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Cemanahuac Scholarship Recipient 2015

Lesson Plan: ¡Vámonos al D.F. (la ciudad de México)!

Objective: The students will plan a day trip from Cuernavaca, Mexico to Mexico City. While there, they will visit *The Basilica of the Virgin of Guadalupe* and *The Gardens of Xochimilco* before returning to Cuernavaca.

Target Audience: Spanish II. This lesson can be adapted for more advanced levels.

Cross-Cultural Emphasis: Social studies, Geography, History, Religion, Mathematics

Modern Language Standards used:

MLII.INT1D- Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing, and reading comprehension.

MLII.IPA- Initiate, participate in, and close an oral or written exchange.

MLII.INT1A- Identify main ideas and essential details when reading and listening.

MLII.P1C- Write short, organized compositions, using visual and technological support as appropriate.

MLII.P2B- Demonstrate comprehension of material.

MLII.CU1B- Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.

MLII.CCC5A- Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

MLII.CCC1B- Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.

Lesson: The students are studying at Cemanahuac language institute for two weeks during the summer and have decided to plan a Saturday day trip to Mexico City from Cuernavaca. The students will need to:

- Research transportation to and from Cuernavaca using the Pullman de Morelos bus system
- Learn about the Virgin of Guadalupe and her significance as the Patron Saint of Mexico

- Learn about the Gardens of Xochimilco and why this is a popular tourist destination

Procedure: I will begin the lesson with a picture from my travels using *Thinglink*. I will ask the students the following questions using the preterite tense:

- 1) ¿Dónde estuve?
- 2) ¿Por qué estuve aquí?
- 3) ¿Qué hice aquí?
- 4) ¿Quién es esa mujer?

Students will answer the questions to the best of their ability. I will click on the various icons in the picture and tell them where I was, what I was doing there, and who the woman is in the photo. The woman, or the statue, that they will see is the Virgin of Guadalupe. They will then read about The Virgin of Guadalupe using the following website

(<https://www.aciprensa.com/Maria/Guadalupe/guadalupe.htm>) and complete a comprehension/ dictionary activity before progressing to the next phase of the activity.

Step II: After learning more about the history of the Virgin of Guadalupe, I will tell them that they must plan a trip to this sacred site from Cuernavaca. In order to do this, they must go to the Pullman de Morelos bus station and purchase a bus ticket. Students will answer questions regarding the price of the ticket and arrival and departure times.

Step III- Students will call the “Yellow Taxi Company” or “Radio Taxi” to arrange transportation from the airport and “La Basilica de la Virgen de Guadalupe”. They will write a dialogue between themselves and the taxi company.

Step IV- Students will pair up with a classmate to describe photos of the Basilica (provided with the lesson). *Teachers should insert the pictures into a Power Point presentation. The students should have about 1 minute to describe the photo before the teacher moves on to the next slide.

The students should use full sentences instead of words in isolation to describe what they see. Afterwards, they will write a short paragraph or an e-mail to a friend telling them what they enjoyed most about their visit to the Basilica.

Step V- The students will now move on to the “*Trajineras de Xochimilco*”. They should watch the two YouTube videos (links provided) before writing a paragraph to describe their impression of the boat ride. *Pictures of my trip are included for teacher use.

Step VI- The culminating activity will be a brochure or a Prezi to entice travelers to visit Mexico. Students will highlight the places that have visited in Mexico City and one tourist site in or

around Cuernavaca (i.e El Palacio de Cortés, Xochicalco, Museo Casa Robert Brady, Jardin Borda, Tepoztlan). A rubric is included for grading.

Español II

¡Vámonos a México!

Nombre: _____

La fecha: _____

I. **Comprensión de la lectura**- Usa “el diccionario” abajo para aprender y comprender las palabras nuevas que aparecen en la lectura.

Párrafo I

1) madrugada _____

a) una montaña pequeña

2) catecismo _____

b) muy temprano en la mañana

3) el cerro _____

c) aprendizaje de los sacramentos de los católicos

4) amanecía _____

d) despertarse

Párrafo II

1) la cumbre _____

a) ser generoso(a)

2) prodigar _____

b) personas que viven en una ciudad

3) auxilio _____

c) pedir ayuda

4) invocar _____

d) la parte más alta de una montaña

5) moradores _____

e) ayuda

Párrafo III

1) ocurrido _____

a) el “jefe” de la iglesia

2) obispo _____

b) el deseo de una persona

3) diese _____

c) eventos que pasan en la vida

4) probar _____

d) una forma del verbo “dar”

5) voluntad _____

e) dar evidencia que algo es “cierto”

Párrafos IV-VI

1) halló _____

a) una persona quien enseña la Biblia y el deseo de Dios

2) mandar _____

b) encontrar algo

3) el sacerdote _____

c) dice a una persona lo que necesita hacer

4) avergonzada _____

d) una capilla

5) desplegó _____

e) abrir

6) manta _____

f) tener vergüenza

7) ermita _____

g) algo que protege del frío o cubre una cama

Párrafo VIII

1) rezan _____

a) eventos que muestra el poder de Dios

2) milagros _____

b) pedir algo de Dios o la Virgen

Después de leer la “Historia de la Virgen de Guadalupe”, escribe lo que pasó desde el punto de vista de San Juan Diego. Debe ser breve...

Parte II- “El transporte”



Tu familia Mexicana recomienda que tomes el autobús desde Cuernavaca a México, DF para tu viaje. Ve al sitio de Pullman de Morelos y encuentra un autobús que te puede llevar a tu destino. Incluye el precio (en pesos mexicanos) y luego cambia a dólares estadounidenses.

Use the website: **<http://www.pullman.mx/pullman.php>**

1. ¿Cuánto cuesta un boleto de Cuernavaca al aeropuerto?

2. ¿Cuánto cuesta el boleto en dólares?

3. ¿A qué hora te vas? ¿A qué hora llegas a tu destino?

Parte III. “El taxi”



You have just arrived to *Benito Juarez International Airport*. Now you must call the taxi company “yellow cab” or “radio taxi” and arrange transportation from the airport to “La Basílica”. Write a conversation with a person at the taxi company and then practice the conversation with a partner.

<http://www.yellowcab.com.mx/tarifas.php>

Yo:

el operador:

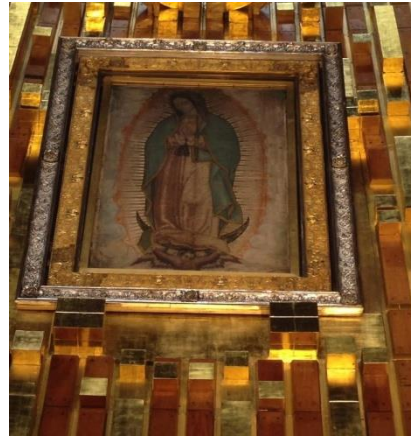
Yo:

el operador:

Parte IV- “Pecha Kucha”

You have finally arrived to your destination. Look at the pictures in the Power Point presentation and tell a partner what you see. Be sure to use full sentences and avoid using only one word to describe what is going on in each slide. At the conclusion of this activity, write a short paragraph detailing what most interests you about “La Basilica”.





Parte V- “Las Trajineras de Xochimilco”

Now it is time to party! Take a taxi from La Basilica to “Los Jardines de Xochimilco. ” Watch the following YouTube videos and give your impression of the boat ride.

https://www.youtube.com/watch?v=n_ijtIOS6T0

<https://www.youtube.com/watch?v=w3BQm2bVaZM>





Parte VI- “El folleto”

You are employed by the ministry of tourism. Create a brochure to entice travelers to visit Mexico. Include “La Basílica de la Virgen de Guadalupe”, “Las Trajineras de Xochimilco” and one tourist location from Cuernavaca (i.e; El palacio de Cortés,

La Rúbrica:

- 3 lugares de visita (Incluye la información que aprendiste)- 50 puntos
- Fotos o dibujos de los lugares- 30 puntos
- Gramática buena (errores de deletrear, concordancia de los verbos y nombres, artículos correctos, etc.)- 20 puntos

La nota final: _____