

## INSTRUCTIONAL GUIDELINES FOR *UNA CARTA A DIOS*, BY GREGORIO LÓPEZ Y FUENTES (1940)

Based on Chamot (2009), Cockey (2015), and Wiggins & McTighe (2005)

### STAGE 1 – DESIRED RESULTS

#### Established Goal (ACTFL Standards)

**Communication: Interpersonal Mode**

**Communication: Interpretive Mode**

**Communication: Presentational Mode**

**Culture: Relating Cultural Practices to Perspectives**

**Comparisons: Cultural Comparisons**

#### Enduring Understandings (Big Ideas)

1. Religious faith is a respected value for many Spanish speakers. *La fe religiosa es un valor respetado por muchos hispanohablantes.*
2. Good deeds can have unexpected consequences. *Las buenas acciones pueden traer consecuencias inesperadas.*

#### Essential Questions

1. What attitude do many Spanish speakers have towards religious faith? *¿Qué actitud suelen tener muchos hispanohablantes acerca de la fe religiosa?*
2. What are the consequences of good deeds? *¿Cuáles son las consecuencias de las buenas acciones?*

### What will students learn? (Objectives)

#### Cultural Content

1. Analyze/describe how the practices of the protagonist of *Una carta a Dios* reveal the

#### Language Awareness and Use

1. Talk with classmates about personal experiences of good intentions that had

#### Learning Strategies Knowledge and Use

1. Making Predictions: Using the title and the discussion about good intentions and unexpected

<p>perspectives and values of a poor Mexican farmer in the first half of the twentieth century.</p> <p>2. Compare/contrast the practices and perspectives of Lencho with those of the protagonist(s) of a story or novel you have read about U.S. farmers during the Depression (or another historical period).</p>	<p>unexpected consequences.</p> <p>2. Demonstrate both literal and inferential comprehension of the story <i>Una carta a Diós</i>.</p> <p>3. Using the writing process, develop one to three paragraphs describing what might happen next in the story <i>Una carta a Diós</i>.</p>	<p>consequences to write a prediction of what might happen in the story <i>Una carta a Diós</i>.</p> <p>2. Making Inferences: As you read the story, 4-5 unfamiliar words that seem to be important in understanding the story. Then reread the paragraph containing the word and write down a logical guess about its meaning.</p> <p>3. Using Imagery: As you read the story, visualize everything that is happening – make a mental movie!</p>
---	---	---

**STAGE 2 – ASSESSMENT EVIDENCE**

<p style="text-align: center;"><b>How will students be assessed?</b></p>	
<p><b>Performance Assessment(s)</b></p> <p>Have students choose one of the following performance assessments:</p> <ol style="list-style-type: none"> <li>1. Work on your own to draw and caption a comic strip that tells the story <i>Una carta a Diós</i>.</li> <li>2. Work in a group to convert the narrative of <i>Una carta a Diós</i> to a script and perform the play. (Assign each group to one part of the story.)</li> </ol> <p>Students should review and understand the rubric for their performance assessment before embarking on the assessment.</p>	<p><b>Other Evidence</b></p> <p>Have students assess their own learning by completing a learning log with Can-Do statements that help students reflect on their own understanding of the Big Ideas, their level of comprehension of the story, their skill in writing an answer to “What might happen next,” and the degree to which the three learning strategies assisted in their comprehension of the story.</p>

## **Rubrics/Criteria for Assessment**

### **1. Sample rubric for comic strip of *Una carta a Diós*:**

**Exceeds Standard:** Comic strip has 7-8 panels that illustrate all the main events, characters, and settings in the story. Captions are mostly grammatically correct; any errors do not affect meaning. Vocabulary is appropriate and includes 3-4 new vocabulary words introduced in the story.

**Meets Standard:** Comic strip has 5-6 panels that illustrate most of the main events, characters, and settings in the story. Captions contain some grammatical errors that occasionally obscure the meaning. Vocabulary is mostly appropriate and includes 1-2 new vocabulary words introduced in the story.

**Does Not Meet Standard:** Comic strip has fewer than 5 panels, one or more panels is extraneous to story, and/or not all characters or settings in the story are included. Captions are difficult to understand because of grammatical errors or are missing. Vocabulary is limited and does not include any of the new vocabulary words introduced in the story.

### **2. Sample rubric for script and performance of *Una carta a Diós* (Readers' Theater):**

**Exceeds standard:** The script includes all of the events, characters, and settings of the assigned portion of the story. Any grammatical errors do not obscure the meaning. Vocabulary is appropriate and includes new vocabulary words introduced in the assigned portion of the story. The performance demonstrates careful preparation and rehearsal; students have memorized their lines and play their roles convincingly and with few errors; they use the new vocabulary words confidently.

**Meets Standards:** The script includes most of the events, characters, and settings of the assigned portion of the story. Some grammatical errors obscure the meaning. Vocabulary is mostly appropriate but does not include new vocabulary words introduced in the assigned portion of the story. The performance demonstrates some preparation and rehearsal; most students have memorized most of their lines, but play their roles somewhat mechanically and some stumble over the words.

**Does not meet standards:** The script omits one or more events, characters, and/or settings of the assigned portion of the story. Frequent grammatical errors make it difficult to understand. Some vocabulary is incorrect or inappropriate. The performance demonstrates very little preparation and rehearsal; students read their parts (instead of saying them from memory) with little attempt to project the personalities of the characters.

## **STAGE 3 – LEARNING PLAN**

**Preparation (how you get students ready to learn):** What prior knowledge/experience does each student have about this content topic, language goal, and learning strategy to be taught? What can I use as a motivator/hook? Do any concepts or vocabulary need to be reviewed or pre-taught? What advance organizer can I use to share learning objectives with students?

**Presentation (how you present new information, language, and strategies):** What different ways can I present the new content and language so that all students understand the Big Ideas? How can I relate the Big Ideas to students' prior knowledge and interests? How will I model the new learning strategy? Do I need to differentiate?

**Practice (how students practice the new information and skills):** What kinds of activities will help my students apply the new knowledge, language, and learning strategy and answer the Essential Questions? How will I differentiate activities and group students so that all can learn?

**Self-evaluation (how students assess their own learning):** What is the best way for my students to reflect on and assess their own learning of cultural content, language, and learning strategies?

**Expansion (how students apply the lesson to their own lives and personal backgrounds):** How can I connect the Big Ideas of this lesson to students' own lives and identities? How can I help students transfer what they have learned to new situations?

**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

1. Copies of *Una carta a Diós*, by Gregorio López y Fuente (Source: Walqui-van Lier, A. & Barraza, R. A. (1995). *Sendas literarias*, p. 96-101. Boston, MA: Heinle & Heinle.
2. Learning Log (attached)

### References

- Chamot, A. U. (2009). *The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach*, (2<sup>nd</sup> Ed.). White Plains, NY: Pearson-Longman.
- Cockey, S. W., Ed. (2015). *Teaching World Languages: A Practical Guide*. <http://www.nclrc.org>
- Wiggins, G. & McTighe, J. (2005). *Understanding by design, Second edition*. Alexandria, VA: Association for Supervision and Curriculum Development.