

La región andina (week 7)

Lesson Plan:

Title: La región andina

Pedagogical Objectives: This goal of this session is threefold:

- Introduce the students to the Andean region including geographic, political and cultural information.
- Establish a meaningful connection between already introduced grammatical structures, such as linking words referring to time (triggering the use of subjunctive), conditionals (use of tenses and situations where they are used) and structures to express one's opinion, and cultural content.
- Being able to put these notions into practice, and discuss them in different contexts.

Contents: Basic information about this region will be provided to the students (including its geographic location, important personalities, cultural miscellanea). These notions will be introduced by means of different activities, promoting interaction and engaging group discussion. The teacher will use various materials in her presentation, such as readings, images and videos. All materials used combine the information provided by the course textbook (*Punto y aparte*, Chapter 5), and realia found on the web (Youtube videos and television programs).

Pedagogical sequence:

- **Warm up:** This short activity will involve the use of previously learned facts about South America's most famous presidents. Students will be handed pieces of paper containing two types of information: half of the class will get the name of a president and a linking word, and the other half, the name of a South American country and a problem currently affecting its population (see annex with additional materials for samples). Students will be asked to find their partner and propose a solution to the problem indicated using the linking word provided (7-10 minutes)
- **Getting to know the region:** With the help of the powerpoint, students will locate the countries forming the "Andean Region" in the map. They will be asked to interact with their partner and then with another pair of students to check their answers (2 minutes).
- **Perú visits Peru, US:** Students will watch a video created by the Department of Tourism in Perú to promote the country in the US. In this short documentary (not all parts will be used) a contingent of people from Peru travel to Peru, Nebraska in the US to "teach them" what it means to be Peruvian. Students will watch the video and answer some comprehension questions. The answers will be discussed in class, but will be previous checked in small groups (15-20 minutes).
- **Union City visits La Unión, Perú.** Following the structure of the previous video, students will be asked to imagine that some people living in Union City, NJ travels to la

Unión, Perú to teach them what it means to be from Jersey. In this task, students activate real-life knowledge from their environment, which in turn, generate a discussion in groups. Their suggestions are presented in front of their peers in groups of 4 (10-15 minutes).

- **La región andina:** Students read a small text from Chapter 5 (*Punto y Aparte*) and they answer the comprehension/cultural questions in pairs (10 minutes).
- **Wrap Up:** The lesson ends with a summary of all the information learnt about this region (2-3 minutes).

Pedagogical Materials:

- PowerPoint presentation.
- Warmer: pieces of paper previously cut and divided in 2 groups.
- Youtube: <https://www.youtube.com/watch?v=fAqFJP4N4ME>.
- Questions about the youtube presentation (powerpoint)

Time: 1 hours and 15 minutes

ADDITIONAL MATERIALS – WARMER

Evo Morales CUANDO	Bolivia La pobreza afecta a un 30% de la población
Juan Manuel Santos HASTA QUE	Colombia Los carteles controlan un gran mercado de narcotráfico.
Ollanta Humala A MENOS QUE	Perú Una gran parte de la población indígena es analfabeta.
Rafael Correa SIN QUE	Ecuador Hay problemas diplomaticos entre Ecuador y EEUU por ayudar a Snowden.
Nicolás Maduro TAN PRONTO COMO	Venezuela Sufre una crisis de energía eléctrica porque no llueve mucho.
Evo Morales DESPUÉS DE QUE	Bolivia En este país hay un alto índice de desempleo (unemployment).
Juan Manuel Santos EN CUANTO	Colombia Hay más de 10 secuestros de personas cada día.
Ollanta Humala PARA QUE	Perú Muchas grandes ciudades tienen demasiada contaminación.
Rafael Correa TAN PRONTO COMO	Ecuador Muchas mujeres son maltratadas (mistreated) por parte de sus maridos.
Nicolás Maduro CUANDO	Venezuela La población cree que el mayor problema del país es la inseguridad.