

*La ropa que llevamos*

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| **Introduction** | |
| Clothing is an expression of the unique combination of one’s culture, heritage and personality. This lesson will explore this concept, comparing and contrasting two clothing items from distinct cultures (Huipil from Central America and Hanbok from Korea) with students’ own clothing culture, while simultaneously working with the Spanish target language in a communicative lesson focused on clothing vocabulary and comparative structures. This lesson is designed for a Level II Spanish classroom but could easily be adapted up or down. | |
| **Indiana Standards Connections:**    **1C.1I.IL.a** - I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  **1C.2I.IM.a -** In written texts, I can understand the main idea and key information in short, straightforward informational texts.  **1C.P.IL.a -** I can present personal information about my life, activities and events, using original, simple sentences.  **2C.CI.I.a -** In my own and other cultures, I can compare **products** related to everyday life and personal interests or studies.  **3C. IP.N -** With guidance and support from the teacher, I can access and evaluate basic information and perspectives that are available through the target language and its cultures.  **4C.CC.N** - I can identify differences and similarities between my community and cultures of the target language. | **Compelling Question(s):**     ¿Cómo refleja la ropa la identidad de una persona?  ¿Por qué elijo la ropa que me pongo?  ¿Cómo son similares y distintas la ropa de culturas diferentes? ¿Por qué? |
| **Lesson Objectives:**    Students will:   * practice interpersonal communication in L2 in an impromptu yet guided conversation * analyze, compare and contrast clothing artifacts from 2 different cultures in L2 * read in L2 brief histories of each artifact * contemplate their own use of clothing and how it represents their identity | |
| **Materials** | |
| * Class Projection Device * Access to the following CLASC items in the Indiana University Digital Toolbox:   + Huipil   + Hanbok * [Guided Conversation Slideshow](https://indiana-my.sharepoint.com/:p:/g/personal/colames_iu_edu/Eaa6RBwUcjFNumD34m7J8a0BcFALg8bJTQiHB0p5Z50VUg?e=s5aHfr) in L2 * Copies of [L2 vocabulary list](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/ES5-mBTDHYdIq33mqvnauPQBYffIcoPziJ4207XlRJbxLw?e=efpvag) (can be used for introduction of new vocabulary or for review and support of previously learned vocabulary) * Copies of [Student Activity 1](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EVrteDBU4BpNtB-qQSXnDtUBn3l1RnOQUg2Xs0d8r3PGgA?e=3ycPTK) & [2](https://indiana-my.sharepoint.com/:p:/g/personal/colames_iu_edu/EfpbbBHIftdAtkBq5veUQTQBijE9skt23kzSSz35LKd2TQ?e=On6Aqt) * Copies of [adapted Huipil reading](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EaSitBUEDglGrT3PoD3QFZcB2AohG6aWel7WL7TzgjOE2w?e=8A4drf) * Copies of adapted [Hanbok reading](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EWV27NLdqTBPnihG7y_GoysBCL3iVrjazfYQ5AgJpD9dIA?e=8Oiitp) * Copies of [Self Reflection](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EbLlYiUed7tOqZT5IDBhkSsBVRp8DAQElizLPg6Epm75mA?e=Eq9adO) | |
| **Learning Plan** | |
| **Activities**   1. Begin by either presenting new vocabulary or reviewing previous vocab that will be used within this lesson using the provided [vocab list](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/ES5-mBTDHYdIq33mqvnauPQBYffIcoPziJ4207XlRJbxLw?e=navrpW).  * If presenting new vocabulary, the list can be turned into a slideshow or a Quizlet Live / Gimkit Activity that students can explore outside of class. * If reviewing previously taught vocabulary, the students can work in pairs to add the English to the list from memory and then further repetition can be given through a Quizlet Live / Gimkit Activity.  1. Once vocabulary has been introduced, pass out the [Student](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EVrteDBU4BpNtB-qQSXnDtUBn3l1RnOQUg2Xs0d8r3PGgA?e=3ycPTK) [Activity Pages](https://indiana-my.sharepoint.com/:p:/g/personal/colames_iu_edu/EfpbbBHIftdAtkBq5veUQTQBijE9skt23kzSSz35LKd2TQ?e=On6Aqt) and begin walking through the [Guided Conversation Slideshow](https://indiana-my.sharepoint.com/:p:/g/personal/colames_iu_edu/Eaa6RBwUcjFNumD34m7J8a0BcFALg8bJTQiHB0p5Z50VUg?e=s5aHfr) with students working in conversational pairs in L2. Teacher cues are provided in red for how to use each slide and/or with what. These cues can be eliminated from the slideshow prior to presenting in front of the class.    1. There are 2 readings ( [Huipil](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EaSitBUEDglGrT3PoD3QFZcB2AohG6aWel7WL7TzgjOE2w?e=8A4drf) & [Hanbok](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EWV27NLdqTBPnihG7y_GoysBCL3iVrjazfYQ5AgJpD9dIA?e=8Oiitp)) embedded within the slideshow that should also be printed for each student / pair and handed out when the Guided Conversation comes to them. 2. Once the Guided Conversation has been completed, students should complete the [Self Reflection](https://indiana-my.sharepoint.com/:w:/g/personal/colames_iu_edu/EbLlYiUed7tOqZT5IDBhkSsBVRp8DAQElizLPg6Epm75mA?e=Eq9adO) activity, which could be treated as homework or assessment. | |
| **Assessment Suggestions**   Beyond the Self Reflection activity:   * Students could be asked to design their own outfit or present their favorite personal look, explaining why they chose what they did and what they think it communicates about who they are and where they come from. This could be either a written or presentational speaking assessment. * Students could also research traditional clothing from other cultures and write out additional comparisons between those and the ones presented within this unit. | |
| **Extensions**     * Practice of Superlative Structures and/or Gustar-like verbs could be added to this unit * For additional information on the importance of Huipil in Mayan Culture, as well as listening practice in L2 with different voice, the following videos could be used for group discussion or with comprehension questions as interpretive practice   + <https://m.facebook.com/InguatDelegacionVI/videos/descubre-el-significado-del-huipil-de-qanjobal-eulalense-identidad-maya-huehuete/3504637246234636/>   + <https://www.youtube.com/watch?v=GT9vq7dzkWo> * For additional information on the importance of Hanbok in Korean Culture, as well as listening practice in L2 with different voice, the following video could be used for group discussion or with comprehension questions as interpretive practice   + <https://www.youtube.com/watch?v=ns7IacsLnuA> | |