

## A Walk to Water

Teacher Name: Nicole Parrish  
 Lesson Title/#: A Walk to Water  
 Grade Level: Spanish II (Grades 9-12)

### Lesson Foundations

Content Standards	Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics. Analyze and describe relationships among products, practices and perspectives and compare them across cultures. Experience the target language and culture(s) and share information and personal reactions with others.		
Learning Objective(s)	Students will be able to identify and discuss water pollution problems in Nicaragua in the target language. Students will experience what it is like to have to go in search of clean drinking water. Students will develop an action plan in the target language for ways they can help conserve water while using affirmative and negative Ud. commands.	Assessment(s)	Students will be assessed formatively and summatively through their written list of commands and classroom discussions.
Materials & Resources	Include LO being addressed		

### Instructional Procedures/Steps

*Note when you are addressing a learning objective and when enacting an assessment.*

	Teacher will...	Student will...
	Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.	What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.
Opening 5 Minutes	Students will learn that they are going to leave the classroom today to go on a walk. Each student will be given a gallon or two filled with water to hold during the walk, and they will be told they cannot talk during this event.	Students will receive instructions and begin preparing to exit the classroom. They will find a partner to provide human guide if necessary and/or gather their canes.
Instruction 20 Minutes	Students will take their milk jugs of water and follow the teacher around the school and down the long drive outside of the school. They will be silent as they walk and carry their water independently. After the lesson, the water will be donated to our student-run greenhouse, so they may use it for the plants.	Students will be on the water walk during this time. They will carry their water and work on their mobility skills as they tour the school with their water jugs and try to figure out what they are doing.

<p><b>Closure</b> 20 Minutes</p>	<p>Students will return to class and reflect on what they have done. The teacher will explain that in Nicaragua many people have to walk long distances to access clean water due to pollution. As a class, students will talk about the effects of pollution in the target language. They will also describe how they felt during the walk. Students will be given a list of structured prompts to help guide this discussion. Questions will include:</p> <ul style="list-style-type: none"> <li>• How did you feel while carrying water and walking long distances?</li> <li>• Why is pollution a problem?</li> <li>• Does the United States face water problems like those in Nicaragua?</li> <li>• How can we work to help prevent this?</li> </ul>	<p>Students will reflect on their experience and discuss how they felt in the target language. They will all take turns answering and responding to the dialogues with teacher prompting and a guided question sheet.</p>
<p><b>Follow Up Assessment</b></p>	<p>For homework, students will create a list of five affirmative and five negative formal commands, telling people what they should do to help combat water pollution. These lists will be presented in class the following day for further discussion.</p>	
<p><b>Planned Supports</b></p>	<p>Depending on the visual and mobility needs of this group of students, we may need to enlist in the help of a mobility instructor to help us safely complete our walk, as it may be challenging to hold a cane for navigation while also holding the jug of water. Questions will also need to be made accessible in braille and/or large print.</p>	