

Fulbright TGC UbD Unit Plan Template

Prepared by: Cara Bucciarelli

School/Location: LaSalle II Magnet School, Chicago, IL

Subject: Spanish

Grade: 7 (Novice High-Intermediate Low on ACTFL Proficiency Scale)

Unit Title: Una ciudad y su río: Transformation along the Chicago and Medellín Rivers

Time Needed: approximately 30 class periods or 7.5-8 weeks at 4 days per week

Unit Summary: Students will explore themes of identity, community, tradition and transformation as they investigate a city's relationship with its river. Students will learn about the Chicago River and its impact on the history of their city. They will study policy decisions related to recent transformation through readings, videos and a field trip to the river's Wild Mile. They will also examine similar efforts in Medellín, Colombia with regard to the Medellín River. Students will interact with students from a community school in Moravia, one of Medellín's neighborhoods, to share information about their cities and to compare the impact of each cities' rivers on its residents.

Most of the unit will occur in Spanish, with some readings or videos in English as needed. The virtual correspondence with the community school will similarly be primarily in Spanish with some English.

STAGE 1: Desired Results

ESTABLISHED GOALS:

ACTFL Can-Do Statements, Novice High:

Interpretive Mode:

I can identify the topic and some isolated facts from simple sentences in informational texts.

Transfer

Students will be able to independently use their learning to:

T1. Investigate themes.

T2. Recognize perspectives.

T3. Compare place-based community histories, experiences and goals.

T3. Communicate in Spanish with others in a community setting.

<p>Interpersonal Mode: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</p> <p>Presentational Mode: I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I can present on familiar and everyday topics, using simple sentences most of the time.</p> <p>GLOBAL COMPETENCY: Investigating the World: Examining Local, Global and Intercultural Issues</p> <p>Appreciating Perspectives: Understanding and Appreciating the Perspectives and Worldviews of Others</p> <p>Communicating Across Differences: Engaging in Open, Appropriate and Effective Interactions Across Cultures</p> <p>SDG Related Goals: 6 (Clean Water and Sanitation, particularly 6.6) and 11 (Sustainable Cities and Communities)</p> <p>TECHNOLOGY USED:</p>	Meaning	
	<p>UNDERSTANDINGS Students will understand that: U1. Cities around the world are unique but share similarities. U2. Cities around the world can share similar challenges. U3. These challenges are local issues but reflect global problems. U4. Solutions to problems may likewise be global but reflect local needs. U5. Students around the world share similarities.</p>	<p>ESSENTIAL QUESTIONS: <u>Content-based:</u> How do cities confront important challenges? How do cities take care of their rivers? How are rivers a reflection of their city?</p> <p><u>Language-based:</u> How can we talk to others where we live and who we are? How can we connect with others in different places?</p>
	Acquisition	
	<p>Students will know (content): K1. the history of the Chicago River. K2. through which neighborhoods the Chicago River passes. K3. how residents of Chicago use or would like to use their river. K4. the history of the neighborhood of Moravia. K5. about some important places within Moravia. K6. how residents of Medellín use their river.</p>	<p>Students will be able to (skills): S1. listen for understanding of main ideas in videos in Spanish. S2. communicate to their peers in their classroom about what they are learning. S3. communicate to others outside their classroom about themselves. S4. present information about what they are learning to a variety of audiences.</p>

Chromebooks, Google Classroom,
Google Slides, Google Forms, Edpuzzle,
Adobe Express for Education,
Screencastify, iPads / iMovie

RESOURCES:

Chicago / The Chicago River:

- [WTTW: River History](#)
- [WTTW: 360 Video](#)
- [Chicago History Museum: River photos](#)
- [Chicago Riverwalk](#)
- [Chicago Riverwalk in photos: Columbia University](#)
- [Jean Baptiste Point DuSable](#) (Field Museum, English)
- [Jean Baptiste Point DuSable](#) (from Diario Libre, Spanish)
- [Multicultural Wilderness](#)
- [Calumet Marshes/Wetlands](#)
- [Wild Mile](#)
- [Friends of the Chicago River](#)
- [Great Rivers Chicago](#)
- Photos taken by me
- Photos and videos from students

Moravia / Bermejala Stream:

- [Archivo Vivo Moravia](#)
- [Moravia: Nace el Nuevo Medellín](#)
- [Deivy Exótico: Biografía](#)
- Instagram: Centro Cultural de Moravia
- Moravia se vista de letras:

<ul style="list-style-type: none"> • Diaspora Africana Colombiana • La Quebrada Bermejala: Imagen del Inventario • La Quebrada Bermejala: Inventario de especies • Corporación Corserba • Photos taken by me • Photos and videos from students <p>Medellín / Aburrá-Medellín River:</p> <ul style="list-style-type: none"> • Ciudad del Río • Parques del Río • Fósil Acústico: Museo de Arte Moderno de Medellín <p>(additional resources to be added)</p>		
Stage 2 - Evidence		
<p>Formative Assessments</p> <p>Interpretive Reading/Listening: Vocabulary quiz, scanning a text for main idea and/or key vocabulary</p> <p>Interpersonal: Oral check/response to prompt</p> <p>Presentational: Exit tickets, short video or message</p>	<p>Evaluation Criteria (Learning target or Student Will Be Able To)</p> <ul style="list-style-type: none"> • Interpretive: Demonstrate knowledge of related Spanish language vocabulary for the unit • Interpersonal: Identify which river they would like to visit and why • Interpersonal / Presentational: Describe what there is to see and do along each river • Presentational: Create short messages or videos introducing themselves to the community school in Moravia 	
<p>Summative Assessments</p> <p>Interpretive Reading/Listening: Reading or watching an extended text for main idea and key details</p> <p>Interpersonal: Oral picture description / conversation about photos</p>	<p>Evaluation Criteria (Learning target or Student Will Be Able To)</p> <ul style="list-style-type: none"> • Interpretive: Listen (using Edpuzzle) or read for the main idea of a text about Chicago, Moravia, or the related rivers • Interpersonal (to classmates): Describe pictures of the Chicago and Aburrá-Medellín Rivers and related parks or areas in Spanish • Interpersonal / Presentational: Respond to questions from students in 	

Presentational: Create follow-up messages based on virtual exchange questions, create presentation or poster for viewing by all	<p>Moravia about life in Chicago and/or the Chicago River</p> <ul style="list-style-type: none"> ● Presentational: Describe the importance of the Chicago and Aburrá-Medellín Rivers to their respective cities; create a poster or presentation about the river for the virtual exchange; the poster or presentation can be uploaded to a group Padlet
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Stage 3 - Learning Plan

Summary of Key Learning Events and Instruction

Lesson 1: Students will begin with a pre-unit survey created using Google Forms to help gauge experiences with the Chicago River and knowledge about its history. Students will activate background knowledge by brainstorming a list of vocabulary [in small groups](#) that relates to the following terms: *río, ciudad, comunidad, barrio*. Students will review related grammar chunks relevant for the unit, such as: *hay* (there is/there are), *tiene(n)* (has/have), *es/son* (is/are), *está/están* (is/are), *(me) parece* (it seems to me), *yo pienso que* (I think that).

Lesson 2: Students will explore maps of Chicago and Medellín to identify where both rivers are located and which neighborhoods are closest to the rivers in both cities. Students will engage [in a game](#) to help them discover facts about both Chicago and Medellín. The game will present information using Google Slides and students will work with their table to select which city matches the information presented.

Lesson 3: Students will view photos of the Chicago and Medellín rivers and of the neighborhoods of both schools (Wicker Park and Moravia) and describe them orally using the [See, Think, Wonder](#) framework from Project Zero.

Lesson 4: Students will learn about the Moravia neighborhood, including [this video story](#) from the Centro Cultural de Moravia and other [biographies of women](#) whose lives have shaped the history of the neighborhood. The video story in particular is one example of alternate ways of knowing that will be explored during this unit as well, as the caption explains, it is a part of a series of reading in unconventional ways and spaces. They will create brief introduction messages or videos to their exchange school in Moravia. Students will be encouraged to use the Project Zero thinking framework [Who Am I?](#) to create their initial message, with modifications made for students as needed based on individual needs or Spanish language proficiency. The intro messages or videos will be uploaded to a Padlet for ease of use by both sets of students.

Lesson 5: Students will reflect on a time they may have visited or accessed the Chicago River, or, if not, they will discuss why not. Students

will read about the history of the Chicago River and its importance in the city's history, including affirming communities of color who have long been a part of the history of the Chicago River. Examples include DuSable, indigenous communities and [immigrants](#) using the River and Forest Preserve system. They may also interview family members to find out more about different communities' experiences with the Chicago River and related wetlands and parks. They will create questions for our field trip and/or guest speaker.

Lesson 6: Students will investigate current policies and/or decision-making as it pertains to the Chicago River. They will offer opinions in Spanish about what they find, such as current goals under development by the city or its partners. Of possible use: The 4 C's thinking framework from Project Zero.

Lesson 7: Students will participate in a field trip to the Chicago River. This field trip may include a visit to the Wild Mile, to downtown's Riverwalk, or both (TBD depending on availability and feasibility). During the field trip, students will engage with experts and document their experience in photo and/or video.

Lesson 8: Students will listen to the introductions of the students from Moravia. They will create follow-up questions for their exchange partners based on the introductions and discuss what things they had in common -- or not -- with their Colombian partners. Additional reading or videos may be added, such as [this biography](#) of dancer Deivy Exótico, in order to more fully affirm different cultures and people living within the Moravia neighborhood and to help students generate questions for their Colombian partners. It was told to me when I visited in summer 2024 that part of the neighborhood is more historically Afro, for example, while another includes more recent immigrants to either Medellín or Colombia.

Lesson 9: Students will synthesize information from Lessons 2-4 and use their photos and/or video documentation to create a presentation or poster about the Chicago River for their virtual exchange partners. Students may choose to use Google Slides, Adobe Express for Education or create a physical poster.

Lesson 10: Students will explore resources related to the Aburrá-Medellín River, including articles, videos or infographics. They will read or listen to presentations or posters from the Moravia partners about the Aburrá-Medellín River and/or the Quebrada Bermejala, which is a local canalized stream that runs through Moravia and that connects to the Aburrá-Medellín River. They will develop responses and discuss reactions during in-class conversations and/or exit slip writing.

Lesson 11: Students will compare what they have learned about the Chicago River and Aburrá-Medellín Rivers and their related cities/communities. Students will complete one final writing and/or speaking assessment that asks them to synthesize information from the

unit and give ideas or opinions.

Lesson 12: Students will complete a post-project survey and reflection again using Google Forms.

All of the lesson activities are subject to change or to be modified based on available resources, student need/level of Spanish proficiency and especially based on conversations and planning with the local teacher in Moravia.

Lesson Title: Introducción a Moravia

Subject: Spanish 7th grade (Novice High proficiency)

Prepared by: Cara Bucciarelli

Materials Needed: [Map 1](#) from El Colombiano, [Map 2](#) from El Colombiano, [History of Moravia](#), [Moravia: Colombia's Unexpected Green Oasis \(CNN\)](#), [Instagram story post from Centro del Desarrollo Cultural de Moravia](#), Project Zero Thinking Routines [Same Different Connect Engage](#) and [Who Am I?](#), iPads or other video recording device

Global Competency: Investigating the World: Examining Local, Global and Intercultural Issues, Appreciating Perspectives: Understanding and Appreciating the Perspectives and Worldviews of Others, Communicating Across Differences: Engaging in Open, Appropriate and Effective Interactions Across Cultures

SDG Related Goals: 11 (Sustainable Cities and Communities)

Where is the lesson going?
(Learning Target or SWBAT)

Students will understand that:

U1. Cities around the world are unique but share similarities.

Students will know (content):

K4. the history of the neighborhood of Moravia.

Students will be able to (skills):

S1. listen for understanding of main ideas in videos in Spanish.

S2. communicate to their peers in their classroom about what they are learning.

S3. communicate to others outside their classroom about themselves.

Additional Learning Targets:

- Students will be able to identify Moravia on a map of Medellín.
- Students will be able to retell facts about Moravia.
- Students will be able to listen to a fictional story set in Moravia.
- Students will be able to compare their own neighborhood to Moravia.
- Students will be able to introduce themselves to their virtual partner using a variety of simple sentences.

Hook:

Tailored Differentiation:

Students will look at maps of the Moravia neighborhood.

They will:

1. Identify Moravia's location within Medellín
2. Identify Moravia's location in relationship to the Medellín River
3. Identify Moravia as a neighborhood of Medellín
4. Discuss the headings of two maps: [this map](#) from a 2018 [El Colombiano article](#) and [this map](#) from a 2019 [El Colombiano article](#) and answer the following questions:
 - a. (discussion) Where is the neighborhood of Moravia? / ¿Dónde se ubica el barrio de Moravia?
 - b. (discussion) Where is the Medellín River in relation to the neighborhood? ¿Dónde está el Río Medellín en relación al barrio?
 - c. (discussion) ¿Qué piensas de los titulares de los mapas? ¿Qué quieren decir sobre el barrio? / What do you think about the maps' headlines? What are they trying to say about the neighborhood?
 - d. (exit slip): ¿Está tu barrio cerca del río Chicago? / Is your neighborhood in Chicago near the river?
 - e. (exit slip): ¿Consideras tú tu barrio como un pueblo también? ¿Por qué sí o por qué no? / Do you think of your neighborhood as a small town or village also? Why or why not?

Equip:

Days 1-8: Some students will have access to an additional vocabulary list or sentence starters to assist them with completing the outlines for the thinking routines.

Day 2: Some students may also receive a transcript of the Instagram story from the Centro Cultural de Medellín to assist with comprehension.

Thinking Routines: Some thinking routines may have additional and/or modified questions to help students organize their thoughts. Questions may be simplified for language proficiency level or enumerated more specifically to ensure all details are included from a more abstract thinking routines question.

As time permits: Students who have a higher proficiency level in Spanish may also complete readings on related neighborhood biographies that they can then share with the class.

Day 2 (Glossary):

Students will co-create a glossary for the audiovisual story (linked below).

Key glossary words will include:

Verbos: llegar, llenar, colgar, ahogar, encenegecer

Sustantivos: olor, buñuelos, mazamorra, alegría, gritos, almacén de chatarrería, mugre, acerca, harapos, trapos, canciones de cuna, pensamiento

Adjetivos/comparaciones: sencillo, tantas...como

Days 3-4 (Listening + Discussion):

Students will first read a brief history of Moravia in English for context.

Then, they will listen and watch the [audiovisual story](#) about Moravia by Leonardo Muñoz Urueta featured. on the Centro de Desarrollo Cultural de Moravia's Instagram.

Students will complete the Project Zero Thinking Routine [Same Different Connect Engage](#), modified with the following questions:

- **Same** In what ways might this neighborhood and your own neighborhood be the same? / ¿Cómo son iguales el barrio de Moravia y tu barrio de Chicago?
- **Different** In what ways might this neighborhood and your own neighborhood be different? / ¿Cómo son diferentes tu barrio y el barrio de Moravia?
- **Connect** In what ways might a person living in Moravia and you be connected as human beings? / ¿Cómo están conectados una persona de Moravia y tú como seres humanos?

- **Engage** What would you like to ask, say or do with someone from the neighborhood of Moravia if you had the chance? / ¿Qué te gustaría preguntar a alguien que vive en Moravia? ¿Decirle a él o ella? ¿Qué te gustaría hacer con esta persona?

Students will then have time to discuss in small table groups and afterward, with the entire class to share their ideas.

Rethink and revise:

Days 5-6 (Writing):

Students will write a brief outline for their video message using their questions from Day 2's thinking routine and discussion and an introduction about themselves using questions modified from the Project Zero Thinking Routine [Who Am I?](#):

- **Explore** Who am I? / ¿Quién soy?
- **Connect** Who and what am I connected to? / ¿A quién y a qué estoy conectado?
- **Identify** If I wanted others to know who I am, what would identify me? / ¿Si quisiera que otros sepan quién soy, qué me identificaría?
- **Belong** Where do I think I belong? Do I have a sense of belonging to more than one group, more than one place? / ¿De dónde soy? ¿Dónde pertenezco? ¿Soy parte de más de un grupo o lugar?

Students will peer edit their messages for clarity and to ensure they have all details needed for their video message.

Days 7-8 (Recording + Upload to Padlet):

Students will record their video messages to the students in Moravia. They will identify who they are, as well as ask questions from Day 3's thinking routine.

Students will upload their final video to Padlet to share with the students in Moravia. They will write a brief description in English so that the class in Moravia can practice reading in English.

Evaluate:

<p><u>Assessment:</u></p> <p>Formative Assessments will include:</p> <ul style="list-style-type: none"> • Day 1: Exit slip with questions • Day 2: Thinking Routine outline/graphic organizer and discussion • Day 3: Video recording outline/graphic organizer <p>Summative Assessments will include:</p> <ul style="list-style-type: none"> • Video recording of introduction 	
<p><u>Notes:</u></p>	<p><u>Organization:</u></p>
	<p>In my classroom, students sit in groups of 4-5. Adjustments may need to be made to seating arrangements to allow for paired or small table discussions ahead of larger class conversations.</p> <p>In addition, we typically complete peer editing in pairs and students rotate among 2-3 partners. You can of course complete this as works best in your classroom.</p>

The following pages include examples for the exit slip (day 1), glossary (day 2) and graphic organizers for the thinking routines (days 3-8).

Nombre: _____

Fecha: _____

1. ¿Está tu barrio cerca del río Chicago? / Is your neighborhood near the river?

2. ¿Consideras tú tu barrio como un pueblo también? ¿Por qué sí o por qué no?
Do you think of your neighborhood as a small town or village also? Why or why not?

Nombre: _____

Fecha: _____

1. ¿Está tu barrio cerca del río Chicago? / Is your neighborhood near the river?

2. ¿Consideras tú tu barrio como un pueblo también? ¿Por qué sí o por qué no?
Do you think of your neighborhood as a small town or village also? Why or why not?

Nombre: _____

Fecha: _____

Glosario: #LeoMiBarrio

Verbos:

llegar	
llevar	
colgar	
ahogar	
enceguecer	

Sustantivos:

olor	
buñuelos	
mazamorra	
alegría	
gritos	
almacén de chatarrería	
mugre	
acera	
harapos	
trapos	
canciones de cuna	
pensamiento	

Nombre: _____

Fecha: _____

Same Different Connect Engage



Iguals Diferentes Conectar Participar

In what ways might Moravia and your own neighborhood be the same?

¿Cómo son iguales el barrio de Moravia y tu barrio de Chicago?



In what ways might this neighborhood and your own neighborhood be different?

¿Cómo son diferentes tu barrio y el barrio de Moravia?

A large, empty, rounded rectangular box with a light gray background, intended for writing answers to the question about differences.

In what ways might you and a person living in Moravia be connected as human beings?

**¿Cómo podrían estar conectados una persona de Moravia y tú
como seres humanos?**



What would you like to ask, say or do with someone from the neighborhood of Moravia if you had the chance?

¿Qué te gustaría preguntar a alguien que vive en Moravia?

¿Decirle a él o ella? ¿Que te gustaría hacer con esta persona?

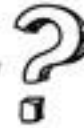


Nombre: _____

Fecha: _____



¿Quién soy yo? Un video-introducción



Directions: Use the following graphic organizer to brainstorm how you will introduce yourself to your virtual partner in Moravia.

¿Quién soy yo?

*ej: Me llamo... / Mi nombre es...
Soy de... / Vivo en...*

¿A quién y a qué estoy conectado?

*ej: En mi familia, somos...
Soy parte de...
Estoy en un equipo de...*

¿Qué me identifica?

*ej: Soy... / Tengo...
Me gusta(n), me encanta(n)...
Me interesa(n), me importa(n)...*

¿De dónde soy? ¿Dónde pertenezco?

*ej: Soy... / Tengo...
Vivo en el barrio de...
Mi familia es de...*