

Environmental Activism through Movie Talk Videos

A 5-lesson Unit for Spanish 1 by Ayvonne Reese

- This is a unit for a Spanish 1 class that will help students learn to participate effectively in MovieTalk discussions by answering HUNDREDS of questions in a class period. It will gradually move them into discussion environmental issues with the ultimate goal of seeing the ways that target language communities are taking empowered, culturally specific action (rather than being helpless victims) on the environmental problems they are facing.
- Time needed will range from 15 to 45 minutes depending on extension activities selected.

Unit goals

- **Communication**
 - Each lesson focus on a short list of specific high-frequency, level-appropriate language structures to scaffold the discussion
 - Mini-explanations in English of issues of form

(such as grammar or spelling patterns) will accompany the teacher's presentation of the list

- **Cultures**
 - Products: One video features the life and cultural importance of the Afro-Mexican people; one video shows the pre- and post-foreign company takeover of the country of South Africa and the continent of Africa.
 - Practices: One video features the practices of modern-day Afro-Mexicans; one video features the current struggle against the stealing of lands on the continent of Africa.
 - Perspectives: One video features the viewpoint of Afro-Mexicans and how they deal with discrimination and cultural erasure; one video shows how Africans lived before the takeover of their lands by foreign countries.
- **Connections**
 - Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science.
- **Comparisons**
 - Discussions and extension activities will ask students to compare the information in videos to their lived experience and prior knowledge.
- **Communities**
 - The modern-day descendants of the African slave trade in Mexico are featured; The women of the country of South Africa are featured.

Movie Clip Titles and Links

1. *The Controllers*: <https://youtu.be/2cBZrr2ZUsg>
2. *Espero (Hope)*: https://youtu.be/b6_G-PRIDwk
3. *Hola, Llamigo*: <https://youtu.be/hr70Lytvbl>
4. *Afro-Mexicans: One of the world's most forgotten Black communities*: <https://youtu.be/Lv4xtcvJIGo>
5. *Polluters and Plunderers--The Roots of Africa's Crises*:
<https://youtu.be/IAqj-iSSvuQ>

Today's learning goals:

¿Qué hace el niño/la madre? = What is the boy/the mother doing?

te/le gusta jugar videojuegos porque es divertido/aburrido = you/lie/she like(s) to play video games because it's fun/boring

Hay un problema (con los enemigos) = there is a problem (with enemies)

El hijo tiene que/no quiere limpiar su cuarto = The son has to/doesn't want to clean his room.

(no) es feliz porque = is (not) happy because

La madre entra/juega/gana en el videojuego. = the mother enters/plays/wins the game.

El hijo ayuda/enseña a la madre = the son helps/teaches the mother

La relación entre la madre y el hijo cambia = The relationship between the mother and the son changes

buena/mala solución = It's a good/bad solution

Es

Unas Palabras Importantes/Some Important Words

Uno, dos, tres= 1, 2, 3	¿sí o no? = yes or no?	
¿quién? - who?	¿qué? - what?	¿cuándo? - when?
¿dónde? - where?	¿cuál? - which?	¿cómo? - how
¿cuántos? - how many	¿por qué? - why	porque - because
¿cómo? - how?	¿cuántos? - how many?	

The Controller



The Controller

Time required: 25 - 30 minutes

Goals for this MovieTalk discussion beyond the specific language structures on the slide above:

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video).
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion.
- *Engage students in socio-emotional learning about their power to change their environment and how they are not powerless to change to take action to improve a situation.*

Assessment

- Teacher's ongoing assessment of student responses during the discussion and

immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)

Important moments to pause and discuss--as well as sample questions(though any moment worth talking about could become a pause depending on available time)

○0:48

Who is this?

Where is she?

What colors is she?

What do those colors represent?

Is the earth happy or sad?

Is the earth healthy or sick?

○1:03

Who was at the door?

What does the baby represent?

Is a baby good or bad?

What do you think the earth will do with the baby?

○1:25

Has the baby?

How has the baby changed?

Has the earth changed?

How has the earth changed?

Is the earth happy or sad?

Why?

○1:39

What happened to the earth?

Why?

What happened to the man?

Why?

○2:22

Is the man happy or sad?

Why?

Is he responsible for what happened to the earth?

Are we responsible for what happens to the earth?

What do you think is going to happen?

Why?

○3:32

What did the man do?

What happened to the earth?

Is the man responsible for what happened to the earth?

Why?

Do you think that he learned his lesson?

Why?

At the end, shift to English and invite students to explain what they think will happen in the future with man and earth. Will the man remain changed or will he revert back to his old ways? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)

Today's learning goals:

La tierra está feliz/triste/limpio/sucio = The earth is happy/sad/ clean/dirty

El bebé/El hombre aparece en la tierra = The baby/Man appears on earth

El hombre/la tierra cambia = The man/The earth changes

bueno para la tierra/ malo para la tierra=good for the earth/bad for the earth

La tierra está enferma/es sana= The earth is sick/healthy

El hombre tiene la responsabilidad de cuidar a la tierra = Man has the responsibility to take care of the earth

La tierra muere/vuelve a la vida = The earth dies/comes back to life

Unas Palabras Importantes/Some Important Words

Uno, dos, tres- 1, 2, 3 ¿sí o no? - yes or no?

¿quién? - who? ¿qué? - what? ¿cuándo? - when?

¿dónde? - where? ¿cuál? - which? ¿cómo? - how

¿cuántos? - how many ¿por qué? - why porque - because

Espero (Hope)



Espero (Hope)

Time required: 25 - 30 minutes

Goals for this MovieTalk discussion beyond the specific language structures on the slide above:

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- *Engage students in socio-emotional learning about their power to change their environment and how they are not powerless to change to take action to improve a situation.*

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students translate the language goals to English [or teacher

observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)

Important moments to pause and discuss--as well as sample questions (though any moment worth talking about could become a pause depending on available time)

○0:48

Who is this?

Where is she?

What colors is she?

What do those colors represent?

Is the earth happy or sad?

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○1:03

Who was at the door?

What does the baby represent?

Is a baby good or bad?

What do you think the earth will do with the baby?

○1:25

Has the baby?

How has the baby changed?

Has the earth changed?

How has the earth changed?

Is the earth happy or sad?

Why?

○1:39

What happened to the earth?

Why?

What happened to the man?

Why?

○2:22

Is the man happy or sad?

Why?

Is he responsible for what happened to the earth?

Are we responsible for what happens to the earth?

What do you think is going to happen?

Why?

○3:32

What did the man do?

What happened to the earth?

Is the man responsible for what happened to the earth?

Why?

Do you think that he learned his lesson?

Why?

At the end, shift to English and invite students to explain what they think will happen in the future with man and earth. Will the man remain changed or will he revert back to his old ways? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)

Today's learning goals:

Hay un animal/una llama que es una piñata. = There is an animal/a llama that is a piñata.

El chico y la piñata se ponen/no se ponen amigos. = The boy and the pinata become/do not become friends.

El chico es/no es trabajador, es/no es perezoso. = The boy is/is not hardworking/lazy.

El chico está contento/está triste/tiene miedo = The boy is happy/sad/afraid.

La piñata contiene/no contiene las mentas. = The pinata contains/does not contain mints.

El chico/el padre está sorprendido porque... = The boy/father is surprised because...

En tu opinión... = In your opinion.../**En mi opinión...** = In my opinion...

¿Qué piensas? = What do you think?/**Yo pienso que...** = I think that...

¿Qué harías? What would you do?

¿Qué pasa/va a pasar? = What is happening/is going to happen?

Unas Palabras Importantes/Some Important Words

Uno, dos, tres = 1, 2, 3	¿sí o no? = yes or no?	
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¿dónde? – where?	¿cuál? – which?	¿cómo? – how
¿cuántos? – how many	¿por qué? – why	porque – because

Hola, Llamigo



Hola Llamigo

Time required: 15 - 20 minutes

Goals for this MovieTalk discussion beyond the specific language structures on the slide above:

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- *Engage students in socio-emotional learning about the importance of parents listening to their children and the importance of children respectfully sharing their likes/interests with their parents.*

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)

Important moments to pause and discuss--as well as sample questions(though any moment worth talking about could become a pause depending on available time)

○0:47

Where is this boy?

Is he hardworking or lazy?

Is he happy or sad?

What kind of animals do you see?

○1:30

Where do you think the pinatas are going?

What does the pinata have inside of it?

How does the pinata help the boy?

Is the boy happy or sad?

○2:00

What is happening between the boy and the pinata?

What did the pinata leave in the boy's room?

What will happen if the father finds out about the pinata?

○2:48

How is the son getting more work done?

Does the father like that his son and the pinata are friends?

Why is the boy surprised when he looks out the window?

○3:07

Is the boy happy or sad?

Does he look afraid or not afraid?

What is he thinking right now?

What would you do?

In your opinion, what is going to happen?

At the end, shift to English and invite students to explain why they think the boy was not so happy at first. What changed about him, and why? What changed in his relationship

with his father, and why? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)

Today's learning goals:

¿Cuál es el origen de este baile/estos instrumentos/esta gente? = What is the origin of this dance/these instruments/these people?

Los africanos llegaron en México como personas esclavizadas. = The Africans arrived in Mexico as enslaved people.

Las personas esclavizadas escaparon a las regiones costeras. The enslaved people escaped to the coastal regions.

Los Afro-Mexicanos deben/no deben cambiar su cultura = Afro-Mexicans should/should not change their culture.

Los Afro-Mexicanos son/no son aceptados fuera de sus pueblos. = The Afro-Mexicans are/are not accepted outside of their villages.

Es justo o no es justo? = Is this fair or is this not fair?

Muchas personas saben/no saben que existen los Afro-Mexicanos. = Many people know/do not know that Afro-Mexicans exist.

Una persona puede/no puede ser Negra y también Mexicana. = A person can/cannot be Black and also Mexican

Unas Palabras Importantes/Some Important Words

Uno, dos, tres- 1, 2, 3	¿sí o no? - yes or no?	
¿quién? - who?	¿qué?- what?	¿cuándo?- when?
¿dónde?- where?	¿cuál?- which?	¿cómo?- how
¿cuántos?- how many	¿por qué?- why	porque- because

Afro-Mexicans: One of the world's most forgotten Black communities



Afro-Mexicans: One of the world's most forgotten Black communities

Time required: 15 - 20 minutes

Goals for this MovieTalk discussion beyond the specific language structures on the slide above:

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- *Engage students in socio-emotional learning about racism in Mexico and also in their own country. Help them to explore what they can do to be part of the solution to the problem.*

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)

Important moments to pause and discuss--as well as sample questions (though any moment worth talking about could become a pause depending on available time)

○0:42

What is the origin of this dance?

What is the origin of these instruments?

What is the origin of these people?

○1:06

How many Africans are in Mexico?

What is Afro Mexican?

How did Africans arrive in Mexico?

○1:29

Why did the enslaved people go to the coastal regions?

What culture still exists in Mexico today?

Should Afro-Mexicans change their culture?

○1:52

How do the Afro-Mexican people survive?

Do they leave their villages?

Are they accepted outside of their villages?

Why?

Is this fair or is this not fair?

How would you feel?

○2:21

Why do people not know about Afro-Mexicans?

Can a person be Black and Mexican?

Why or why not?

At the end shift to English and invite students to explain why they think people do not

know that Afro-Mexicans exist. Have they ever heard of Afro-Mexicans before? What should the Mexican government do to change this? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)

Today's learning goals:

Las mujeres africanas están contentas/tristes/asustadas/son trabajadoras/son perezosas.

The African women are happy/sad/afraid/are hard-working/are lazy.

La patria pertenece a las personas africanas.

The homeland belongs to the African people.

Las mujeres cultivan/cosechan la comida de/respetan la tierra.

The women cultivate/harvest the food from/respect the earth.

Los hombres pescan en las barcas/ las mujeres cortan los peces en las mesas.

The men fish in the boats/the women cut the fish on the tables.

La construcción/las compañías grandes está(n) cambiando/destruyendo la tierra.

The construction is / big companies are changing/destroying the earth.

Las personas africanas son forzadas a salir de la patria.

The African people are forced to leave their homeland.

La tierra es sana/no es sana/se está mejorando/se está empeorando.

The earth is healthy/is not healthy/is improving/is worsening.

Las mujeres protestan la destrucción de la patria por el continente.

The women protest the destruction of the homeland throughout the continent.

Unas Palabras Importantes/Some Important Words

Uno, dos, tres- 1, 2, 3

¿sí o no? - yes or no?

¿quién? - who?

¿qué?- what?

¿cuándo?- when?

¿dónde?- where?

¿cuál?- which?

¿cómo?- how

¿cuántos?- how many

¿por qué?- why

porque- because

Polluters and Plunderers-- The Roots of Africa's Crises



Polluters and Plunderers - The Roots of Africa's Crises

Time required: 25 - 30 minutes

Goals for this MovieTalk discussion beyond the specific language structures on the slide above:

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher's HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students' can occasionally use English for deeper aspects of the discussion
- *Engage students in socio-emotional learning about injustice, how it makes them feel, and how they can take action even at their current age.*

Assessment

- Teacher's ongoing assessment of student responses during the discussion and

immediate adjustments to instruction

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)

Important moments to pause and discuss--as well as sample questions(though any moment worth talking about could become a pause depending on available time)

○1:00

Where are these people? (continent of Africa)

What are they doing?

Are they happy or sad?

Are they afraid or comfortable?

What colors do you see?

Where do they live? (village)

○1:26

What is happening?

Are the people happy?

Are they afraid?

○1:50

What happened to the people?

Are the people happy?

Are they afraid?

What does the land look like now?

Why?

Is this fair or is this not fair?

How would you feel?

○2:10

What has changed about the continent of Africa?

Is this fair or is this not fair?

Why?

How can this be changed?

○2:55

What are the people doing?

Is this the right thing to do?

Why or why not?

Can this solution work?

Why or why not?

At the end shift to English and invite students to explain what they think happened as a result of the resistance of the African people? What can we do to support the people on the continent of Africa as they fight for change? What can you do to change an injustice in your community? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)