

World Language/Spanish II La Tauromaquia - Bullfighting

Rachel Urquhart
Phoenix STEM Military

Key Adaptive Competency

Leadership (Social Awareness) I can see a problem within a social context from multiple perspectives which allows me to voice my opinion with respect and tact.

Essential Questions

- Should Bullfighting be preserved in Spanish society?
- Should a tradition be maintained, even though others consider it cruel? What makes art, art?
- What is or is not permissible in the pursuit of artistic expression?

Social Justice Topic

animal cruelty vs. traditional cultural practice

Assessment Framework

Learning Targets

By the end of the unit students will use phrases and simple sentences in Spanish to provide basic information about bullfighting.

Long Term, Short Term (Weekly/Daily)

- Combine words and phrases to create original sentences to express one's own thoughts and opinions
- Compare/contrast one's own thoughts and opinions with those of other people

Academic Competency

I can use words and phrases from the vocabulary list on bullfighting to create simple sentences to provide basic information on bullfighting.

Content-Specific, Standards, Evidence of Learning, Demonstration of Proficiency

I can write/speak about my own opinion on bullfighting.

Learning, Demonstration of Proficiency

- I can write/speak about others' opinions on bullfighting.
- I can compare/contrast my opinion with others' opinions on bullfighting.
- I can write/speak a description of bullfighting.
- I can make a "public product" to campaign for or against bullfighting in Spain.

Adaptive Competency

Leadership (Social Awareness)

I can see a problem within a social context from multiple perspectives which allows me to voice my opinion with respect and tact.

Area of Focus, Specific Descriptors, Evidence of Learning, Demonstration of Proficiency

Students will demonstrate proficiency at this competency by responding to questions on an anticipation guide. Students will respond to different statements that are the common justifications for people's opinion of bullfighting in Spain. They will write about if their own perspectives have changed or not and use evidence from the coursework to justify their responses and push them to analyze both perspectives. Is it art? Should we continue with a tradition others find amoral? Afterwards they will write a counterclaim to show they can see this problem, or social debate, within the context of Spanish society, from the eyes of a Spanish person who does not share the same opinion.

Social & Emotional Learning

This unit is about approaching a controversial topic without judgment, understanding it from both perspectives, and comparing/contrasting your opinion with others. This builds empathy for others. Seeing various viewpoints is a skill students need to have positive peer interactions.

Prework

Leading up to the assessments students will:

- Acquire target vocabulary for bullfighting - students complete various listening, reading, and writing activities that have students engage with the vocabulary in comprehensible ways. Students will also compete with computer word games.
- Understand the main idea and supporting details of two readings on Bullfighting in the target language, using target vocabulary: Students will engage in whole group, small group, and individual reading with each text. Instructional activities include annotations, comprehension questions, illustrating, and dictations.
- State the various opinions presented in a video on Bullfighting: Students will watch the video and answer comprehension questions as well as engage in small group, whole group discussions in English and the target language where students use target vocabulary to state the opinions of the people in the documentary.

Pre-Assessment/Self-Reflection

Students will use an anticipation guide before they read and watch the video which will get them to assess their assumptions about bullfighting before the unit and compare them to what they think after learning more about the topic from multiple perspectives.

Social Justice

This topic leads to social justice because we will address animal rights and individual rights (i.e. bullfighting is my heritage). Ties will be made to the State's Rights Movement, the Confederate Flag, & Abortion.

Opportunity for Student Voice

Students will be able to choose the mode of showcasing their learning that will allow students to use their strengths, talents, and interests.

Some suggestions of a public product to showcase are:

- Video (newscast, documentary, claymation, etc.)
- photo project
- Protest sign
- Pamphlet
- Mural/Painting/Collage
- Poem
- Letter to the Editor
- Website
- Song
- Diorama/ 3D model
- TIKTOK

Instruction/Supports from Teachers

Students will have the opportunity to learn through multiple pathways: visual, textual, kinesthetic, oral, and musical. Activities vary and are at times teacher centered, group centered, whole class, or individual. Students will engage in listening, reading, writing, and speaking the target language. All materials are selected to be developmentally appropriate to the language level of students and repeat target vocabulary in similar contexts to facilitate comprehension. All materials scaffold vocabulary to facilitate comprehension. Additionally all students are encouraged to use class resources including vocabulary lists and notes if they need further support. There is a word wall in the classroom with key phrases/words for the unit. Students have multiple chances to master the skill of the task- multiple close reads, repetition of oral Spanish.

Opportunities to provide feedback include immediate whole group feedback- showing anonymous student examples in real time and recasting (teacher repeats the student uttered phrases with correct grammar without pointing out the error), small group feedback- teacher checks in with groups as they work and provide guiding questions, or individual on student submitted work.

Student Demonstration of Learning

- Anticipation Guide Guia de Anticipación_ la tauromaquia
- Bull Anatomy vocabulary listening activity with visuals
- KWL as a class on bullfighting
- Video clips of bullfighting
- Un Torero Group Reading with oral questioning that compare bullfighters to famous athletes
- Movie Talk on Bullfighting using Slides of video stills- students write sentences in groups about what is happening in a bullfight.
- Ping Pong recall- students take turns sharing their sentences out loud and transcribe it for the class to read.
- Song “Toro y Torero” by Los Victorios and students complete a cloze with the lyrics and discuss how the singer feels about bulls
- Video- Bullfighting bloopers
- Los Toreros Extended reading- teacher reads, students underline anything that stands out, they agree with, disagree with, etc. Complete True/False/Probable, then teacher re-reads the text and students join in and say the parts they underlined. Lastly the class discusses the parts that sounded the loudest and possibly why.
- Slides; La Tauromaquia: un arte- students learn and then imitate the moves of a bullfighter with student volunteers and props to show it is a technical art or sport
- Slides: protest signs- students read and see images of different protests in Spain and hear from those that feel it is illegal and cruel.
- Song “Torero” by Chayanne with cloze lyrics and questions
- Video Catalonia's Last Bullfight - Al Jazeera World
- Revist KWL and anticipation guides

Assessment of Learning

Students will make a public product to show proficiency with content and language and will respond to questions on the anticipation guide to show proficiency in mastering the adaptive competency of this unit, both referenced below.

Guía de Anticipación_ la tauromaquia
Spanish 2 PBL Unit Assessment

Depth of Knowledge

This assessment is DoK Level 4. The students are asked to integrate ideas from multiple sources (text and video) and then present their stance on a pro-con debate with evidence.

References/Resources

Deeper Competency Based Learning by Karen Hess, Rose Colby, Daniel Joseph
American Council of the Teachers of Foreign Languages
ACTFL Performance Descriptors
ACTFL Can Do Descriptors

Showcase of Learning

This is intended for an in-person high school Spanish beginner class.
Duration: 5 weeks.