

Global Teacher Seminar Lesson Plan

Name: Cara Craig

Title: Honduras y las bananeras

Theme/Topic: The bananeras' struggle to form unions

Introduction: A look at how unions for migrant farm workers were formed here in the U.S. and by comparison, the struggle to form unions by the banana workers in Honduras.

Subject(s)/Grade level(s): High School Spanish levels 3 and/or 4

Suggested Duration of Lesson: 5-7 days

Connection to Standards/Common Core (1-2 standards):

Competency #1: Derive meaning from messages and texts using listening, reading and viewing strategies

Competency #3: Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics

Competency #2 Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

Essential Questions (1-2 questions):

How and why did unions form in the U.S., and why are they struggling to form in Honduras?

What are some of the issues facing the bananeras and what do they need to improve their lives?

Learning Objectives (2-3 objectives):

I can compare and contrast the formation of unions in the U.S. and Honduras.

I can give my opinion on the bananeras' struggle and my ideas for improvement in their lives.

Materials Needed: Video: Cesar Chavez and the migrant farmworkers [Viva la causa](#)

<https://www.learningforjustice.org/classroom-resources/film-kits/viva-la-causa>

Quiz for Viva la causa: [link](#)

Book: Bananeras by Dana Frank

Video:Proceso de bananas <https://www.youtube.com/watch?v=IkIVx10brsk>

Video: La cosecha de las bananas

<https://www.youtube.com/watch?v=LEGQvEXccGU>

Vocabulary: [link](#)

Worksheet - [Mi opinión sobre las bananeras](#)

Worksheet - [Honduras research](#)

Project: [Una huelga](#)

[Presentational writing rubric \(ACTFL\)](#)

Pre-Assessment of Prior Knowledge: [link](#)

Teacher-Student Interaction (5-7 steps):

1. After students have taken the pre assessment, give them the vocabulary while you go over the results of the test to get an idea of what their background knowledge with unions is.
2. Use the pre assessment as a discussion tool. (I would begin using the target language as I discuss the responses reverting to English only when necessary for understanding. Depending

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on the students' experience with unions and their interest, this discussion could last between 10 and 30 minutes.

3. Watch ***iViva la causa!*** This movie is in Spanish and English with subtitles. It will take the remainder of the period and a few minutes of the next period.
4. Discuss the movie, highlighting the struggles of the farm workers and how they were able to resolve the problems. (I would be integrating the use of subjunctive to give opinions. At this point, I would use the ideas from the movie as a basis to set up sentences practicing the subjunctive to discuss the students' opinions. For example: It makes me sad that little kids work(ed) on the farms. It is important that the workers have rights. Etc.) *Note, I am using present subjunctive, so the subordinate clause is in the present tense because the students have not learned the past subjunctive yet. **Also note that the use of subjunctive could be replaced with a variety of other grammatical lessons.
5. Students would be assigned a general information search for Honduras and a reading excerpt from the book ***Bananeras***.
6. After a general discussion of Honduras, its location, industry and resources, government, etc, we would then segue into the reading. We would compare and contrast the issues that the bananeras have and the ones the farmworkers had. We would talk about how we formed our unions and discuss why the unions in Honduras are struggling. We would look at a variety of authentic resource documents such as newspaper articles and essays about the problems. The students would be assigned the worksheet ***Mi opinión sobre las bananeras***.
7. Watch the videos showing the work involved in the growing, harvesting and processing of bananas. Discuss the students' opinions and encourage them to back up their ideas with evidence from our numerous sources.
8. Project: Una huelga

Closing Activity: The students will present their picket signs and discuss their feelings about the topic with the class. The teacher will have a chance to respond to and question the students about their ideas.

Post-Assessment: PBA - performance based assessment

[Speaking](#) graded with the [interpersonal speaking rubric \(ACTFL\)](#)

[Writing](#) graded with the [interpersonal writing rubric \(ACTFL\)](#)

Reflection: *How are students engaging with ideas from another culture? What does it mean for them?*

Resources: Zinn Educational Foundation has several related lessons and materials free to use.

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

1. Further reading: [article](#)
2. Students could research other international companies in Honduras and present them to the class, discussing their historical and current impacts on the communities.
3. Students could brainstorm on ideas to help the cause such as doing public awareness videos or contacting people directly impacted.

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Examples:

I plan on basing my entire year around the question Why do people immigrate?

This lesson is anticipated to be used as part of a larger unit. The ideas contained in this lesson could be said for many of the Latin American countries. As I work through each of the countries individually, we will be coming back to the ideas established in this unit and reflect on how they work into the larger picture.

When we discuss Guatemala, we will be talking about land inequalities and the struggle to break out of the poverty cycle. We will watch the movie, [Living on One Dollar](#). We will also discuss the lack of opportunities and how it might lead one to make the decision to leave their home to look for a better life and what that would look like for them. We will examine the song [Ave que emigra](#) by Gaby Moreno as well as watching [El Norte](#) by Gregory Nava.

When we discuss Nicaragua and El Salvador, we will talk about the historical factors that led to and continue to haunt the social structures and economy today. We will talk about the unequal land distribution and how it led to the civil wars in both countries. We will, again, be discussing the ideas put forth in the previous lessons. We will discuss the choices presented to the people at the time and what the students themselves might have chosen to do.

Overall, I am trying to get the students to “see with empathetic eyes”, to base their opinions on facts and information gained from a range of sources and experiences, to understand their own interconnectedness in the world, and to see that they can have an impact.