

INSTRUCTIONAL GUIDELINES FOR *OJALÁ QUE LLUEVA CAFÉ* BY JUAN LUIS GUERRA Y 440

Based on Cockey (2015), and Wiggins &McTighe (2015)

STAGE 1 – DESIRED RESULTS

Established Goal (ACTFL Standards)

Communication: 1.1, 1.2, 1.3

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Culture 2.2

- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

Comparisons 4.2

- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Enduring Understandings (Big Ideas)

The link between agriculture, survival, and the activities of daily life differ depending upon where one lives (in the US or the DR; in the city or the country). *El enlace entre la agricultura, la sobrevivencia, y las actividades de la vida diaria diferencian en cuanto donde vive el individuo. (en EEUU o RD; en la ciudad o en el campo).*

Essential Questions

How are the differences in agriculture, survival, and daily life activities determined by where one lives? *¿Cuáles son unas de las diferencias y semejanzas entre la República Dominicana y los Estados Unidos con respecto a los varios aspectos de una vida basada en la agricultura?*

What will students learn? (Objectives)		
<p>Cultural Content</p> <p>Analyze/describe how the products mentioned in <i>Ojalá que llueva café</i> work as both a description of Dominican agriculture and with the deeper meaning of basic survival.</p>	<p>Language Awareness and Use</p> <ul style="list-style-type: none"> • Talk with classmates about personal experiences with farming/gardening. How dependent are they on what they personally grow/produce? • Demonstrate literal understanding of the lyrics to the song <i>Ojalá que llueva café</i>. • Participate in an oral discussion about how agricultural life in the US differs from that in the DR. • Understand how the subjunctive is used in this context. 	<p>NCSSFL-ACTFL CAN-DO STATEMENTS</p> <p>NOVICE LEVEL</p> <ul style="list-style-type: none"> • Present information about myself & some very familiar topics using single words or memorized phrases. • Present information about myself & some other very familiar topics using a variety of words, phrases & memorized expressions. • Present basic information on familiar topics using language I have practiced using phrases & simple sentences <p>INTERMEDIATE LEVEL</p> <ul style="list-style-type: none"> • Present information on most familiar topics using a series of simple sentences • Make presentations on a wide variety of familiar topics using connected sentences • Make presentations in a generally organized way on ... community topics, & on topics I have researched. ...

STAGE 2 – ASSESSMENT EVIDENCE

How will students be assessed?	
<p>Performance Assessment(s)</p> <p>NOVICE LEVEL: Prepare a chart of foods mentioned in the song. Which ones are also grown where you live? Which ones have you never heard of before you heard this song? Which ones are available in grocery stores as imports? Use this chart as a vehicle for an oral description of these similarities and differences, manner of presentation up to students, with teacher approval.</p> <p>INTERMEDIATE LEVEL: Based on what students know about agricultural production in the US and the DR, and how that production affects the lives of farmers (how dependent are they on the success of the harvests?), participate in a forum about how agriculture might become a more dependable way to make a living, using successful examples from small farming efforts in the US.</p>	<p>Other Evidence</p> <p>Students write a journal entry describing what they learned about rural agricultural life in the Dominican Republic, and how that differs from their own urban/rural life in the U.S. Include methods of agriculture, products raised, and geographical elements that may influence the way in which people raise crops.</p>

Rubrics/Criteria for Assessment

Novice Level 45 pts possible							
Nombre:		5	4	3	2	1	Total
Introducción	Atrae la atención						
	Anuncia su posición o el asunto						
Cuerpo	Bien informativo						
	Detalles correctas						
	Incluye lo requisito						
Asuntos Técnicos	Lengua al nivel						
	Pronunciación						
	Animación						
Conclusión	Resume su posición o el asunto						

Intermediate Level 30 pts possible							
Nombre:		5	4	3	2	1	Total
Chart	Includes all information						
	Ease of understanding						
	Overall impression						
Skit	Content						
	Pronunciation						
	Language						

STAGE 3 – LEARNING PLAN

Preparation (how you get students ready to learn):

- Activate prior knowledge about the Dominican Republic, foods, poverty, agriculture, and specific crops mentioned in song. Relate this to their own lives, knowledge, and experiences. What do they know about small-scale farming in the US? Do they grow/raise any of their own foods (vegetable garden, fruit trees, chickens)?
- Review vocabulary that will be useful for understanding the lyrics. Pre-teach essential new words.
- Discuss similarities and differences between farming methods in US and those in DR.

Presentation (how you present new information, language, and strategies):

- Show some photos of agriculture and general terrain in DR.
- Use a Venn Diagram to demonstrate similarities and differences between farming methods in US and thos in DR.
- Provide some background on musicians (Juan Luis Guerra y 440). Include a discussion of the instruments and rhythms. What Latin artists do they know? What Latin rhythms do they know?
- Link small-scale farming in DR to such US movements as local sourcing and organic foods.

Practice (how students practice the new information and skills):

- Listening: Play song for a sense of rhythm, rhyme, musical character. Play again and list words they already know. Hand out lyrics and play song again.

- Reading: Read song for general understanding.
- Listening and Reading: Play a YouTube video of Juan Luis Guerra y 440 and perhaps one other group, such as Café Tacuba, for a different interpretation of the same song.
- Do a cloze activity with the lyrics.
- Speaking: Paired conversation about the song: content, message, music, etc.
- Writing: Prepare a chart of foods mentioned in the song. Which ones are also grown where you live? Which ones have you never heard of before you heard this song? Which ones are available in grocery stores in the US as imports?
- Structured Activities: role play, interviews, web search.
- Speaking: Prepare a final presentation for assessment. Group and/or individual work, preparation, presentation, and response. May include some research.

Self-evaluation (how students assess their own learning):

Students write a journal entry describing what they learned about rural agricultural life in the Dominican Republic, and how that differs from their own urban/rural life in the U.S. Include methods of agriculture, products raised, and geographical elements that may influence the way in which people raise crops.

Expansion (how students apply the lesson to their own lives and personal backgrounds):

- Further discussion (research) about how various crops are raised and prepared for marketing in the DR.
- Further discussion about social issues such as health and/or education.
- Further exploration of typically dominican music forms (bachata, merengue, etc.) and musicians.

Assessment (your check on the planned assessments):

Do I need to modify the differentiated performance assessments, other assessment evidence, and/or rubrics described above?

Materials Needed

Copies of lyrics for *Ojalá que llueva café* by Juan Luis Guerra y 440. (Source: [Spanish Language & Culture with Barbara Kuczun Nelson](https://personal.colby.edu/~bknelson/SLC/index.php) ©2007 Colby College, Waterville ME <https://personal.colby.edu/~bknelson/SLC/index.php>)

<https://www.youtube.com/watch?v=uO6uTVHEIBc> with lyrics and sound; no video

<https://www.youtube.com/watch?v=XZOLOggfWp0> video with scenes of a concert, rain, drought, children, faces. Sound & video; no lyrics

References

Cockey S.W., Ed. (2015). *Teaching World Languages: A Practical Guide*. <http://nclrc.org/TeachingWorldLanguages/index.html>

Kuczun Nelson, Barbara. *Ojalá que llueva café: una aventura dominicana*. *Spanish Language & Culture with Barbara Kuczun Nelson*. (2007). Colby College, Waterville ME. Downloaded June 18, 2015. [Chttps://personal.colby.edu/~bknelson/SLC/ojala/index.html](https://personal.colby.edu/~bknelson/SLC/ojala/index.html)

Wiggins, G. & McTighe, J. (2005). *Understanding by design, Second edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Authentic Classrooms: Leading Students Towards Proficiency

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