

OUTREACH PROGRAM SUITCASE LESSON PLAN

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Name of Suitcase: Traditional Attire

Lesson Title:	La conexión entre la identidad y nuestra apariencia.	Grade Level:	10/11
Curriculum Area:	Spanish II/II Identity/Ideals of beauty/Diversity issues	Time Frame:	85-100 minutes
Developed by (name):	Nathan Campbell	(school)	Manheim Central High School

Content Standards:

ACTFL Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2

Overview: Students use the products from the suitcase and additional resources to consider how we define ourselves and other y their attire. This lesson will specifically look at the famed “Cholitas” of Bolivia and their plight of discrimination.

Objectives/ Essential Questions:

1. ¿Cómo nos define la ropa que llevamos?
2. ¿Cómo es la ropa tradicional de varias regiones latinoamericanas?
3. ¿Cómo se viste una cholita de Bolivia?
4. ¿Crees que nuestra vestimenta debe definirnos?

Activating Strategy:

As students enter place images of people wearing different outfits on the board. (see ActivInspire file or copy in color to overhead).

1. Before passing out the handout, have students take a moment to think about each image.
2. Pass out handout and have them write 2-3 adjectives to describe each person. Ask: *¿Cómo son estas personas? ¿Cómo es su personalidad?* Allow sufficient time to write (3-4 minutes).
3. Have students compare their adjectives with a partner. (1-2 minutes)
4. Teacher reviews up front asking students to share what adjectives they have written. (2-3 minutes)
5. Ask them to consider and respond to the questions under the organizer. (5 minutes)
6. Have students share their answers with a partner, then call on selected students.

Knowledge Students will learn ...	Skills Students will be able to...
<p>Teacher preselects items from the suitcase and passes them out to students in groups of 2. (Select items such as: dress, gloves, vest, poncho, dolls with folkloric outfits, pairs of shoes, hats, belt, apron, etc.)</p> <p>Cholitas and their outfits, identifying the <i>vestimenta</i> of the Bolivian chola.</p> <p>Read article about the fighting Cholitas and how they are overcoming discrimination.</p> <p>Once all groups have had a chance to complete all the activities on Side A and the altar on Side B, teacher may choose to do the <i>Reflexión</i> as a class.</p>	<p>In pairs, students complete the table on the handout identifying the item and then writing observations and making educated guesses about who may wear the item and to where.</p> <p>Have the students swap their items until they have looked at a total of 4 items.</p> <p>Once students have completed their charts have them work with a different partner to compare their lists and talk (in the TL) about what similarities they served among all of the items (materials/patterns/colors) and then have them make a comparison to what they wear. Teacher may choose to review this as a class.</p> <p>Students will complete the second page of the handout, looking at the clothing of the Cholas.</p> <p>First, students should complete section A and describe the image similarly to how they did in the warmup. Then, using the website from BBC.com, students will identify and read about parts of the outfit. Teachers should encourage students to define the items of the outfit in the TL.</p> <p>After completing the graphic organizer for the Chola, students may watch either as a class (teacher led) or individual (student-led) the video on the cost of the clothing worn by the Cholas. Follow the instructions on the handout.</p> <p>Review this activity as a class. If students watched it individually it would be good for the teacher to play the video once as a whole class before reviewing it.</p> <p>Review the vocabulary related to the article before reading. Then set a timer for 8 minutes and ask students to read the article on the back of the handout. Encourage them to highlight important information. Then provide them an additional 4 minutes to answer the questions related to the reading.</p> <p>Review the questions and offer additional facts about the discrimination suffered by the Cholas and how things have changed under president Evo Morales (see additional document for additional information).</p> <p>Optional: Shoe video of the “Flying cholitas”.</p> <p>Reflection: Have students complete the <i>En tu mundo</i> section and review.</p>

Assessment Evidence		
Self-Assessment	Formative	Summative
Reflection	Tables from activities	Students write 3-5 sentences responding to the prompt about identity.

Materials:

*Interactive White Board (Promethean) or PowerPoint, Traveling suitcase, Interactive article describing clothing of the Cholitas (scroll down to see interactive image) : <http://www.bbc.com/news/magazine-26172313>

News interview about cost of polleras/mantas:

<https://www.youtube.com/watch?v=Gz5J1q-V-HI>

Article about the cholitas luchadoras: <http://www.luchalibrebol.com/2016/07/cholitas-luchadoras-contra-el-machismo.html>

Optional video showing luchadoras: https://www.youtube.com/watch?v=38G_ZIP-8gE

Additional resources of value not expressly used in this lesson:

1. <http://www.veintemundos.com/magazines/131-de/#articulo>
2. <http://www.bognorphoto.com/cholitas-de-bolivia-mujer-luchadores-ponen-discriminacion-en-un-dominio.html>
3. <http://www.viajejet.com/traje-tipico-de-la-region-andina/>

About the hat: <http://www.cholitas.boliviapopular.com/2016/10/el-sombrero-de-la-cholita-pacena-entre.html>

*If you do not have a white board you can download a free ActivInspire page viewer to use the files provided. Look on the website for more information.

Additional Comments/Tips:

It is a good idea to do a little reading about the Cholas to understand the background about their discrimination and how it has changed. Also, Univision.com did a mini-documentary series on the cholas that provides further context check it out here:

<http://www.univision.com/noticias/derechos-de-la-mujer/albanil-conductora-de-autobus-guardia-todas-las-cholitas-son-luchadoras>