

Mary Lopez

Global Teacher Seminar 2019: Global Environmental Issues: The Problems, Solutions
and Potential Outcomes

Lesson Plan: La deforestación en el mundo hispano

Target learners: High School Spanish, Intermediate Level (3 or 4)

Duration: 1-2 days

General Description: This is an introductory lesson to pique students' interest in the intersection of culture and biodiversity, considering in particular the impact that one individual can have on the environment. The goal is to spur thought and reflection as well as build nature vocabulary to then be used in a more in-depth unit on the migration of the monarch butterfly.

Title of Lesson Plan: La deforestación en el mundo hispano

Targeted World Language Standards (see attached pdf for more detail):

- ✓ Interpretive Communication, Competencies #1 and #3
- ✓ Presentational Communication, Competencies #2 and #3
- ✓ Cultural Competency #2

Materials:

- ✓ Proverb Cards
- ✓ Sketching materials: paper, pencil, clipboards
- ✓ Video: La deforestación en la Amazónica [2:58]
- ✓ Video: CNN Explains: Deforestation [2:22]
- ✓ Infographic: "Los bosques son clave para la sostenibilidad global"
- ✓ Short Film: "Árbol" [9:05]

Essential Questions:

- ✓ 1. How can one person's actions impact the environment?
- ✓ 2. What difference/impact do you want to make?

Instructional Sequence:

1a. Previewing the Content: The students will view an informative video on deforestation prior to day 1 of this unit. This will give them some background knowledge on the topic. Video: CNN Explains: Deforestation [2:22]

https://youtu.be/M4jhjt1_eyM

1b. Focusing the Content: The students will begin by viewing a brief video about deforestation in the Amazon rainforest in Spanish. This will build on their background knowledge from the introductory video, and will introduce them to some topical Spanish vocabulary. View with captions. Teacher pauses video at 2 key points to allow for discussion of the questions that are posed in the video.

Video: <https://youtu.be/NLBD6mJQhAE>

1. Proverb Cards. (This is part of a larger routine, as each unit is introduced with 1-2 proverbs in Spanish that reflect the theme of the unit.): Display them on the wall of the classroom.
 - a. “No puedes pasar un solo día en la tierra sin tener un impacto en el mundo. Lo que haces marca una diferencia y tienes que decidir qué tipo de diferencia quieres hacer.” – Jane Goodall, primatóloga y antropóloga (Translation: “You cannot get through a single day without having an impact on the world. What you do makes a difference, and you have to decide what kind of difference you want to make.”)
 - b. “Podrán cortar todas las flores, pero no podrán detener la primavera.” – Pablo Neruda, poeta chileno (Translation: “You can cut all of the flowers, but you can’t delay spring.”)
 - c. Choose one of the quotes and do a 5 minute “quick write” in Spanish to reflect on your interpretation of the quote. (This will be repeated periodically throughout this lesson and the following unit on butterfly migration.)
2. Vocabulary & Culture: Infographic of forests and global impact: Let’s learn some words to be able to talk about the environment, deforestation, and biodiversity.
 - a. Project the infographic on the board/have available on LMS.
 - b. Pull out key vocabulary & collectively create a list of key terms.

- c. Comprehension questions: Students respond in pairs or threes & class reviews together.
3. Vocabulary Connection: Take a nature walk together around the school campus. Guiding Questions:
- a. What do you see?
 - b. What don't you see?
 - c. Notice the interactions between the animals and their habitat (plants & trees).

Students take along sketch pads and pencils and draw & label what they see in their own environment.

- d. Preview the walk with this quote: "En todo paseo con la naturaleza uno recibe mucho más de lo que busca." – John Muir (Translation: In every walk with nature, one receives much more than they look for.)
 - e. Students sketch and label what they see and students and teacher touch, name, and describe what they see, what they don't see, and what interactions they notice.
4. Generate Vocabulary List:
- a. Prior to the next day, the teacher will consider the vocabulary that emerged during the first day of the lesson and will create a vocabulary list that reflects that learning. Teacher will create a set and add it to the class Quizlet account. The students will review that vocabulary prior to the next day and complete a vocabulary "Association" activity in preparation for day 2 of the lesson.
 - b. "Asociaciones" Vocabulary Associations Assignment: The students will view the vocabulary list that was generated from the content of the day and will compare their own personalities with the qualities of the nature words on the list. With which nature words do you identify? Why? Create a simple sketch to go along with your connection. Example: "pájaro" = bird. Yo me identifico con los pájaros porque soy libre y me encanta viajar y descubrir cosas nuevas. (Bird: I identify with birds because I'm free and I love to travel and discover new things.)

- c. The next day, the students will share their writing and sketches prior to watching the short film. If time, they will revisit their quick write related to the quotes of the unit.
5. Short Film: Students will watch a short film that poses a problem, dilemma, and solution. The film has no words.
Árbol: Cortometraje temática Ambiental Premiado. Concurso Nacional.
https://www.youtube.com/watch?v=F_wLKxeOOqE
 - a. Duration: [9:05]
 - b. Play the film once without stopping.
 - c. The second time, the teacher will pause periodically and engage in MovieTalk. For an explanation, see:
<https://comprehensibleclassroom.com/teacher-training/movietalk/>
 - d. Finally, the teacher will pose some thought/discussion questions that the students will discuss in small groups and then share key thoughts with the whole class.
 - e. Flipgrid Follow-up: The teacher will create a flipgrid question related to the movie content and will post the question to the class flipgrid (that is shared with partner class in another country). Students will create a flipgrid video response and post it to the community board. <https://flipgrid.com/>
6. Looking Forward: The next unit will be on the migration of the monarch butterfly and will draw from: <http://www.flightofthebutterflies.com/in-the-classroom/>

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– Jane Goodall, primatóloga y antropóloga

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todas las flores, pero
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– Pablo Neruda, poeta chileno

LOS BOSQUES SON CLAVE PARA LA SUSTENTABILIDAD GLOBAL

CRECIENTE DEMANDA SOBRE LOS BOSQUES DEL PLANETA

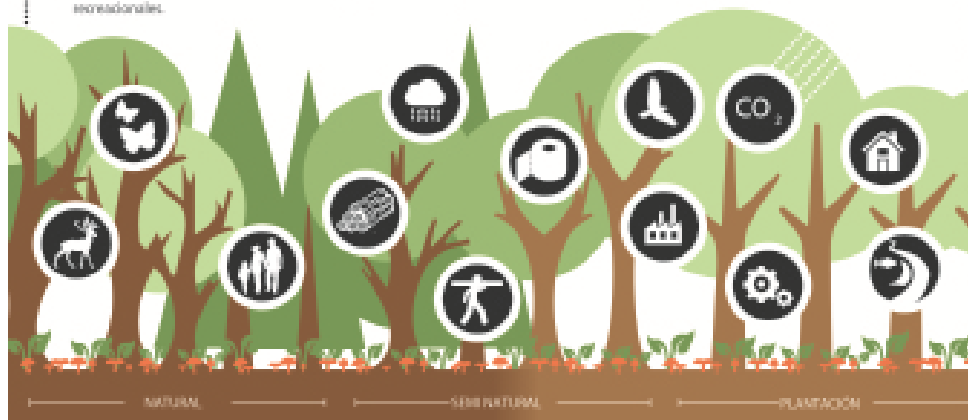
para proveer maderas, fibras, combustible, alimentos y más servicios ecosistémicos.

Se proyecta que la demanda anual de maderas se triplicará hacia 2050 superando los 10 mil millones de m³ equivalente a 4 millones de piscinas olímpicas llenas de maderas cada año.

X3
a 2050

LOS BOSQUES DEBEN SER MANEJADOS Y UTILIZADOS SUSTENTABLEMENTE PARA SATISFACER LA DEMANDA DE FORMA RESPONSABLE

HAY DIFERENTES CLASES DE BOSQUES, desde los naturales hasta las plantaciones. Todos son de vital importancia y se complementan entre sí para satisfacer diferentes necesidades. El manejo responsable de estos bosques significa reducir los riesgos del cambio climático, la prestación de servicios ecosistémicos esenciales que hacen posible la vida en la tierra, la provisión de maderas, fibras y productos tradicionales y soluciones innovadoras en bio-productos, el suministro de alimentos y energía renovable, el sustento de modos de vida y la entrega de beneficios ecosistémicos.



BENEFICIOS DEL MANEJO FORESTAL SUSTENTABLE PARA LAS PERSONAS Y EL PLANETA

SOCIAL

La industria de productos forestales emplea a 14 millones de personas en el mundo y los bosques afectan directamente a los medios de vida del 29% de la población mundial.

Todos dependemos de los bienes y servicios generados por los bosques y nos beneficiamos de los valores educativos, recreacionales, culturales y espirituales que éstos proporcionan.

PRODUCTOS Y ENERGÍA

Los bosques manejados de manera sustentable suministran la materia prima para una amplia variedad de productos de uso diario, tales como el papel, envases, productos para el cuidado personal, ferrocarriles, materiales de construcción. ESTOS SON RENOVABLES Y TOTALMENTE RECICLABLES.

La energía obtenida de la madera es la fuente más importante de energía renovable representando el 5% del suministro de energía primaria total en el mundo.

BIODIVERSIDAD

Los bosques son el hogar del 80% de la biodiversidad terrestre. Como parte de paisajes bien planificados, los bosques manejados juegan un papel clave en la reducción de las presiones sobre los bosques naturales, conectan ecosistemas fragmentados en mosaicos de usos del suelo hacen una significativa contribución a la conservación de la biodiversidad, los servicios ecosistémicos y al bienestar humano.



FUENTES REFERENCIALES

FAO, Global Partnership on Forest Landscape Restoration (GFLR) y Plan et al. 2011, Policy Indicators Report on Forests, Forests and Forest Services, The Sustainable Forest Challenge, WBCSD (World Business Council for Sustainable Development) WWF International, FAO, March et al. 2011, The Trust for Public Land, American Water Works Association, Inc., Publications.

