

[illegible]

The Rainforest: Equatorial Guinea		Mjeshanjan@uclj.org or mjesh123@gmail.com Michelle Oeaghan Spanish teacher	
Student profile: Novice learners, 6-127 (with additional suggested adaptations for differentiation)			
Essential Questions:			
1	How does geography affect our culture?		
2	How does your lifestyle and culture depend on nature locally? world-wide?		
3	In what ways can art, music, theater mimic reality?		
Established Goals: Students will ...			
1	Appreciate the unique history, architecture, and culture of the African Equatorial Guinea population; language, folklore/fables, games		
2	Recognize and appreciate the uniqueness of the African Equatorial Guinea rainforest's life forms		
3	Explain connecting ideas related to the cause and effect of each of the above upon the other of the above two		
4	Learn Spanish vocabulary for location/orange words, life forms in the rainforest (monkeys, jaguar, frog, etc.) and how to say "protect the Equatorial Guinea rainforest."		
I Can Statements (I can...)			
1	Communicate the need (verbally, then writing) to protect the rainforest to save the livelihood of the life forms and people in this "secret" country (Equatorial Guinea). Learn to say "protect the rainforest."	d2	
2	Identify the locations of the Marne/US, Spain, and Equatorial Guinea with an understanding of the general distance between.	d3	
3	Tell someone else 3 concepts about the unique history of the African Equatorial Guinea population; language, foods, folklore, games	d3	
4	Learn to identify Spanish vocabulary for location/orange words, life organisms in the rainforest, and how to say "protect the rainforest."	d3	
5	Tell someone else 3 concepts about the unique history of the African Equatorial Guinea population; language, foods, folklore, games	d4	
6	Tell an African fable about rain forest life forms	d5	
7	Appreciate the cause and effect of each of the above upon the other of the above two		
8	Learn to use Spanish vocabulary to understand orange words, life organisms in the rainforest.	d5	
9	Learn to understand verbal mentions of Spanish vocabulary for location/orange words, life organisms in the rainforest, and how to say "protect the rainforest."	d5	
10	Watch a classroom how to play a typical African children's board game, Mancala.	d9	
MAINE WORLD LANGUAGE STANDARDS 2022			
A. Communication			
7	1. Interpersonal		depending on the ACTFL level/differentiation
x	2. Interpretive		
x	3. Presentational		
x	4. Language Comparisons		
B. Cultures			
x	1. Practices and Perspectives		
x	2. Products and Perspectives		
x	3. Comparisons with Own Culture		
C. Connections			
x	1. Knowledge of Other Learning Results Content Areas		
x	2. Divergent Viewpoints		
x	D. Communities		
x	1. Communities		depending on the ACTFL level/differentiation

Lesson Plan Outline "Proteja la selva tropical. Protect the rainforest!" Equatorial Guinea		Estimated days to do this activity based on a 40 minute
DAY	STEP	
1	<p><u>diagnostic for cultural questions, step1</u></p> <p>Start unit with 1) <u>landmark or Neopop be an assessment (diagnostic in our school) while listening to rainforest music.</u></p> <p>Start unit with 2) <u>divided an assessment (step 2) on vocabulary while listening to rainforest music.</u></p> <p>Review which I can statements we will we cover today (above) ...</p> <p><u>Provide a culturally accurate event show how humans are likely to represent the majority population in EQ. (Puppet show shares the story from the view of</u></p> <p>Divide group in four, each character will be part of a group. Ask each group to guess... where is this rainforest? where is the resident from? what other</p> <p>End the class showing the kids where the rainforest is and how to say the name of EQ in Spanish.</p> <p>Divide group in four, each character will be part of a group. Ask each group to guess... where is this rainforest? where is the resident from? what other</p>	1
2	<p><u>Belwork - have them individually watch the landscape of EQ. As they watch it, have them write down on scratch paper the name of the country in Spanish, and three things that caught their eye. Collect the papers, when you are ready to start, review the targets you will be covering today. Hold on to the papers.</u></p> <p>Train the sentence "protect the rainforest", using word wall - jot down answers to one of the above essential questions. (Train, means each person says a</p> <p>Group the students in the same groups as yesterday, but with a new puppet player (rotate). Now have them act out the scene without talking ... when they are done ... they will train the last sentence as a group and present to the class.</p>	
3	<p>Belwork: Show them a pic of EQ, then have them hand draw the shape of EQ as best as they can, then write down "protect the rainforest" inside the larger country shape (EQ includes at least 7% as much as they remember. If they don't remember any of it, tell them it's ok, don't peek, just wait. When everyone is done, group them by a 0, 1,2,3,4 in each group (how much did they remember form 0-4). Which group has completed sentence without looking? Then share the "winner" work with all of the groups as the "winner group" shares.</p> <p>Train the words EQ, Spain, and United States in Spanish.</p> <p>Have students work as partners in this worksheet.</p> <p><u>When a 300 video is available of EQ (looked not find one at the time I wrote this) ... Divide groups in three to put together collages that study 1 each, then compare and contrast the</u></p> <p><u>image of forests in each country using specific city and forest names. Then have them report out.</u></p> <p><u>Check have them write diagram the differences individually as six groups. Label each part of the diagram with the Spanish names of the countries.</u></p>	2
4	<p>Belwork: GUESS (wild guesses ok) 3 things you might see in Africa related to art, music, theater, stories or foods. If you don't know, just wait ... If they don't know any of it, tell them it's ok, don't peek, just wait. When everyone is done, group them by a 0, 1,2,3,4 in each group (how much did they collectively guess).</p> <p>Zoom with kids, let the university do a <u>African International poem hour</u> / <u>For African focus, show architecture, masks, tell a folklore/fable.</u></p> <p>Close: Name 3 things related to EQ/Africa they learned today.</p>	3
5	<p><u>Belwork: write down the narrative to the story from yesterday ... if they don't remember any of it, tell them it's ok, don't peek, just wait. When everyone is done, groups them by a 0, 1,2,3,4 in each group / how much did they remember form 0-4). Which group has completed sentence without looking? Then</u></p> <p><u>Share the clips with all of the groups as the "big group" shares.</u></p> <p>(Mention masks from yesterday's show, first let's study vocab and think about what life form you want to make a mask out of in the near future)</p> <p><u>Jungle life form yoga/life form movement poses ... (record yourself on zoom while doing it, to save and show any absent kids later)</u></p>	7
6,7	<p><u>Belwork: describe what you think is going on here? How could this be imitating life? (show dancing video) ...</u></p> <p><u>Group the kids to play charades related to the life forms they learned during class. The time charade must mimic a dance.</u></p> <p><u>Close: Briefly introduce mask making for next class, have them write down which life form they will be making a mask about.</u></p>	
7,8	<p>Belwork, write down what colors and objects to include on your mask ... brainstorm how will you design your mask. Do a draft drawing ... pre-read</p> <p><u>Make a mask Equatorial Guinea life form themed.</u></p> <p><u>When the kids have done 85% of the work, mention the next assignment, "protect the rainforest" poster or other communication tool.</u></p>	
8,9	<p>Belwork, have students pre-read the assignment for today:</p> <p><u>"PROTECT THE RAINFOREST" poster or other communication tool (if it is vocal English/Spanish combo OK) to communicate to government decision makers as if the student was a citizen of Equatorial Guinea.</u></p>	8,9
9	<p>Belwork: Gallery art walk of the posters, kids take post its and write 1 statement to compliment work</p> <p><u>Show kids video on how to play mancala, which they play through via the google slide. Kids will practice under they learned how to play</u></p>	
10	<p>Belwork: Gallery art walk of the masks (without the labels), kids take post its and write 1 statement to compliment work and guess what life form it is.</p> <p>Once kids have grasped how to play Mancala, then they start quizzing each other on vocab by not allowing the person they are playing with to move unless</p>	
11	<p>Do a Quietest live to practice vocab and present the diagnostic for kids to fill in. Ask them- where are they on the learning scale 1-4.</p> <p>Give time to students to finish projects that need it- any early finishers can play mancala.</p>	
12	<p>Do Quietest for vocab for post assessment</p> <p>Neopop oral post assessment - say the word you hear in English, say the word you hear in Spanish (Or you can just do it orally and talk to each kid</p> <p><u>Google forms for historical cost assessment - pulled from the diagnostic.</u></p>	10
		depending on the ACTFL level/differentiation
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Materials needed not presented as links here	paper plates	
	puppets or paper plates with images on them for puppet show	
	scrap paper and writing paper, or an individual notebook	
	materials for masks for those kids who want to manually do them	
	a way for kids to video themselves - if needed.	
	a prior appointment with the university for international room presentation.	
	earbuds	

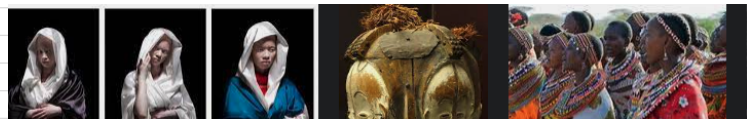




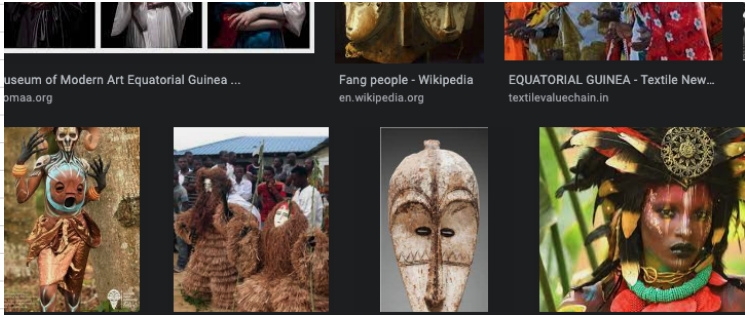
Spain beats Equatorial Guinea 2-1 in ...  
sports.yahoo.com

Common Diseases in Equatorial Guinea  
borgenmagazine.com

Equatorial Guinea — Center for ...  
cesr.org







useum of Modern Art Equatorial Guinea ...  
bmaa.org

Fang people - Wikipedia  
en.wikipedia.org

EQUATORIAL GUINEA - Textile New...  
textilevaluechain.in



Drought, Floods, Climate Change, and ...  
frontiersin.org

1	crocodile	el crocodilo		gray= characters from African fable
2	rabbit	el conejo		green=words used in the skit
3	<i>dogs</i>	<i>los perros*</i>		pink= characters giving skit
4	flamingo	el flamenco		
5	monkey	el mono		*not considered a jungle animal today, but part of the african fable.
13	porcupine	el puercoespino		
14	antelope	el antilope		
15	bananas	los plátanos		
6	snake	el serpiente		
7	frog	una rana		
9	bear	el oso		
10	el toucan	el tucán		
11	fellow countryman/women	el paisano/la paisana		
12	leopard	el leopardo		
13	elefant	el elefante		
14	Equatorial Guinea	Guinea Ecuatorial		
15	Africa	África		
16	Spain	España		
17	United States	Los Estados Unidos		
18	rain forest	la selva tropical		
19	protect	proteje		
20	Protect the rainforest!	¡Proteje la selva tropical!		
*				