palabras de la granja):

English:	Spanish:
Hay	Heno
Sty	Pocilga
Farm	Granja
Wool	Lana
Barn	Granero
Cheese	Queso
Ham	Jamón
Milk	Leche
Tractor	Tractor
Eggs	Huevos
Pasture	Pasto
Stable	Estable
Coop	Pollera, Jaula
Pitchfork	Horca
Shovel	Pala
Broom	Escoba
Pail, Bucket	Cubo
Farmer	Granjero, Agricultor

## Introduction ::ARGENTINA

Adapted from: <https://www.cia.gov/library/publications/the-world-factbook/geos/ar.html>

### Background:

In 1816, the United Provinces of the Rio Plata declared their independence from Spain. After Bolivia, Paraguay, and Uruguay went their separate ways, the area that remained became Argentina. The country's population and culture were heavily shaped by immigrants from throughout Europe, but most particularly Italy and Spain, which provided the largest percentage of newcomers from 1860 to 1930. Up until about the mid-20th century, much of Argentina's history was dominated by periods of internal political conflict between Federalists and Unitarians and between civilian and military factions. After World War II, an era of Peronist populism and direct and indirect military interference in subsequent governments was followed by a military junta that took power in 1976. Democracy returned in 1983 after a failed bid to seize the Falkland (Malvinas) Islands by force, and has persisted despite numerous challenges, the most formidable of which was a severe economic crisis in 2001-02 that led to violent public protests and the successive resignations of several presidents.

### Geography : ARGENTINA

#### Location:

Southern South America, bordering the South Atlantic Ocean, between Chile and Uruguay

#### Geographic coordinates:

34 00 S, 64 00 W

#### Map references:

South America

#### Area:

total: 2,780,400 sq km

country comparison to the world: 8

land: 2,736,690 sq km

water: 43,710 sq km

#### Area - comparative:

slightly less than three-tenths the size of the US

#### Land boundaries:

total: 9,861 km

border countries: Bolivia 832 km, Brazil 1,261 km, Chile 5,308 km, Paraguay 1,880 km, Uruguay 580 km

#### Coastline:

4,989 km

Maritime claims:

territorial sea: 12 nm  
contiguous zone: 24 nm  
exclusive economic zone: 200 nm  
continental shelf: 200 nm or to the edge of the continental margin

Climate:

mostly temperate; arid in southeast; subantarctic in southwest

Terrain:

rich plains of the Pampas in northern half, flat to rolling plateau of Patagonia in south, rugged Andes along western border

Elevation extremes:

lowest point: Laguna del Carbon -105 m (located between Puerto San Julian and Comandante Luis Piedra Buena in the province of Santa Cruz)  
highest point: Cerro Aconcagua 6,960 m (located in the northwestern corner of the province of Mendoza)

Natural resources:

fertile plains of the pampas, lead, zinc, tin, copper, iron ore, manganese, petroleum, uranium

Land use:

arable land: 10.03%  
permanent crops: 0.36%  
other: 89.61% (2005)

Irrigated land:

15,500 sq km (2008)

Total renewable water resources:

814 cu km (2000)

Freshwater withdrawal (domestic/industrial/agricultural):

total: 29.19 cu km/yr (17%/9%/74%)  
per capita: 753 cu m/yr (2000)

Natural hazards:

San Miguel de Tucuman and Mendoza areas in the Andes subject to earthquakes; pamperos are violent windstorms that can strike the pampas and northeast; heavy

flooding in some areas

volcanism: Argentina experiences volcanic activity in the Andes Mountains along the Chilean border; Copahue (elev. 2,997 m) last erupted in 2000; other historically active volcanoes include Lullailaco, Maipo, Planchon-Peteroa, San Jose, Tromen, Tupungatito, and Viedma

#### Environment - current issues:

environmental problems (urban and rural) typical of an industrializing economy such as deforestation, soil degradation, desertification, air pollution, and water pollution

*note:* Argentina is a world leader in setting voluntary greenhouse gas targets

#### Environment - international agreements:

party to: Antarctic-Environmental Protocol, Antarctic-Marine Living Resources, Antarctic Seals, Antarctic Treaty, Biodiversity, Climate Change, Climate Change-Kyoto Protocol, Desertification, Endangered Species, Environmental Modification, Hazardous Wastes, Law of the Sea, Marine Dumping, Ozone Layer Protection, Ship Pollution, Wetlands, Whaling

signed, but not ratified: Marine Life Conservation

#### Geography - note:

second-largest country in South America (after Brazil); strategic location relative to sea lanes between the South Atlantic and the South Pacific Oceans (Strait of Magellan, Beagle Channel, Drake Passage); diverse geophysical landscapes range from tropical climates in the north to tundra in the far south; Cerro Aconcagua is the Western Hemisphere's tallest mountain, while Laguna del Carbon is the lowest point in the Western Hemisphere

## Introduction ::URUGUAY

Adapted from: <https://www.cia.gov/library/publications/the-world-factbook/geos/uy.html>

### Background:

Montevideo, founded by the Spanish in 1726 as a military stronghold, soon took advantage of its natural harbor to become an important commercial center. Claimed by Argentina but annexed by Brazil in 1821, Uruguay declared its independence four years later and secured its freedom in 1828 after a three-year struggle. The administrations of President Jose BATLLE in the early 20th century established widespread political, social, and economic reforms that established a statist tradition. A violent Marxist urban guerrilla movement named the Tupamaros, launched in the late 1960s, led Uruguay's president to cede control of the government to the military in 1973. By yearend, the rebels had been crushed, but the military continued to expand its hold over the government. Civilian rule was not restored until 1985. In 2004, the left-of-center Frente Amplio Coalition won national elections that effectively ended 170 years of political control previously held by the Colorado and Blanco parties. Uruguay's political and labor conditions are among the freest on the continent.

### Geography ::URUGUAY

#### Location:

Southern South America, bordering the South Atlantic Ocean, between Argentina and Brazil

#### Geographic coordinates:

33 00 S, 56 00 W

#### Map references:

South America

#### Area:

total: 176,215 sq km

country comparison to the world: 91

land: 175,015 sq km

water: 1,200 sq km

#### Area - comparative:

slightly smaller than the state of Washington

#### Land boundaries:

total: 1,648 km

border countries: Argentina 580 km, Brazil 1,068 km

Coastline:

660 km

Maritime claims:

territorial sea: 12 nm

contiguous zone: 24 nm

exclusive economic zone: 200 nm

continental shelf: 200 nm or edge of continental margin

Climate:

warm temperate; freezing temperatures almost unknown

Terrain:

mostly rolling plains and low hills; fertile coastal lowland

Elevation extremes:

lowest point: Atlantic Ocean 0 m

highest point: Cerro Catedral 514 m

Natural resources:

arable land, hydropower, minor minerals, fish

Land use:

arable land: 7.77%

permanent crops: 0.24%

other: 91.99% (2005)

Irrigated land:

2,180 sq km (2008)

Total renewable water resources:

139 cu km (2000)

Freshwater withdrawal (domestic/industrial/agricultural):

total: 3.15 cu km/yr (2%/1%/96%)

per capita: 910 cu m/yr (2000)

Natural hazards:

seasonally high winds (the pampero is a chilly and occasional violent wind that blows north from the Argentine pampas), droughts, floods; because of the absence of mountains, which act as weather barriers, all locations are particularly vulnerable to rapid changes from weather fronts

Environment - current issues:

water pollution from meat packing/tannery industry; inadequate solid/hazardous waste disposal

Environment - international agreements:

party to: Antarctic-Environmental Protocol, Antarctic-Marine Living Resources, Antarctic Treaty, Biodiversity, Climate Change, Climate Change-Kyoto Protocol, Desertification, Endangered Species, Environmental Modification, Hazardous Wastes, Law of the Sea, Ozone Layer Protection, Ship Pollution, Wetlands  
signed, but not ratified: Marine Dumping, Marine Life Conservation

Geography - note:

second-smallest South American country (after Suriname); most of the low-lying landscape (three-quarters of the country) is grassland, ideal for cattle and sheep raising

## Introduction ::PARAGUAY

Adapted from: <https://www.cia.gov/library/publications/the-world-factbook/geos/pa.html>

### Background:

Paraguay achieved its independence from Spain in 1811. In the disastrous War of the Triple Alliance (1865-70) - between Paraguay and Argentina, Brazil, and Uruguay - Paraguay lost two-thirds of all adult males and much of its territory. The country stagnated economically for the next half century. Following the Chaco War of 1932-35 with Bolivia, Paraguay gained a large part of the Chaco lowland region. The 35-year military dictatorship of Alfredo STROESSNER ended in 1989, and, despite a marked increase in political infighting in recent years, Paraguay has held relatively free and regular presidential elections since then.

### Geography ::PARAGUAY

#### Location:

Central South America, northeast of Argentina, southwest of Brazil

#### Geographic coordinates:

23 00 S, 58 00 W

#### Map references:

South America

#### Area:

total: 406,752 sq km

country comparison to the world: 60

land: 397,302 sq km

water: 9,450 sq km

#### Area - comparative:

slightly smaller than California

#### Land boundaries:

total: 3,995 km

border countries: Argentina 1,880 km, Bolivia 750 km, Brazil 1,365 km

#### Coastline:

0 km (landlocked)

#### Maritime claims:

none (landlocked)



Climate:

subtropical to temperate; substantial rainfall in the eastern portions,  
becoming semiarid in the far west

Terrain:

grassy plains and wooded hills east of Rio Paraguay; Gran Chaco region  
west of Rio Paraguay mostly low, marshy plain near the river, and dry forest  
and thorny scrub elsewhere

Elevation extremes:

lowest point: junction of Rio Paraguay and Rio Parana 46 m  
highest point: Cerro Pero 842 m

Natural resources:

hydropower, timber, iron ore, manganese, limestone

Land use:

arable land: 7.47%  
permanent crops: 0.24%  
other: 92.29% (2005)

Irrigated land:

670 sq km (2008)

Total renewable water resources:

336 cu km (2000)

Freshwater withdrawal (domestic/industrial/agricultural):

total: 0.49 cu km/yr (20%/8%/71%)  
per capita: 80 cu m/yr (2000)

Natural hazards:

local flooding in southeast (early September to June); poorly drained plains  
may become boggy (early October to June)

Environment - current issues:

deforestation; water pollution; inadequate means for waste disposal pose  
health risks for many urban residents; loss of wetlands

Environment - international agreements:

party to: Biodiversity, Climate Change, Climate Change-Kyoto Protocol,  
Desertification, Endangered Species, Hazardous Wastes, Law of the Sea,  
Ozone Layer Protection, Wetlands  
signed, but not ratified: none of the selected agreements

Geography - note:

landlocked; lies between Argentina, Bolivia, and Brazil; population concentrated in southern part of country

## **Farming in South America Project Guidelines**

On your poster, please include the following:

1. Background information
2. Location
3. Area
4. Boundaries
5. Climate
6. Terrain
7. Elevation extremes
8. Natural resources
9. Land use
10. Irrigated land
11. Total renewable water resources
12. Freshwater withdrawal
13. Natural hazards
14. Environment
15. Geography

## Farming in South America Project Rubric

CATEGORY	1	2	3	4	SCORE
<b>Important Elements</b>	Several important elements were missing.	Some of the important elements are not included on the Project.	Important elements are met.	The project was done by the students. Pertains to the country studied. Requirements are exceeded.	
<b>Use of Time</b>	Did not take time to do the project with thought and concern.	Could tell time was not used well. Project either looks hurried and unfinished or students claimed minimal time used.	Used time ok. Focused on getting the project done and not especially concerned about attractiveness of project.	Good use of time. Could tell students took time to ensure project was professional and attractive.	
<b>Content - Accuracy</b>	Facts are not accurately displayed on/in the project.	Some facts are accurate others are not.	Accurate facts are displayed on/in project.	Many details and facts are accurate and displayed on/in the project.	
<b>Mechanics/ neatness</b>	There are more than 5 errors in capitalization or punctuation. Project was thrown together	There are several errors in capitalization or punctuation. Project needs to be neater.	There are 1-2 errors in capitalization or punctuation. Project could use some cleaning up.	The project is exceptionally neat. Capitalization and punctuation are correct throughout.	
<b>Graphics - Originality</b>	No graphics made by the students are included.	The graphics are made by the students, but are based on the designs or ideas of others.	One or two of the graphics used on the Project reflect students' creativity in their creation and/or display.	Several of the graphics used on the project reflect an exceptional degree of students' creativity in their creation and/or display.	

**FINAL SCORE: \_\_\_\_/20**

**TEACHER COMMENTS:**

## **Section D: Lesson Plan Four**

### **MANCHESTER COLLEGE Department of Education**

**LESSON PLAN by:** Stephanie Hofer

**Interdisciplinary Unit Plan:** Down on the Farm

**Lesson:** Interdisciplinary Unit Plan Lesson Plan #4:  
Presentations, Journal Entries, Vocabulary Review, and Farm Book

**Length:** 45 minutes (one class period)

**Age or Grade Intended:** Eighth Grade Spanish Students

**Academic Standard(s):**

- MH 8.1.5 Exchange familiar information and opinions in written form with greater independence.
- MH 8.3.2 Present prepared material and student-created material on selected topics.
- MH 8.3.4 Compose simple cohesive written information using appropriate formats with teacher guidance.
- MH 8.4.1 Investigate and report on basic social practices of the target cultures.
- MH 8.4.3 Examine factors that influence practices, products, and perspectives.

**Performance Objectives:**

1. Given a copy of the attached Farming in South America Project Guidelines and the Farming in South America Project Rubric, students will present their country projects to the class, verified by the teacher for participation.  
\*(The actual grade from this assignment is the poster, not the presentation. The Farming in South America Project Rubric outlines the students' requirements for the project. The presentation itself is informal and recorded as participation.)
2. Given a copy of the attached Farming Essay sheet, students will compose an essay that explains the life of a farmer in Argentina, Paraguay, or Uruguay, verified by the teacher for using proper grammar, sentence structure, and content.
3. Given the Farm Vocabulary worksheet (attached), students will repeat each vocabulary word after the teacher to review each word's pronunciation, verified by the teacher for participation.

**Assessment:** This is the fourth lesson of the Farm Week: Down on the Farm Interdisciplinary Unit Plan. To begin today's lesson, have students present their country projects. Each group should explain their poster and give important details about their country and the country's farming method/system. The teacher and the students should refer to the attached Farming in South America Project Guidelines sheet for a full list of expectations. When grading the project, refer the Farming in South America Project Rubric. Next, give students a copy of the Farming

Essay sheet. Explain the sheet to the students that they will be writing a short essay about their country as if they were farmers in that country. Students will include a brief description of the country, an explanation of daily life for a farmer in that country, and what crops grow best in that country. As described more in-depth on the handout, students will refer to one of the three countries that were used for the poster project: Argentina, Uruguay, or Paraguay. The assessment for this assignment, as described on the handout, will be based on content and sentence structure. This will be worth ten points and will be written in English, but students have the opportunity of writing it in Spanish for an extra five points. Then, in order to fully prepare students for their assessment over Farm Week, it is necessary for the students to review the vocabulary from this unit. Refer once again to the Farm Vocabulary sheet and review the definitions of the words. Check that students understand how to say the Spanish words correctly by saying a word then having them repeat it. Listen for proper pronunciation as a quick participation-based exercise. After reviewing the vocabulary, have students complete the Farm Vocabulary Review crossword in order to become more aware of the spelling of each word. Students should turn in this assignment for a completion grade.

### **Advanced Preparation by Teacher:**

1. Prepare and copy for each student the Farming in South America Project Guidelines sheet
2. Prepare and copy for each student the Farming in South America Project Rubric
3. Check to make sure each student has kept his or her copy of the Farm Vocabulary sheet or is given a new one. Make some copies for those that do not still have theirs!
4. Prepare and copy for each student the Farm Vocabulary Review sheet.
5. Prepare and copy for each students the Farm Essay sheet.

### **Procedure:**

**Introduction/Motivation:** ¡Hola, clase! (Hello, class.) I would like to welcome you again to our Farm Week: Down on the Farm. ¡La semana de la granja! Today, you will be presenting your country project with your group, doing an activity that relates to your project, and reviewing for tomorrow's test. For the presentation, each group will give a *brief* description of its country, but mainly concentrate on the farming procedure/system in the assigned country. Please get into your groups and look over the guidelines sheet that I gave you yesterday to help you plan your presentation. You only have a few minutes to decide what you are going to discuss, as this is not a formal presentation! Please do not stress about this; just outline the most important information about your country's method of farming and share it with the class.

### **Step-by-Step Plan:**

1. Have students present their country projects. Each group should explain their poster and give important details about their country and the country's farming method/system. Refer to the attached Farming in South America Project Guidelines sheet for a full list of expectations. When grading the project, refer the Farming in South America Project Rubric.  
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)  
(Bloom's: Where is your country located? – Knowledge)  
(Bloom's: What are the main resources in your country? – Knowledge)  
(Bloom's: What proves this country to be a good source of farmland? – Comprehension)

(Bloom's: What would result if other countries continuously buy farmland from this country? – Application)

2. Give students a copy of the Farming Essay sheet. Explain the sheet to the students that they will be writing a short essay about their country as if they were farmers in that country. Students will include a brief description of the country, an explanation of daily life for a farmer in that country, and what crops grow best in that country. As described more in-depth on the handout, students will refer to one of the three countries that were used for the poster project: Argentina, Uruguay, or Paraguay.

(Gardner: Intrapersonal, Visual/Spatial, Verbal/Linguistic, Naturalist)

(Bloom's: What is the relationship between your country's natural resources and geography and the fertile farmland? – Analysis)

(Bloom's: Suppose you could be a farmer in that country. What would you do each day? What would be your daily activities? – Synthesis)

3. In order to fully prepare students for their assessment over Farm Week, it is necessary for the students to review the vocabulary from this unit. Refer once again to the Farm Vocabulary sheet and review the definitions of the words. Check that students understand how to say the Spanish words correctly.

(Gardner: Visual/Spatial, Verbal/Linguistic)

(Bloom's: What words do you still need help understanding? – Knowledge)

4. After reviewing the vocabulary, have students complete the Farm Vocabulary Review crossword in order to become more aware of the spelling of each word.

(Gardner: Visual/Spatial, Intrapersonal, Mathematical/Logical)

(Bloom's: Classify the vocabulary words into three main groups: animals, tools, and animal products. – Comprehension)

**Closure:** I hope you had a lot of fun during our fourth day of Farm Week: Down on the Farm, or in Spanish class: ¡La semana de la granja! At the beginning of class tomorrow, we will be reviewing more for your test before you take it. If you have been participating fully, taking notes, and asking questions, you will do very well on tomorrow's test. Be sure to review tonight on your own the farm vocabulary that we have been mentioning all week and know a little about the country's farming system that you studied in your group. If you can do these two things, do not worry about the test. ¡Hasta mañana chicos!

### **Adaptations/Enrichment:**

#### **Adaptation for a student with a learning disability:**

- If the student has a learning disability in reading, I would explain any handouts or worksheets so that the student does not have to rely solely on written directions. There is not a formal reading assignment involved with this lesson beyond reading the handouts. This student may struggle during the presentation when reading notes from note cards or the poster. In this case, I would need to be understanding of that. During the crossword, I could read the words to the student instead of the student having to read the word. However, reading one word in a recognition exercise should not hinder this student's learning.
- If the student has a learning disability in writing, I would need to help the student structure his or her sentences during the short essay activity. I would make a more detailed directions sheet, explaining in more detail what to write in each

paragraph so the student could concentrate on writing instead of on creativity. I would need to be very understanding when grading this student's writing assignment, possibly contacting the special education professional.

- If the student has a learning disability in listening, I would need to point out the directions on the handouts and make sure that any important direction or step was written on the board or that student's handout. I would ask the student to listen for specific things when other groups are presenting to him or her. During the vocabulary review listening activity, I would need to understand that this student will struggle. I may pull this student aside later in the period during the crossword activity and review the vocabulary on a one-on-one basis.

**Enrichment:** If this lesson finished early, the teacher could:

- Have students read another farm book in Spanish from the list
- Have students share some of their essay ideas
- Have students discuss the differences between the three countries (advantages, disadvantages, comparison, contrast)

**Self-Reflection:**

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

**Lesson Specific:**

- Were students prepared for their projects?
- Did they take the presentations seriously?
- Should I have given them a separate grade for the presentation?
- Did students have enough time to complete the essay?
- Should I have had them write it in Spanish?
- Should I have created a more detailed rubric for the essay?
- Was the essay a beneficial activity?
- Did students benefit from reviewing the vocabulary?
- Was the crossword a fun way to review vocabulary?



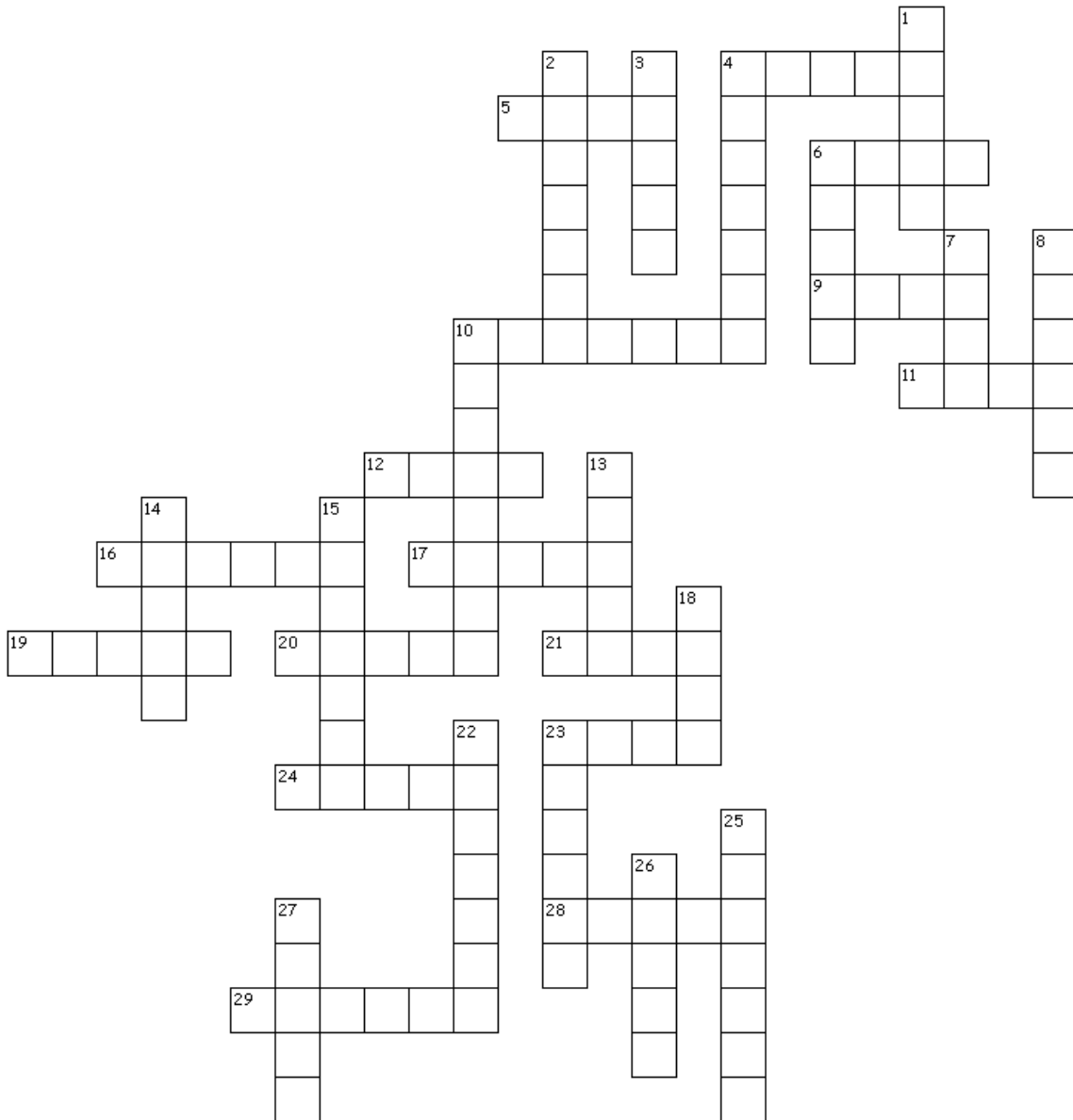
FARM VOCABULARY:  
Farm Animals (Animales de la granja):

English: Adult Animales	Spanish: Adult Animals	English: Baby Animals	Spanish: Baby Animals
<b>Bull</b>	Toro	Bull	Toro
<b>Cat</b>	Gato	Kitten	Gatito
<b>Cow</b>	Vaca	Calf	Ternero
<b>Chicken</b>	Pollo	<b>Chick</b>	Pollito
<b>Dog</b>	Perro	<b>Puppy</b>	Perrito
<b>Donkey</b>	Burro	<b>Colt, Foal</b>	Potro
<b>Duck</b>	Pato	<b>Duckling</b>	Patito
<b>Goat</b>	Cabra	<b>Kid, Billy</b>	Cabrito
<b>Hen</b>	Gallina	<b>Chick</b>	Pollito
<b>Horse</b>	Caballo	<b>Colt, Foal</b>	Potro
<b>Pig</b>	Cerdo	<b>Piglet</b>	Cerdito
<b>Rabbit</b>	Conejo	<b>Bunny</b>	Conejito
<b>Rooster</b>	Gallo	<b>Chick</b>	Pollito
<b>Sheep</b>	Oveja	<b>Lamb</b>	Obeja
<b>Turkey</b>	Pavo	<b>Poult</b>	Pavipollo

Other Farm Words (Otras palabras de la granja):

English:	Spanish:
Hay	Heno
Sty	Pocilga
Farm	Granja
Wool	Lana
Barn	Granero
Cheese	Queso
Ham	Jamón
Milk	Leche
Tractor	Tractor
Eggs	Huevos
Pasture	Pasto
Stable	Estable
Coop	Pollera, Jaula
Pitchfork	Horca
Shovel	Pala
Broom	Escoba
Pail, Bucket	Cubo
Farmer	Granjero, Agricultor

# FARM VOCABULARY REVIEW



## Across

- 4. Goat
- 5. Cow
- 6. Duck
- 9. Wool
- 10. Barn
- 11. Bull
- 12. Hey
- 16. Eggs
- 17. Milk
- 19. Dog

- 20. Rooster
- 21. Shovel
- 23. Pail/Bucket
- 24. Pig
- 28. Coop
- 29. Farm

## Down

- 1. Pasture
- 2. Hen
- 3. Ham

- 4. Horse
- 6. Chicken
- 7. Cat
- 8. Broom
- 10. Farmer
- 13. Sheep
- 14. Donkey
- 15. Stable
- 18. Turkey
- 22. Sty
- 23. Rabbit

- 25. Tractor
- 26. Cheese
- 27. Pitchfork

*Created by  
Puzzlemaker at  
Discovery  
Education*

## **Farming in South America Project Guidelines**

On your poster, please include the following:

- 2 Background information
- 3 Location
- 4 Area
- 5 Boundaries
- 6 Climate
- 7 Terrain
- 8 Elevation extremes
- 9 Natural resources
- 10 Land use
- 11 Irrigated land
- 12 Total renewable water resources
- 13 Freshwater withdrawal
- 14 Natural hazards
- 15 Environment
- 16 Geography

## Farming in South America Project Rubric

CATEGORY	1	2	3	4	SCORE
<b>Important Elements</b>	Several important elements were missing.	Some of the important elements are not included on the Project.	Important elements are met.	The project was done by the students. Pertains to the country studied. Requirements are exceeded.	
<b>Use of Time</b>	Did not take time to do the project with thought and concern.	Could tell time was not used well. Project either looks hurried and unfinished or students claimed minimal time used.	Used time ok. Focused on getting the project done and not especially concerned about attractiveness of project.	Good use of time. Could tell students took time to ensure project was professional and attractive.	
<b>Content - Accuracy</b>	Facts are not accurately displayed on/in the project.	Some facts are accurate others are not.	Accurate facts are displayed on/in project.	Many details and facts are accurate and displayed on/in the project.	
<b>Mechanics/ neatness</b>	There are more than 5 errors in capitalization or punctuation. Project was thrown together	There are several errors in capitalization or punctuation. Project needs to be neater.	There are 1-2 errors in capitalization or punctuation. Project could use some cleaning up.	The project is exceptionally neat. Capitalization and punctuation are correct throughout.	
<b>Graphics - Originality</b>	No graphics made by the students are included.	The graphics are made by the students, but are based on the designs or ideas of others.	One or two of the graphics used on the Project reflect students' creativity in their creation and/or display.	Several of the graphics used on the project reflect an exceptional degree of students' creativity in their creation and/or display.	

**FINAL SCORE: \_\_\_\_/20**

**TEACHER COMMENTS:**

# Farm Essay

Pretend that you are a farmer in Argentina, Paraguay, or Uruguay. Describe your life and daily activities that relate specifically to your country. Write at about what you do each day, what your struggles are, and what your best crops/animals are. **You will write this essay in English, but five points of extra credit will be awarded if it is written in Spanish.** Each paragraph should contain a minimum of 5 sentences.

Structure your essay as follows:

**Paragraph One:** Introduce the country you live in and give basic information about the country.

**Paragraph Two:** Describe your daily farming routine. What do you do each day? What does your farm look like? Where is your farm located? What type of land is your farm on?

**Paragraph Three:** Describe your best crops. Which crops grow the best on your farm? Which animals do you have? Do you grow for food for your family or for money?

Your essay will be graded on sentence structure and content. Up to five points will be awarded for proper sentence structure/grammar and up to five points will be awarded for content/having a sufficient amount of information. In addition, an extra five points of extra credit are available if the essay is written in Spanish. There are a total of ten points possible, with the maximum score including the extra credit being 15/10.

## **Section E: Lesson Plan Five**

### **MANCHESTER COLLEGE Department of Education**

**LESSON PLAN by:** Stephanie Hofer

**Interdisciplinary Unit Plan:** Down on the Farm

**Lesson:** Interdisciplinary Unit Plan Lesson Plan #5:  
Review Game and Final Assessment

**Length:** 45 minutes (one class period)

**Age or Grade Intended:** Eighth Grade Spanish Students

**Academic Standard(s):**

- MH 8.1.8 Use speaking and listening strategies to facilitate communication.
- MH 8.4.3 Examine factors that influence practices, products, and perspectives.
- MH 8.5.1 Investigate and report on objects and concepts from other content areas.
- MH 8.5.2 Integrate content area concepts and skills through relevant activities.
- MH8.7.5 Compare the social patterns of other cultures and the learner's own culture.

**Performance Objectives:**

1. Given the attached Review Game Questions and Review game, students will recall previous knowledge about the unit in small groups, verified by the teacher for participation.
2. Given the attached Down on the Farm: Unit Test, students will use previous knowledge to answer questions about farming in South America and their farming vocabulary, verified by the teacher when students score a thirty-five out of forty.

**Assessment:** This is the fifth lesson of the Farm Week: Down on the Farm Interdisciplinary Unit Plan. To begin today's lesson, the students will be playing a review game in small groups. During the review game, students are expected to be involved and participate, as this will serve as a participation grade. The main assessment for today's class is the summative assessment for this unit plan. Students should ideally score a thirty-five out of forty.

**Advanced Preparation by Teacher:**

1. Check to make sure each student has kept his or her copy of the Farm Vocabulary sheet or is given a new one. Make some copies for those that do not still have theirs!
2. Prepare and copy for each student the Farm Vocabulary Review sheet.
3. Locate and pre-load the review game. <http://people.uncw.edu/ertzbergerj/all.html>
4. Create the Review Game Questions sheet to provide questions for the review game.
5. Create the Down on the Farm: Unit Test. Copy for each student.

**Procedure:**

**Introduction/Motivation:** ¡Hola, clase! (Hello, class.) I would like to welcome you again to our Farm Week: Down on the Farm. ¡La semana de la granja! Today, you will be doing a review game in small groups to help you succeed on the unit test. Immediately after playing the game, we will begin our test. To begin the game, I need everyone to get into three groups.

**Step-by-Step Plan:**

1. Review for the final unit test. Divide students into three small groups. Have each group pick a color: red, orange, yellow, green, blue, purple. Log on to the Align the Stars review game. Ask students questions that are listed on the attached Review Game Questions sheet. <http://people.uncw.edu/ertzbergerj/all.html>  
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)  
(Bloom's: What is the Spanish word for \_\_\_\_? – Knowledge)  
(Bloom's: Explain three tasks that a woman on a farm in Costa Rica must do. – Comprehension)  
(Bloom's: Identify the three countries that India is buying farm land from. – Application)  
(Bloom's: What motive is there for India to buy farmland from South America? – Analysis)  
(Bloom's: Decide which country you think would be the best for farmland. Why did you choose this country? – Evaluation)
2. Give students a copy of the attached Down on the Farm: Unit Test. Explain all directions, and walk around the room to answer questions.  
(Gardner: Intrapersonal, Visual/Spatial, Verbal/Linguistic, Logical/Mathematical)  
(Bloom's: Which country in South America has \_\_\_\_? – Knowledge)  
\*Also includes similar questions as bullet point #1, as the Review Questions were based on the test.

**Closure:** I hope you had a lot of fun during our fifth day of Farm Week: Down on the Farm, or in Spanish class: ¡La semana de la granja! This has been a very fun unit and I hope that you have all enjoyed it. We learned vocabulary and culture about farming in South America. We have done many activities this week and I am pleased with your hard work and participation during these activities. Next week, we will start a new unit on holidays. ¡Hasta la próxima chicos!

**Adaptations/Enrichment:****Adaptation for a student with a learning disability:**

- If the student has a learning disability in reading, I would need to help the student read through the test. Because I have given detailed directions, this student will be able to succeed on this test. He or she may have to go to the special education teacher to have the test read to him or her and may need more time finishing the test.
- If the student has a learning disability in writing, I would give the student more time with the test. Also, I would provide part of the answer for the translation

section or offer a word bank so the student wasn't responsible for memory of the words, just identification.

- If the student has a learning disability in listening, I would write any additional directions or clarifications down. I have provided detailed written instructions on the test, so this student should succeed. If the student had trouble understanding how to say the Spanish words, I could provide a word bank for the writing section.

**Enrichment:** If this lesson finished early, the teacher could:

- Have students read another farm book in Spanish from the list
- Have students begin a vocabulary activity with the new, upcoming unit
- Have a study period where students can catch up on assignments from this unit

**Self-Reflection:**

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

**Lesson Specific:**

- Did the students find the review game fun and helpful?
- Were the students fully participating in the review game?
- Was the review game beneficial?
- Did students receive the goal score of 35/40 on their tests or was the class average lower?
- If the class average is lower, what can I do to improve the class average?
- Did the test have clear, helpful directions?
- Did my questions appropriately cover the unit's goals and objectives?



FARM VOCABULARY:  
Farm Animals (Animales de la granja):

English: Adult Animales	Spanish: Adult Animals	English: Baby Animals	Spanish: Baby Animals
<b>Bull</b>	Toro	<b>Bull</b>	Toro
<b>Cat</b>	Gato	<b>Kitten</b>	Gatito
<b>Cow</b>	Vaca	<b>Calf</b>	Ternero
<b>Chicken</b>	Pollo	<b>Chick</b>	Pollito
<b>Dog</b>	Perro	<b>Puppy</b>	Perrito
<b>Donkey</b>	Burro	<b>Colt, Foal</b>	Potro
<b>Duck</b>	Pato	<b>Duckling</b>	Patito
<b>Goat</b>	Cabra	<b>Kid, Billy</b>	Cabrito
<b>Hen</b>	Gallina	<b>Chick</b>	Pollito
<b>Horse</b>	Caballo	<b>Colt, Foal</b>	Potro
<b>Pig</b>	Cerdo	<b>Piglet</b>	Cerdito
<b>Rabbit</b>	Conejo	<b>Bunny</b>	Conejito
<b>Rooster</b>	Gallo	<b>Chick</b>	Pollito
<b>Sheep</b>	Oveja	<b>Lamb</b>	Obeja
<b>Turkey</b>	Pavo	<b>Poult</b>	Pavipollo

Other Farm Words (Otras palabras de la granja):

English:	Spanish:
<b>Hay</b>	Heno
<b>Sty</b>	Pocilga
<b>Farm</b>	Granja
<b>Wool</b>	Lana
<b>Barn</b>	Granero
<b>Cheese</b>	Queso
<b>Ham</b>	Jamón
<b>Milk</b>	Leche
<b>Tractor</b>	Tractor
<b>Eggs</b>	Huevos
<b>Pasture</b>	Pasto
<b>Stable</b>	Estable
<b>Coop</b>	Pollera, Jaula
<b>Pitchfork</b>	Horca
<b>Shovel</b>	Pala
<b>Broom</b>	Escoba
<b>Pail, Bucket</b>	Cubo
<b>Farmer</b>	Granjero, Agricultor

### Review Game Questions

- Questions about vocabulary: Give the students one of the following animal vocabulary words in English. They must provide the Spanish equivalent.

<b>Bull</b>	Toro
<b>Cat</b>	Gato
<b>Cow</b>	Vaca
<b>Chicken</b>	Pollo
<b>Dog</b>	Perro
<b>Donkey</b>	Burro
<b>Duck</b>	Pato
<b>Goat</b>	Cabra
<b>Hen</b>	Gallina
<b>Horse</b>	Caballo
<b>Pig</b>	Cerdo
<b>Rabbit</b>	Conejo
<b>Rooster</b>	Gallo
<b>Sheep</b>	Oveja
<b>Turkey</b>	Pavo

- Questions about vocabulary: Give the students one of the following vocabulary words that relates to farm items or products. Provide the English word and have the students give the Spanish equivalent.

<b>Hay</b>	Heno
<b>Sty</b>	Pocilga
<b>Farm</b>	Granja
<b>Wool</b>	Lana
<b>Barn</b>	Granero
<b>Cheese</b>	Queso
<b>Ham</b>	Jamón
<b>Milk</b>	Leche
<b>Tractor</b>	Tractor
<b>Eggs</b>	Huevos
<b>Pasture</b>	Pasto
<b>Stable</b>	Estable
<b>Coop</b>	Pollera, Jaula
<b>Pitchfork</b>	Horca
<b>Shovel</b>	Pala
<b>Broom</b>	Escoba
<b>Pail, Bucket</b>	Cubo
<b>Farmer</b>	Granjero, Agricultor

- List three things that a woman in Costa Rica must do:
  - on a farm the work is rarely finished, especially for women.

- Lunch for husbands, sons, daughters and sisters working in the fields must be packed and ready at 5 a.m.
  - Plants need daily water and attention or they will wither and spoil.
  - Dirt, insects, leaves and tiny twigs must be cleaned from the black beans before they are sold.
  - On market days, produce must be packed into the truck late the night before, then counted and sold for hours in the valley where there is no breeze.
  - Baby chicks need coddling and protection from stray cats.
4. Which country is currently buying farmland in Argentina, Paraguay, and Uruguay?
- a) Saudi Arabia
  - b) Brazil
  - c) India
  - d) Libya
5. Which of the following countries is the second-largest country in South America?
- a) Costa Rica
  - b) Argentina
  - c) Paraguay
  - d) Uruguay
6. Which of the following South American countries has the highest percentage of land use?
- a) Argentina
  - b) Paraguay
  - c) Uruguay
  - d) India
7. Which if the following South American countries has the highest percentage of cultivatable land?
- a) Argentina
  - b) Paraguay
  - c) Uruguay
  - d) India

## Down on the Farm: Unit Test

Nombre y apellido: \_\_\_\_\_

Período: \_\_\_\_\_

**Part One: Animal Vocabulary Identification.** Choose the answer that best completes each sentence. (5 pts)

1. Bull
  - a) Vaca
  - b) Toro
  - c) Oveja
  - d) Pollo
2. Chicken
  - a) Pavo
  - b) Gallo
  - c) Gallina
  - d) Pollo
3. Sheep
  - a) Perro
  - b) Pato
  - c) Cabra
  - d) Oveja
4. Hen
  - a) Caballo
  - b) Cabra
  - c) Gallina
  - d) Gallo
5. Rabbit
  - a) Cerdo
  - b) Conejo
  - c) Caballo
  - d) Cabra

**Part Two: Other Farm Word Vocabulary Identification.** Choose the answer that best completes each sentence. (5 pts)

1. Farm
  - a) Granja
  - b) Granero
  - c) Horca
  - d) Granjero
2. Barn
  - a) Granja
  - b) Granero

- c) Tractor
- d) Granjero
- 3. Tractor
  - a) Granero
  - b) Tractor
  - c) Horca
  - d) Granjero
- 4. Pitchfork
  - a) Granero
  - b) Tractor
  - c) Horca
  - d) Granjero
- 5. Farmer
  - a) Granja
  - b) Granero
  - c) Horca
  - d) Granjero

**Part Three: Vocabulary Matching.** Match the English Word with the Spanish Equivalent. (15 pts)

- 1. Bull \_\_\_\_\_
- 2. Cat \_\_\_\_\_
- 3. Cow \_\_\_\_\_
- 4. Chicken \_\_\_\_\_
- 5. Dog \_\_\_\_\_
- 6. Donkey \_\_\_\_\_
- 7. Duck \_\_\_\_\_
- 8. Goat \_\_\_\_\_
- 9. Hen \_\_\_\_\_
- 10. Horse \_\_\_\_\_
- 11. Pig \_\_\_\_\_
- 12. Rabbit \_\_\_\_\_
- 13. Rooster \_\_\_\_\_
- 14. Sheep \_\_\_\_\_
- 15. Turkey \_\_\_\_\_

- A. Burro
- B. Caballo
- C. Cabra
- D. Cerdo
- E. Conejo
- F. Gallina
- G. Gallo
- H. Gato
- I. Oveja
- J. Pato
- K. Pavo
- L. Perro
- M. Pollo
- N. Toro
- O. Vaca

**Part Four: Translation.** Translate the following sentences into Spanish. (2 pts each: 1 pt for correct vocabulary and 1 pt for correct grammar) (10 pts total)

- 1. The farmer spends a lot of time working on his farm.

---

2. The farmer has five cows, six pigs, and ten chickens in his barn.

---

3. The farmer's favorite farm animals are the hen and the rooster.

---

4. The farmer has a new duck and a new turkey on his farm.

---

5. I wish his barn had a horse.

---

**Part Five: Culture:** Farming in Costa Rica, Argentina, Paraguay, and Uruguay. Choose the answer that best completes each sentence. (5 pts)

1. Which of the following is not a responsibility for women living on a farm in Costa Rica?
  - a) Making lunch for husbands, sons, daughters and sisters working in the fields by 11 a.m.
  - b) Watering plants daily
  - c) Cleaning dirt, insects, leaves and tiny twigs away from the black beans before they are sold.
  - d) Coddling a protecting baby chicks from stray cats
2. Which country is currently buying farmland in Argentina, Paraguay, and Uruguay?
  - e) Saudi Arabia
  - f) Brazil
  - g) India
  - h) Libya
3. Which of the following countries is the second-largest country in South America?
  - e) Costa Rica
  - f) Argentina
  - g) Paraguay
  - h) Uruguay
4. Which of the following South American countries has the highest percentage of land use?
  - e) Argentina
  - f) Paraguay
  - g) Uruguay
  - h) India
5. Which if the following South American countries has the highest percentage of cultivatable land?
  - e) Argentina
  - f) Paraguay
  - g) Uruguay
  - h) India

## Down on the Farm: Unit Test Answer Key

Nombre y apellido: \_\_\_\_\_

Período: \_\_\_\_\_

**Part One: Animal Vocabulary Identification.** Choose the answer that best completes each sentence. (5 pts)

1. Bull
  - e) Vaca
  - f) Toro
  - g) Oveja
  - h) Pollo
2. Chicken
  - e) Pavo
  - f) Gallo
  - g) Gallina
  - h) Pollo
3. Sheep
  - e) Perro
  - f) Pato
  - g) Cabra
  - h) Oveja
4. Hen
  - e) Caballo
  - f) Cabra
  - g) Gallina
  - h) Gallo
5. Rabbit
  - e) Cerdo
  - f) Conejo
  - g) Caballo
  - h) Cabra

**Part Two: Other Farm Word Vocabulary Identification.** Choose the answer that best completes each sentence. (5 pts)

1. Farm
  - e) Granja
  - f) Granero
  - g) Horca
  - h) Granjero
2. Barn
  - e) Granja
  - f) Granero

- g) Tractor
- h) Granjero
- 3. Tractor
  - e) Granero
  - f) Tractor
  - g) Horca
  - h) Granjero
- 4. Pitchfork
  - e) Granero
  - f) Tractor
  - g) Horca
  - h) Granjero
- 5. Farmer
  - e) Granja
  - f) Granero
  - g) Horca
  - h) Granjero

**Part Three: Vocabulary Matching.** Match the English Word with the Spanish Equivalent. (15 pts)

- 1. Bull            \_\_N\_\_
- 2. Cat            \_\_H\_\_
- 3. Cow            \_\_O\_\_
- 4. Chicken        \_\_M\_\_
- 5. Dog            \_\_L\_\_
- 6. Donkey         \_\_A\_\_
- 7. Duck           \_\_J\_\_
- 8. Goat            \_\_C\_\_
- 9. Hen            \_\_F\_\_
- 10. Horse          \_\_B\_\_
- 11. Pig            \_\_D\_\_
- 12. Rabbit         \_\_E\_\_
- 13. Rooster        \_\_G\_\_
- 14. Sheep          \_\_I\_\_
- 15. Turkey         \_\_K\_\_

- P. Burro
- Q. Caballo
- R. Cabra
- S. Cerdo
- T. Conejo
- U. Gallina
- V. Gallo
- W. Gato
- X. Oveja
- Y. Pato
- Z. Pavo
- AA. Perro
- BB. Pollo
- CC. Toro
- DD. Vaca

**Part Four: Translation.** Translate the following sentences into Spanish. (2 pts each: 1 pt for correct vocabulary and 1 pt for correct grammar) (10 pts total)

- 1. The farmer spends a lot of time working on his farm  
El granjero pasa mucho tiempo trabajando en su granja.



2. The farmer has five cows, six pigs, and ten chickens in his barn.  
El granjero tiene cinco vacas, seis cerdos y diez pollos en su granero.
3. The farmer's favorite farm animals are the hen and the rooster.  
Los animales favoritos de la granja del granjero son la gallina y el gallo.
4. The farmer has a new duck and a new turkey on his farm.  
El granjero tiene un pato nuevo y un pavo nuevo en su granja.
5. I wish his barn had a horse.  
Espero que/Quiero que su granero tiene un caballo.

**Part Five: Culture:** Farming in Costa Rica, Argentina, Paraguay, and Uruguay. Choose the answer that best completes each sentence. (5 pts)

1. Which of the following is not a responsibility for women living on a farm in Costa Rica?
  - a. Making lunch for husbands, sons, daughters and sisters working in the fields by 11 a.m.
  - b. Watering plants daily
  - c. Cleaning dirt, insects, leaves and tiny twigs away from the black beans before they are sold.
  - d. Coddling a protecting baby chicks from stray cats
2. Which country is currently buying farmland in Argentina, Paraguay, and Uruguay?
  - i) Saudi Arabia
  - j) Brazil
  - k) India
  - l) Libya
3. Which of the following countries is the second-largest country in South America?
  - i) Costa Rica
  - j) Argentina
  - k) Paraguay
  - l) Uruguay
4. Which of the following South American countries has the highest percentage of land use?
  - i) Argentina
  - j) Paraguay
  - k) Uruguay
  - l) India
5. Which if the following South American countries has the highest percentage of cultivatable land?
  - i) Argentina
  - j) Paraguay
  - k) Uruguay
  - l) India

## **Section F: Individual Reflection**

Before this team teaching experience, I was very leery of the idea of team teaching. I was mainly concerned that my content area would be hard to fit into a theme that I remember my old middle school using for only the 'core academic' subjects. Because I am teaching a foreign language, not all themes would fit my subject area. Therefore, my biggest challenge was trying to explain how I would put it into practice if I were teaching in a middle school.

Once we started discussing the idea of team teaching, I further understood how team teaching works for an interdisciplinary unit. However, I was still unsure about how to incorporate a common theme into my content area. Once my group started brainstorming theme ideas, I realized that my subject area was easier to fit different themes than I had envisioned. When an interesting theme idea was brought up, we helped each other find ways to use our content areas. If a theme did not fit everyone's content area appropriately, then we moved in to a different theme. My interdisciplinary team actually switched topics twice before really starting our unit plan.

The more we began discussing the unit plan, we realized that team teaching has its pros and cons. A major pro to this teaching method is that we were able to all bounce ideas off of each other and discuss each other's content areas, instead of just concentrating on our own. I learned how to lesson plan for something other than a Spanish class. I learned how easy it is to incorporate ideas and concepts from other content areas into my lessons. On the other hand, I found a major con to team teaching to be the concept of everyone needing to do different activities so that students are not doing the same activities in each class. I agree that instruction should be varied, but I did not think that it would be so hard to accomplish. When thinking about my unit plan, I knew how I wanted to sequence my lessons and the activities, but it was a

challenge to coordinate what I wanted to do with what my group members were doing. I had to change some of my lesson plans so that lessons were not too similar to my group members' lesson plans. There is a lot more work that goes into team teaching that I was not previously aware of.

Overall, I think that my team worked very well together. We were able to be productive during in-class meetings, meet outside of class, and stay in contact through email about the unit. When beginning the unit, we were sure to include all of our subject areas and to make sure that everyone was offering ideas, instead of having one person controlling the project. We were able to give each other ideas, constructive criticism, and support when needed throughout the course of this team teaching experience. We helped keep each other on task through reminding each other of due dates and upcoming team meetings so that meetings were productive. Before our team meetings, we would set goals so we knew what to discuss. For example, we set goals periodically to have an upcoming lesson plan thought out or to come with questions about activities. The part in the project where we relied on each other the most was for the third lesson plan, in which we had to support another content area. We had to work together to offer standards, explanations of each other's standards, and ways to implement the standards. It was challenging to align my subject area with history because history at that age level does not cover Latin American countries. I found this to be the hardest part, causing our group the only conflict we had that was easily remedied through communication.

Everyone in my group did a great job carrying his or her own weight. In my opinion, everyone contributed evenly. We all offered ideas and helped each other improve our lesson concepts. Even though we were not familiar with each other's content areas, we were able to help each other plan beneficial and engaging activities for the students. I personally helped keep

the group informed by sending messages or emails about upcoming meeting times. Erin was primarily in charge of keeping us on task during team meetings. We both made sure that everyone spoke about their ideas and concerns during each meeting. Without the constant communication, we would have never been as productive as we were. My team was very understanding and helpful. We helped each other make our common theme fit each individual lesson for each of our subjects. We discussed each individual lesson plan and helped each other stay in line with the team's goals and objectives.

After being involved in this team teaching experience, I feel more confident about teaching in many ways. I feel as though this was a very beneficial project. I am now able to take a concept from another area and adapt it to fit my content area. I am now more comfortable talking to professionals that teach a different subject than I do and ask them advice about an upcoming lesson idea. I now understand how hard team teachers work and that communication is the only way for this teaching method to succeed. When beginning this project, I was extremely nervous that a Spanish class, an English class, and a History class could not have a common goal for students. I now understand that regardless of a teacher's content, the teacher's number one goal is to give educational, engaging, and integrative lessons to students. Every teacher has one common objective: help the student learn, enjoy the content, and succeed.