

# PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

**Title of Lesson:** Diarios de motocicleta: *La evolución del Che*

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**School(s):** Rhode Island College; Community College of Rhode Island

**Subject Areas:** Spanish

**Grade Level(s):** Intermediate/Advanced Spanish

**Time Frame to Allow for Lesson:** Five days

**Introduction:** In this unit students will read some selections from *Diarios de motocicleta*, a memoir by Ernesto “Che” Guevara, in order to improve their proficiency in the four language skills: listening, speaking, reading, and writing. They will analyze the historical context of the work to gain an understanding of what life was like in Latin America during this period. They will also reflect on the formation of “Che” Guevara’s character and revolutionary persona through the events he experienced in his travels.

In addition, the students will examine a poem, “La United Fruit Co.,” by Pablo Neruda and a mural, “Gloriosa Victoria,” by Diego Rivera in order to provide a context for Guevara’s writing. They will also use these works to assess the role of art and literature in expressing cultural perspectives on important events and issues.

**Geographic Connections:** *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, National Council for the Social Studies

Change, Continuity, and Context:

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Perspectives:

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.

**Vocabulary:**

*Places:* América Central, América Latina, Argentina, Chile, Guatemala, Perú

*People:* Ernesto “Che” Guevara, Alberto Granado, Pablo Neruda, Diego Rivera

*Concepts:* la dictadura, la guerra, el latifundio, la pobreza, el racismo, la revolución

*Spanish Vocabulary (to supplement textbook vocabulary):*

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*Works of Art:* el artista, el mural, la pintura, la imagen, la figura, a la derecha, a la izquierda, al primer plano, al fondo, delante de, detrás de, encima de, debajo de

*Gloriosa Victoria:* la banana, el bananero, la bandera, el barco, la bomba, el campesino, el cura, el indio, el machete, los militares, el soldado

**Content Standards:** *Standards for Foreign Language Learning*, American Council on the Teaching of Foreign Languages

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Content Standards:** *English Language Arts Standards/Anchor Standards*, Common Core State Standards Initiative

CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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**Essential Question:** Why do people start a revolution? / ¿Por qué se empiezan las revoluciones?

**Placement of Lesson within Broader Curriculum/Context:** As with all lessons in the world languages curriculum, the goal of the activities in this unit is for the students to increase their proficiency in the target language and to expand their understanding of culture. Specifically, the lesson will focus on improving the students' ability to listen and respond and to read and write in Spanish. It will also provide an opportunity for students to understand specific historical events within the context of the cultural perspectives of the participants. The sequencing of activities within the unit is intended to help students improve their skills. However, the placement of the unit with the curriculum is flexible.

**Learner Background:** Students at the intermediate/advanced level have developed sufficient vocabulary to read authentic literary selections and informational texts. They also have some understanding of the cultural diversity of Spanish-speaking countries, as well as a limited knowledge of history. This lesson will expand their knowledge of history and literature within the context of the selected texts and provide practice to improve language skills.

**Objective(s) for Lesson:** *Students will be able to:*

- Read a selection of texts in Spanish to obtain information and understand cultural perspectives.
- Express ideas and share opinions through spoken and written language in Spanish.
- Understand the importance of cultural perspectives in the interpretation of historical events.
- Understand the role of artistic and literary creations in expressing culturally-specific viewpoints.

**Integration of 21st century skills:** Working individually and in small groups, students will examine authentic texts in Spanish and explain their ideas and opinions by communicating effectively in the target language. They will analyze the historical content of literary and artistic works in order to interpret the distinctive points of view they present.

**Assessment:**

- Summative Assessment: Essay on the themes of the readings in response to the main question of the unit. A writing assessment rubric is provided. [See: Handout 5]
- Formative Assessment: As an option, the teacher can use the guiding questions, written responses, and/or class discussions as informal assessments of the students' proficiency in the target language.

**Materials/Resources:**

Day 1: "La United Fruit Co." (Pablo Neruda):

"La United Fruit Co.," Pablo Neruda. Red Poppy. Web. 14 July 2014.  
<<http://www.redpoppy.net/index.php>>

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Day 2: “Gloriosa Victoria” (Diego Rivera):

“‘Gloriosa Victoria’ el polémico mural de Diego Rivera para Guatemala.” 13 October 2012. Información Libre. 2000. Blog de WordPress.com. Web. 13 July 2014. <<http://informacionlibre2000.wordpress.com/2012/10/13/gloriosa-victoria-el-polemico-mural-de-diego-rivera-para-guatemala/>>

Days 3-5: *Diarios de motocicleta* (Ernesto “Che” Guevara):

Guevara, Ernesto “Che”, *Diarios de motocicleta: Notas de viaje por América Latina*. New York. Ocean Press. 2004.

*Diarios de motocicleta*, Ernesto “Che” Guevara. 2013. Zoon Politikon Mexico. 2014. WordPress.com. Web. 14 July 2014. <[http://zoonpolitikonmx.files.wordpress.com/2013/10/guevara\\_ernesto\\_che\\_-\\_diarios\\_de\\_motocicleta.pdf](http://zoonpolitikonmx.files.wordpress.com/2013/10/guevara_ernesto_che_-_diarios_de_motocicleta.pdf)>

Photo Credits:

Ernesto Guevara, 1951, Age 22. Wikimedia Commons. Web. 14 July 2014. <<http://commons.wikimedia.org/wiki/File:CheG1951.jpg>>

Guerrillero Heroico, Cropped Photo. Alberto Korda. 1960. Wikimedia Commons. Web. 14 July 2014. <<http://commons.wikimedia.org/wiki/File:CheHigh.jpg>>

Maps of First and Second Trips through Latin America:

Ernesto Guevara (Che Guevara). Wikipedia. es.wikipedia.org. Web. 14 July 2014. <[http://es.wikipedia.org/wiki/Che\\_guevara](http://es.wikipedia.org/wiki/Che_guevara)>

Additional Resources:

Ernesto Guevara (Che Guevara). Wikipedia. es.wikipedia.org. Web. 14 July 2014. <[http://es.wikipedia.org/wiki/Che\\_guevara](http://es.wikipedia.org/wiki/Che_guevara)>

“‘Gloriosa Victoria’, el mural proscrito de Diego Rivera.” 31 Octubre 2007. Noticieros Televisa. ESMAS, Comercio Mas, S.A. de C.V. 2004. Web. 14 July 2014. <<http://www.esmas.com/noticierostelevisa/noticieros/674376.html>>

Pablo Neruda. Poetry Foundation. 2014. Web. 14 July 2014. <[www.poetryfoundation.org](http://www.poetryfoundation.org)>

Jacobo Árbenz. Wikipedia. es.wikipedia.org. Web. 16 July 2014. <[http://es.wikipedia.org/wiki/Jacobo\\_Arbenz](http://es.wikipedia.org/wiki/Jacobo_Arbenz)>

### Lesson Development/Instructional Strategies:

The purpose of this lesson is to provide students with language practice in Spanish through listening, speaking reading, and writing activities. In addition, students will expand their

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Day 1:

- Pre-learning Activity: Show students the photograph of Ernesto “Che” Guevara, *Guerrero heróico*, and ask them what they know about him. Ask the main question of the unit: Why do people start a revolution? (¿Por qué se empiezan las revoluciones?). Then, show them the photograph of Guevara at age 22. Explain that they will read selections from *Diarios de motocicleta*, which was based on his travels through Latin America as a young man, in order to understand Latin American history of the period. [See: Materials/Resources for links to the images]
- Activity: Ask students to read “La United Fruit Co.” by Pablo Neruda [See: Handout 1]. Working with a partner or in small groups, students will discuss the reading in order to verify their comprehension of the text and to interpret the themes of the poem. In order to help students understand the text and focus their discussion, provide them with the guiding questions for this activity. [See: Handout 2] After they have finished their discussing the reading, ask each small group to respond to one of the guiding questions or explain a short section of the text in their own words. Make sure that students understand the use of language and imagery in the poem, as well as its historical context, so that they will be able to make connections with the subsequent readings.
- Follow-up Activity: Ask student to write a brief paragraph in Spanish explaining the themes of the poem. This can be done in class or as a homework assignment.

Day 2:

- Activity (Part 1): Ask students to examine “Gloriosa Victoria,” a mural by Diego Rivera\*, which depicts the impact of the overthrow of the Guatemalan government in 1954. [See: Materials/Resources for the link to the image] By using an authentic source, students will gain an understanding of how works of art reveal cultural perspectives and respond to historical realities. Ask students to describe what they see and discuss how the images represent the social and political situation of the time. Remind them to examine the details of the work, focusing on the different groups, or classes, of people and what they are doing. Students can work in pairs or small groups in order to gain practice talking about what they see in Spanish. To help them focus their observations, provide students with the guiding questions. [See: Handout 3] The teacher should review the guiding questions first to ensure that students understand the activity.
- Activity (Part 2): After responding to the guiding questions, the small groups of students will share their observations and interpretations about the mural in a class discussion. The teacher can begin the discussion by asking students to share their lists of things and people they see in the mural and to describe them. Next, the teacher can ask the small groups of students to share their observations about the work. For example, each group can talk about a specific section of the mural, according to the guiding questions. Finally, the teacher can ask the students to make inferences about the social and political issues depicted in the

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- Follow-up Activity: Ask the students to write a brief response to the work of art. What do they like or dislike about the work? Do they agree or disagree with Rivera's representation of the historical event? What did they learn from examining this work of art? This can be done in class or as a homework assignment.

Days 3-5:

Selections from *Diarios de motocicleta* for this lesson: "Entendámonos," "Objetos curiosos," "Los expertos," "Esta vez, fracaso," "Tarata, el mundo nuevo," "Cuzco a secas"

- Activity (Part 1): In preparation for the class activity, ask student to read "Entendámonos," the first selection from *Diarios de motocicleta*. The teacher can review or reread the text in class with the students. Ask them to explain what Guevara says about his "story," his view of himself, and why it is important to put this into focus when reading the narrative. At the same time, the teacher can provide some background about Guevara's life before his travels and show maps of his two trips through Latin America. [See: Materials/Resources]
- Activity (Part 2): The remaining selections have been chosen because they reflect changes in time and place and Guevara's evolving point of view. They can be read in sequence, or the teacher can choose to assign some of them—or different selections from the book. The lesson plan is intended to be flexible, so that the teacher can assign selections or permit students to make their own choices if they are not reading all of the suggested selections. In class, the teacher can ask students to describe the places Guevara visits and the people he encounters in each episode. Ask the students to relate what happens in the selection and how Guevara reacts to what he observes. Also, ask the students to discuss their responses to the readings. To help students direct their discussion, provide them with the guiding questions for the text. [See: Handout 4] As part of the discussion, the teacher can ask students to work with a partner or in small groups to present their ideas and opinions about an aspect of the reading, as an informal jigsaw activity, or to talk about the entire selection, as a presentation. Students should also explore the ongoing social and political themes of the work.
- Assessment: Ask students to write an essay in Spanish discussing how the social and political situations Guevara witnessed in his travels through Latin America changed his point of view. How was Ernesto Guevara becoming "Che" Guevara? Also, ask them to reflect on the main question of the unit: Why do people start a revolution? (¿Por qué se empiezan las revoluciones?). Students should refer to examples from the readings to support their ideas. In addition, students should use appropriate vocabulary in Spanish for the topic and adhere to rules of correct grammar in written Spanish language. This can be done as a summative assessment. A rubric is provided for the writing assessment. [See: Handout 5] Review the rubric with students, so that they know the criteria for writing in the target language.

\*Teacher Note: At the urging of the United Fruit Company, which controlled the banana industry and held large tracks of land in Guatemala, the United States, under President Dwight Eisenhower, invaded the country in 1954. Through the intervention of the CIA, the government of Jacobo Arbenz, which had initiated land reforms, was overthrown and Colonel Carlos Castillo

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Armas was installed as the head of a military government. Diego Rivera, who supported the reforms made by Arbenz, painted the mural "Gloriosa Victoria" (1954) to depict the invasion. Ernesto "Che" Guevara was in Guatemala during this time.

### Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Students who enroll in an intermediate/advanced Spanish class must demonstrate an appropriate level of proficiency to enter the course. However, within a class students generally present a range of skills levels and/or learning styles. In order to accommodate these concerns, the teacher can provide additional Spanish vocabulary, allow more time to complete activities, work with a partner to receive feedback on tasks, offer a choice of tasks for writing practice, or offer an opportunity for students to rewrite assignments.

How will you provide opportunities for enrichment/higher level of challenge for students?

Students who demonstrate a special interest in the material or a higher level of proficiency in the target language can read additional selections, make an individual presentation, or complete an additional writing task.

Ernesto "Che" Guevara. Guerrillero Heroico, Alberto Korda.

<<http://commons.wikimedia.org/wiki/File:CheHigh.jpg>>



Ernesto Guevara, 1951, Age 22. <<http://commons.wikimedia.org/wiki/File:CheG1951.jpg>>





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Gloriosa Victoria (1954)

Museo Pushkin, Moscú, Rusia

Información Libre. 2000. Blog de WordPress.com. Web. 13 July 2014.

<<http://informacionlibre2000.wordpress.com/2012/10/13/gloriosa-victoria-el-polemico-mural-de-diego-rivera-para-guatemala/>>

