

LESSON PLAN

Title: "On The Other Side of The Wall"
There are Always Two Sides to The Story
The Experiences, Perspectives and
Language Across People Affected by The
U.S and Israeli Border Walls. **Subject/Course:** Spanish 2 (or higher)

Topic: Artificial Border Barriers **Grade:** 9-12 **Designer:** Youssef Abdelwahab

Stage 1 – Desired Results

- **ESTABLISHED GOALS/STANDARDS**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (Standard 1.1)

- Students understand and interpret written and spoken language on a variety of topics (Standard 1.2)
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (Standard 1.3)
- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied (Standard 2.1)
- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied (Standard 2.2)

ENDURING UNDERSTANDINGS

- Nations create border barriers for a variety of reasons (cultural, political, demographical etc.)
- Language specific to the migration of people and artificial barriers is expressed differently across cultures, reflecting their different experiences and perspectives of the same issue
- The construction of border barriers has major effects on the environment, economy and community of the people they impact.
- There are global patterns including human mobility that occur across the Americas and the Middle East
- Artificial border barriers engender resistance.

ESSENTIAL QUESTIONS

- When are border barriers necessary/unnecessary? Why/why not?
- What are the pros and cons of an artificial barrier?
- What vocabulary has emerged as a result of experiences felt by the border walls' impact?
- Why is distinctive language used to describe the same event?
- What are the physical components of the U.S Wall?
- What conditions were caused by its construction?
- What are the physical components of the Israeli Wall?
- What conditions were caused by its construction?

	<ul style="list-style-type: none"> • What is the public response on the American and Israeli side of the border walls? How is language used to express their views/agenda? • What is the public response on the Mexican and Palestinian side of the border walls? How is language used to express their views?
<p>CONTENT</p> <p>Definition of artificial barriers in terms of natural vs. artificial barriers (border barriers)</p> <p>History of The U.S and Israeli Construction of border walls</p> <ul style="list-style-type: none"> • Timeline of events <p>Components of border barriers:</p> <ul style="list-style-type: none"> • Location & design • Equipment • Checkpoints • Military <p>Core Vocabulary:</p> <ul style="list-style-type: none"> • <i>Spanish</i> –(Artificial barriers), (border wall), (security fence), (waste of money) (environmental problem), (important symbol), (impact on), (construction), (economy), (environment), (community), (population), (human rights), (freedom), (non-violent resistance), (neighborhoods), (terrorists), (immigrants), (safety), (security), (threat), (pros and cons) • <i>Arabic/Spanish</i> – (Apartheid wall), (wall of shame), (a prison), (ghost towns), (suffocation), (illegal settlements), (checkpoints), (hardship) <p>Impact of border barriers (topics in the debates and discussions)</p> <ul style="list-style-type: none"> • Language (development of nuanced vocabulary to express particular experiences) • Economy (jobs and agriculture) • Human rights (freedom of movement-travel restrictions) • Community • Environment (geographical and agricultural implications) • Security • Population • Nonviolent resistance (protest murals) 	<p>SKILLS</p> <ul style="list-style-type: none"> • Students learn Spanish and Arabic vocabulary words and phrases • Critically analyze the impact of artificial barriers in Mexico/U.S and Palestine/Israel • Compare and contrast the conditions faced by people on the Palestinian and Mexican sides of the wall. Analyze the pros and cons • Underline the purposes and deeper agenda for constructing large-scale border barriers, and evaluate the efficacy of achieving these purposes through border construction • Support and defend an argument in the target language • Reflect on the specific conditions created by artificial barriers • Demonstrate empathy for people who experience different conditions on the other side of the wall (Mexicans and Palestinians) • Understand how a particular experience or agenda creates the need for developing nuanced vocabulary to express that experience/agenda. Also, the variety of language used for expression is a reflection of the different experiences, understandings and cultural perspectives of people

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| <ul style="list-style-type: none">• Vocabulary geared around border barriers | |
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Stage 2 – Assessment Evidence

Performance Task: (Tasks in all three modes of communication are performed in the target language of Spanish).

Formative:

Assess the extent of prior knowledge and level of student understanding based on their responses to the warm up, closure and their involvement in discussions and activities that trigger recall of specific information. Provide necessary feedback and reinforcement based on their responses. Formative assessments obtained through class activities including think-pair-shares, completion of pros and cons and Venn diagram graphic organizers, as well as group and class discussions.

Summative:

- **Integrated Performance Assessment (IPA)**- Assessing the *Presentational, Interpersonal and Interpretive* modes of communication

1. (Interpersonal mode) *A formal class debate over the pros and cons of border barriers (in The U.S, Israel, Mexico and Palestine). Use evidence to support your argument as to whether or not they should be used as a tool for control, and if other possible solutions exist. Reinforce your argument by incorporating the variety of vocabulary used by the people affected by the Walls.*

2. (Presentational mode) *Write argumentative essay using evidence to support or oppose the practice of national border barriers by U.S/Israel in Mexico/Palestine. Student decides whether to focus on U.S or Israeli Wall, or both.*

3. (Interpretive mode) *The teacher collects the argumentative essays, makes copies with the names of students blocked out, and randomly redistribute the essays to students. In class, students read an essay written by a classmate (without knowing the author). After reading carefully, students write an informed response including where they disagree and agree, their opinion and at least one supporting evidence to back their claim. (3-5 sentences).*

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Stage 3 – Learning Plan

“On The Other Side of The Wall”

There are Always Two Sides to The Story

Lesson Plan 1:

Language and Perceptions

An Introduction to The Language and Perceptions About Border Barriers.

Please note: Prior to beginning the first lesson of the unit, students will have completed the “Artificial Barriers” Spanish vocabulary set on Quizlet for homework, to linguistically prepare them for the lesson. They will complete a similar but less extensive, Arabic Quizlet set on basic vocabulary as well.

Materials: Spanish/Arabic “Artificial Barriers Quizlet Vocabulary Set,” white board, markers, language prediction T-chart graphic organizer, index cards, projector and computer

Warm-up (10 min): *Chalk Talk Activity*

- **¿En tu opinion, cuándo es necesario tener una barrera artificial? ¿Cuándo no es necesario? ¿Por qué?** (*In your opinion, when are artificial border barriers necessary? unnecessary? Why/why not?*)

- **¿Dónde hay unas barreras artificiales?** (*Where are some artificial barriers located?*)

Chalk talk is a quiet activity, using only chalk for discussion. First, students reflect on the question. When they feel ready, they go up to the board and write their opinion. Students may respond to their classmates’ opinions on the board as well. Also, the teacher may draw attention to a particular comment by circling it on the board. Students will be encouraged to communicate in the target language as much as possible, only using English to express themselves as a last resort. Teacher should allow moments of silence for reflection and wait time, so students can formulate thoughts and add more.

After sufficient wait time, the teacher opens up a brief discussion to talk about the comments made by students. This warm-up activity both activates students’ prior knowledge and primes them for the activities and discussions to come.

Activities:

1.) A list of vocabulary terms (10 min) are posted on the board, all synonymous to the U.S/Israeli border barriers (Apartheid wall, security fence, concrete fence, separation barrier, prison wall, wall of shame, a fence, border wall etc.). Students answer the following questions individually, then share-out afterwards.

- *What event, thing or person are all the terms describing?*

- *Why are they different?*

- *Who do you think is describing which terms?*

2.) Language prediction T-charts (10 min) Based on the language used to describe the border barriers, predict what kinds of conditions/experiences are caused by the Walls in Mexico/Palestine, and what kinds of reasons were used by Americans and Israelis to build the Walls? Try to predict at

least three conditions, and three reasons. Use the T-chart graphic organizer to record three conditions and three reasons.

3.) Think pair share index cards (10 min) Think of another single event, thing, or person that has been described differently depending on the various perspectives of people (drawing the connection between language and perspectives). On the front side of the index card, write down the name of the event, thing or person. On the backside, write at least two distinct descriptions of the event, thing or person selected. For example, *Christopher Columbus Day*- on the front side of card...-*A day of celebration*...-*A dreadful day* on the backside of the card. In groups of four, discuss different examples and descriptions created by classmates. Afterwards, share out examples with the entire class when asked by the teacher (Will call on each group).

Closure (5 min):

(Ticket out the door) Briefly answer these two questions:

- How does the construction of language give us clues about different perspectives and experiences?*
- Why is it important to understand multiple perspectives of the same event?*

Lesson Plan 2: The U.S Border Wall

Reasons for its Construction and How it Affects People and The Environment.

Materials: Pros and cons T-chart graphic organizer, “The Fence Along The U.S/Mexican Border” video clip, the video clip note sheet, projector and computer

Warm up (7 min):

-¿Cuál es la razón principal para la construcción del muro entre Los EEUU y México?
(What is the purpose of building the U.S/Mexican Border Wall?)

-¿El muro es efectivo en lograr su propósito?
(How well do you think it serves its purpose?)

-Review

***Transition:**

Transition to a focus on the U.S Wall built on the U.S/Mexican Border.

“¡Excelente! Ahora vamos a examinar en más detalle, el muro construido por Los estados unidos. Pero antes, déjanos hablar sobre las ventajas y desventajas del muro. ¿Qué crees son las ventajas y las desventajas?”

translation:

“Excellent! Lets take a further look into the U.S border wall. Lets think about the pros and cons of the wall before we get into the nitty gritty details.”

Activities:

1.) Think-pair-share w T-chart pros and cons graphic organizer (13 min)

Using a T-chart graphic organizer, students individually write down the pros and cons (*las ventajas y desventajas*) of the artificial barrier constructed on the U.S/Mexican Border

-In small groups of four, students discuss the pros and cons and collectively record additional notes on their pros and cons graphic organizers.

-On the white board, students share out pros and cons by writing them on a big pros and cons t-chart identical to their graphic organizer.

-As a class, students engage in a brief dialogue about the specific points they addressed.

2.) Show video clip (15 min) “The Fence Along the U.S/Mexican Border”

<https://www.youtube.com/watch?v=jDm48AL2z8g>

-Distribute video note sheet

-Collectively review video note sheet

3.) Students re-evaluate their pros and cons graphic organizer (5 min). After watching the video, students look back on the pros and cons they came up with during the previous activity, this

time with a more critical lens. They write a question mark next to information they question, underline information that has sufficient supporting evidence and add new important information acquired from the video clip.

Closure (5 min):

A brief and reflective class discussion is held in which students share the new facts they learned, information that was confirmed and information they now question after watching the video clip.

Homework:

“Según el conocimiento que consigieron hoy sobre este tema, responde a esta pregunta: ¿Si tu estuvieras encargado de la policía de inmigración estado unidense, qué harías diferente/lo mismo?”

Translation: “Given the information we learned today, briefly answer the following question: If you were put in charge of the U.S/Mexican Immigration Policy and Border Control, what would you do differently/same?”

Lesson Plan 3:

The Israeli Border Wall

Reasons for its Construction and How it Affects People and The Environment

Materials: Israeli Wall PowerPoint, PowerPoint note sheet, Venn diagram graphic organizer, flipchart paper, projector and computer

Warm-up (7 min):

-¿Qué es algo llamativo que aprendiste sobre el muro de los EEUU? (What is something new you learned about The U.S. Border Wall that you found striking?)

-¿Qué ya sabes del muro en Israel/Palestina? (What do you already know about The Israeli Border Wall in Israel and the Occupied Territories?)

-¿Qué quieres saber? (What do you want to know?)

-Review

*Transition:

Due to their many parallels, a discussion of the U.S Wall segues into the material on the Israeli Wall. Examining global patterns.

“Israel, como Los estados unidos gasta billones de dólares para construir una barrera artificial. De hecho, los impuestos americanos le ayudaron a construir el muro. Nuestro gobierno le da tres billones dólares cada año a Israel. Vamos a ver como la construcción de un muro similar le afecta a la gente y al medio ambiente en otra parte del mundo. Ésta vez en Palestina.”

Translation (1 min):

“Israel, like the U.S spends billions of dollars to construct an artificial barrier. In fact, American tax dollars helped in funding the wall, considering our government gives Israel a whopping 3 billion a year in aid. Lets take a look at how the construction of a similar wall affects people and their environment in another part of the world. This time in the West Bank.”

Activities:

1.) Deliver Israeli Wall PowerPoint (15 min) presenting the facts about the Israeli Wall using photographs and information gathered during the Fulbright trip. Students follow the presentation with their *note sheet guide*- fill in the blanks and some open-ended questions

-Review note sheet guide with different students volunteering to read out parts of the notes sheet guide.

2.) Compare and contrast the conditions (7 min) (environmental, economic, social and cultural) caused by the U.S and Israeli Border Walls using a Venn diagram. First, individually complete the Venn diagram graphic organizer. Underscore fundamental global patterns. **Example:** Bison cut-off from annual migration patterns across the U.S/Mexican Border and extensive destruction of natural habitats in the West Bank.

3.) Venn diagram Gallery (10 min) Students work in small groups to record *Venn Diagrams* on pieces of *flipchart paper* and display them on the white board when finished. Quietly walk around and look at each others work, taking note of the variety of global patterns and conditions identified by classmates.

-Students discuss the observations they made during the Venn diagram Gallery, addressing *reoccurring themes* seen across the group Venn diagrams. Global patterns are identified and connected to different parts of the world.

Closure (5 min):

Wrap around session- One at time, call on students and have them mention one condition caused by either the U.S or Israeli Wall.

Homework:

Prepare for the class debate. Make an outline of the at least 3 mains points supported with evidence. Review debate-appropriate terminology in Spanish (I agree with you but...that is a good point, however...I see where you are coming from except...It is important to note that..etc.)

Lesson Plan 4:

Class Debate

Applying Knowledge Through The Three Modes of Communication.

Materials: Debate point cards, Spanish/English dictionaries, supporting question sheet, protest-murals PowerPoint, projector and computer

Warm-up (7 min):

- **Preparen dos puntos para el debate.** (Make two claims in favor/against the Border Walls).
- **Apoyen cada punto con un ejemplo.** (Support each claim with an example).
- **Escriban tres frases útiles para un debate.** (Write down three useful phrases for engaging in a debate)
- **Review**

Activities:

1.) Debate on the use and impact of artificial barriers (22 min) (*Interpersonal mode of communication*) Tie the lessons of the unit together by engaging in a similar discussion conducted earlier during the warm-up of the first lesson, this time however, in a more informed manner. Students use the notes (pros and cons T charts, video guide sheets, Venn diagrams graphic organizers, and PowerPoint note sheet guides) and insights they developed throughout the lessons to support their argument. In addition, students reinforce their argument by incorporating the variety of vocabulary used by people affected by the Walls.

Supporting questions to facilitate dialogue:

- ¿Las barreras artificiales son necesarias?
- ¿Cómo le afecta a comunidades locales y al medio ambiente?
- ¿Las ventajas pesan más que las desventajas?
- ¿Por qué crees que los gobiernos gastan billones de dólares para construirlas?
- ¿Es la mejor forma usar para controlar?
- ¿Son efectivos en lograr el propósito?
- ¿Hay otras posibilidades?

Translation:

- Are artificial barriers necessary?
- How do they impact local communities and the environment?
- Do the pros outweigh the cons?
- What do you think are some underlying reasons why governments invest billions of dollars to construct them?
- Should they be used as a tool for control?
- Are they effective in achieving their purpose?
- Are there other possible solutions?

2.) Conclusion of debate (9 min) – Students wrap up the discussion by making their final points. The teacher formally ends the debate and asks students questions about the how they felt during different moments of the debate. Key moments are discussed and students are asked to remark on the type of language and debate strategies they used.

Closure (7 min):

The unit concludes with a gaze at forms of public reaction to the conditions caused by the construction of Border Walls, particularly non-violent resistance. A slide show of a variety of photos taken during the teacher’s trips depicts “*protest murals*” in Palestine and Mexico. The students and teacher engage in a conversation about the meaning of various protest murals.

Homework:

Students work on the introduction of their rough draft. Components of the introduction include an opening sentence, three points, and a conclusive sentence. In Spanish, they will write an argumentative essay using evidence to support or oppose the practice of building border barriers by The U.S, Israel or both (*presentational mode of communication*). Students should acknowledge and/or incorporate a variety of nuanced vocabulary used by the people affected by the Walls to support their claim.

Future Lessons:

Students finish writing their argumentative essays. After completing their essays, students read and respond to an essay of an anonymous classmate (*interpretive mode of communication*). In their responses, students include where they agree or disagree, their opinion and at least one supporting evidence to back their claim (3-5 sentences in Spanish).

Resources

(Lesson specific resources are listed at the beginning of each lesson plan.)

- Spanish/Arabic “Artificial Barriers” Quizlet Vocabulary Sets
- White board and dry erase markers
- Language Prediction T-chart Graphic Organizer
- Language Perspectives Index Cards
- Pros and Cons T-chart Graphic Organizer
- “The Fence Along The U.S/Mexican Border” Video Clip
<https://www.youtube.com/watch?v=jDm48AL2z8g>
- Video Clip Note Sheet,
- Israeli Wall PowerPoint
- PowerPoint note sheet
- Venn diagram Graphic Organizer
- Flipchart Paper
- Debate Point Cards
- Spanish/English Dictionaries
- Supporting Questions Sheet
- Protest-Murals PowerPoint (At the end of Israeli Wall PowerPoint)
- Projector and Computer
- Chalk Talk information:
<http://teachersnetwork.org/ntny/nychelp/mentorship/chalktalk.htm>

La predicción de lenguaje

Las condiciones del muro

Las razones para construir el muro

Palabra:_____

* condición:

Palabra:_____

* razón:

Palabra:_____

* condición:

Palabra:_____

* razón:

Palabra:_____

* condición:

Palabra:_____

* razón:

Nombre	Periodo	Fecha
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Ventajas y desventajas del muro

las ventajas

las desventajas

las ventajas	las desventajas

El muro de Israel – *notas*

-Una historia breve-

- En noviembre de 2000, el primer ministro decidió aprobar el proyecto del muro
- La construcción del muro empezó_____.
- El 9 de junio 2004, **la corte internacional** confirmó que el muro, los asentamientos y la ocupación _____.
- No está mencionado en _____apoyado de los EEUU.

-La construcción del muro-

El precio:

- Cuántos dólares cuestan para construir el muro?
-
- \$2 billón dólares para construir las calles y túneles alrededor del muro.
 - 62% terminado, 8% bajo construcción y 29% planeado pero no construido

las dimensiones:

- _____ millas de longitud
- _____ pies de altura
- 30-150 metros de ancho
- Doble de la estatura del _____

La construcción del muro también incluye:

- _____para coches de patrulla
- Mayas con sensores electrónicos y sensores de tierra
- _____
- Torres de francotirador

- Alambre de puas (Cables filosos)
- Zánganos (_____)

-La locación-

- No está en la _____
que divide Israel y el West Bank.
- _____ que la línea verde.
Por esto roba mucha tierra palestina (45,000 acres).
- 85% de la ruta del muro está _____,
incluyendo Jerusalén.
- Se separa _____ del West Bank
- Divide los palestinos en pueblos _____
- Los pueblos pequeños están rodeados por

- El muro en Gaza fue construido en 1994 corta conexión entre los palestinos y



-El propósito del muro-

Perspectiva _____:

“The purpose of the fence is to stop Palestinian terrorists from entering Israel.” *Ariel Sharon*

- Entonces, solamente por “_____”

Perspectiva _____:

- _____(cambiando la población)
- Eliminarla oportunidad de ser un _____(palestino)
- Eliminar la oportunidad de tener _____ en una sociedad normal.
- Eliminar los _____

-El impacto del muro-

Social, _____ y ambiental

¿Qué son las _____?

- Hay condiciones _____, _____ y _____.
- Estas son las _____ del muro.
- _____ palestinos están aislados entre el muro y la línea verde (**social, económico**)
- 200,000 palestinos en Jerusalén están aislados del resto de _____(**social, económico**)
- _____comunidades palestinos dividos y aislados (**social, económico**)
- Necesitan _____ para entrar (**social, económico**)
- 26,000 _____ de daño registrados

por La UN (**social, económico y ambiental**)

- El distrito de Jerusalén _____
de su tierra. (**social, económico, ambiental**)
- Limpieza _____ (**social, _____**)
- Cortan conexiones económicos (**económico**)
- Una perdida grande de _____,
especialmente la agricultura (**económico, ambiental**)
- Una perdida de recursos (económico)
- Condiciones insostenibles económicos (económico)
- Durante la cosecha aceituna de 2011, _____ de las aplicaciones para
permisos para entrar zonas en el otro lado del muro fueron negados. (**economico**)
-Fueron negados por razones de “ _____ ”
- Estimado 15,000 palestinos entraron a Israel clandestinamente en
_____ todos los días en
2011 (**económico**)
- La creación de _____ (**social, económico, ambiental**)
- 102,000 _____ (**ambiental**)
- La destrucción del _____ (8750 acres) (**económico, ambiental**)
- La destrucción de recursos de agua incluyendo: (**económico, ambiental**):
 - _____ más grande del West Bank
 - 36 _____ de agua
 - 15 posos en la zona entre el muro y _____.
- La valle de _____ aislado del West Bank (**ambiental**)
- Más _____ y sedimentación (**ambiental**)
- la destrucción de sitios _____,
y aguas térmicas naturales (**social, económico, ambiental**)

- La destrucción de habitaciones naturales y

_____ **(ambiental)**

- El muro hace espacio para _____
(social, economico, ambiental)

Comparar y contrastar las condiciones de los muros

<u>El muro de los EEUU</u>	<u>Ambos</u>	<u>El muro del Israel</u>