



*Las voces de los adolescentes  
México, Perú, EEUU*

**Emily Van Wey  
Perry High School  
Massillon, Ohio**

Online Project (with sound, video and picture files)  
<http://www.perrynet.sparcc.org/~vanweye/Lasvocesdelosadolescentes.htm>

Nivel: Español 3

Duración: 4 semanas

In this unit, students will compare and contrast their own lives with those of young people from Mexico and Peru. Educators will provide students with background information about Mexico and Peru. Students will then listen to interviews and view photographs of teenagers from those regions. Students will create a visual representation of the comparisons based on history, interviews, current events and photographs.

*¡Mil gracias!*  
*Fulbright-Hays Seminars Abroad Program*  
*Jacques Paire - Comexus*

*Jorge Brozon Vallejo - Ciencias 50*  
*Marcela de Harth - Fulbright Commission Peru*  
*Natalie Arsenault - University of Texas at Austin*  
*The Sweet 16*

*Our bloggers: <http://fulbrighthays2008mexicoperu.blogspot.com/>*  
*All participants and interview subjects*

## **CONTENTS**

**Established Goals**

**Understandings**

**Essential Questions**

**Learning Activities**

**Resources**

**Pre-weeks**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Closing information**

**Performance Tasks**

**Personal questionnaire**

**Guided notes: México**

**Listening guide**

**Guided notes: Perú**

**Current events summary guide**

**History and culture test: México**

**History and culture test: Perú**

**Listening quiz**

**Project guide**

**Visual Project rubric**

**Presentation rubric**





## **Established Goals:**

This project will touch on several Ohio foreign language standards. The content standards include communication, cultures, connections, comparisons and communities. The goal of the communication standard is to communicate in languages other than English. The goal of the standard of cultures is to gain knowledge and understanding of other cultures. The goals of the standard of connections are to connect with other disciplines and acquire information. The standard of comparisons provides for the development of insight into the nature of language and culture. The standard of communities involves the participation in multilingual communities and cultures at home and around the world.

In the standard of communication students will use appropriate listening and reading strategies to derive meanings. They will analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts and other materials. They will create presentations on a range of original or authentic expressive products. They will present information and ideas on a range of topics and they will apply age-appropriate writing process strategies to produce a variety of documents.

Under the standard of cultures students will analyze, discuss and report on a wide variety of practices and perspectives of the target culture. Based on the materials provided, the teacher and the time allowed, students may also be able to participate in and discuss a wide variety of cultural practices as well as analyze, discuss and report on significant contributions from the target culture.

Under the content standard of connections students will investigate, analyze and present concepts from across disciplines including history and science. The students will investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

In the content standard of comparisons students will make cultural comparisons and explore the concept of culture. The concept of culture will be discussed and students will work to compare aspects of their culture with the explored cultures.

Projects will serve to inform the students and the community about the target cultures. Through their presentation and display online, at the local library and at other available community events the content standard of communities will be touched upon.



**Understandings:**

Students will understand that though their cultures and communities differ, they really are not that different from young people in Mexico and Peru. They will gain a more profound understanding of the histories and cultures of the countries and regions discussed. They will better understand the Spanish language through listening to the audio recordings.

It is predicted that students will, in error, focus on the economic differences and will have to be redirected to analyze the answers given by the participants and to compare the attitudes, the types of activities and the histories involved.

**Essential Questions:**

What do you have in common with the selected participants?

How are you different from the interview participants?

What is their community like?

What is your community like?

What is the general history of their country, their region and their community?

How does that compare with the history of your country, region or community?

What are the current environmental and political issues in the selected regions?

What are the current environmental and political issues where you live?



## LEARNING ACTIVITIES

### Resources:

Essential materials (for educator and students): Audio recording equipment, camera, computer, Internet access, science teachers, history teachers, headphones, a way to present about the countries (Infocus, SMART Board, tri-fold, posters, etc.)

Books:

[Lonely Planet Peru](#)

[Lonely Planet Mexico](#)

Fulbright trip blog:

<http://fulbrighthays2008mexicoperu.blogspot.com/>

History and current descriptions:

*Mexico:*

Library of Congress, Portals to the World:

<http://www.loc.gov/rr/international/hispanic/mexico/resources/mexico-history.html>

Mexico Connect: [http://www.mexconnect.com/mex\\_/history.html](http://www.mexconnect.com/mex_/history.html)

Guía de San Miguel, San Miguel de Allende, México:

<http://www.sanmiguelguide.com/historia-mexico.htm>

BBC News, Americas:

[http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1205074.stm](http://news.bbc.co.uk/2/hi/americas/country_profiles/1205074.stm)

“Flags of the World” Web site, Clickable Map of Mexico:

[http://flagspot.net/flags/mx\(.html](http://flagspot.net/flags/mx(.html)

CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Latin American Network Information Center (LANIC), Mexico page:

<http://lanic.utexas.edu/la/mexico/>

*Peru:*

Library of Congress, Portals to the World:

<http://www.loc.gov/rr/international/hispanic/peru/peru.html>

BBC News, Americas: <http://news.bbc.co.uk/2/hi/americas/1224690.stm>

CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Latin American Network Information Center (LANIC), Peru page:

<http://lanic.utexas.edu/la/peru/>

Current events:

Latin American Network Information Center (LANIC), Mexico Newspapers:

<http://lanic.utexas.edu/la/region/news/mexico/>



Latin American Network Information Center (LANIC), Peru Newspapers:

<http://lanic.utexas.edu/la/peru/#news>

Directorio mexicano: <http://www.directorio.com.mx/noticias/>

Peru.com: <http://www.peru.com/noticias/>

Diários del Perú, Noticias: <http://www.ohperu.com/mediosperu/>

CNN World News: <http://www.cnn.com/WORLD/>

CNN Expansión, Ciudad de México: <http://www.cnnexpansion.com/>

Mexico.us: <http://www.mexico.us/noticias/>

### **Pre-weeks:**

Two weeks before you begin this unit plan, assign students to go online each day and look at a variety of news sources to collect current event articles relating to Mexico, Peru and their own country. I will put my students in groups of 4 and have them work out a schedule for who is in charge of articles for which day. As the students are doing this, the educator should collect articles as well. Including those two weeks and weeks 1 and 2 of the project, the students and educator should continue to collect current events articles. For each week students should write three article summaries in Spanish. In the end, they should have 12 current event summaries along with quite a collection of current event articles. The collection and summary may be digital or in hard copy.

Personal questionnaire: introduce the unit and tell students that they will learn about teenagers' lives in Mexico and Peru. Have them fill out the personal questionnaire.

### **Week 1:**

On the first day of the project, give a presentation on Mexico. Where is it located? What is the land like? What is the weather? What is the background of the people? What are tourist sites? What kind of music is popular?

Guided notes: give students time to look online for the answers and work together to complete them.

**Escuchar** – have students listen to the interviews from México [located at <http://www.perrynet.sparcc.org/~vanweye/mexicointerviews.htm>] and complete the listening guide for each of them (listening quizzes will be given in week 3).

**Día de noticias** – Have a class discussion of the current events articles they collected and summarized for the last few weeks. Provide any background information needed to the rest of the class so they can understand what is happening in the news articles.

**Week 2:**

On the first day of the project, give a presentation on Peru. Where is it located? What is the land like? What is the weather? What is the background of the people? What are tourist sites? What kind of music is popular?

Guided notes: give students time to look online for the answers and work together to complete them.

**Escuchar** – have students listen to the interviews from Perú [located at <http://www.perrynet.sparcc.org/~vanweye/peruinterviews.htm>] and complete the listening guide for each of them (listening quizzes will be given in week 3).

**Día de noticias** – Have a class discussion of the current events articles they collected and summarized for the last few weeks. Provide any background information needed to the rest of the class so they can understand what is happening in the news articles.

**Week 3:**

Week to work on projects and take listening and culture quizzes.

Schedule time to work in the library or computer lab or arrange for students to go to the art room if they need to work on an art project for their project. Each day, tell them what they need to have done:

Day 1 Mexico culture quiz, then work on projects

Day 2 Mexico listening quizzes, then work on projects

Day 3 Peru culture quiz, then work on projects

Day 4 Peru listening quizzes, then work on projects

Day 5 Finish projects

**Week 4:**

Presentations of projects

**Closing information:**



My Web site: The sound files and PowerPoint presentations for this project are on my school Web site. Completed student projects and links to youtube videos will be added when available.

<http://www.perrynet.sparcc.org/~vanweye/>

As students complete this project, it will be updated. When time is available, the interviews will be transcribed.

It is my hope to include eventually some sound files and photos of my students, so that students in other countries might complete this project comparing my students' lives with their own.

## PERFORMANCE TASKS – STUDENT HANDOUTS & RUBRICS

Included here:

- Personal questionnaire
- Guided notes: México
- Listening guide
- Guided notes: Perú
- Current events summary guide
- History and culture test: México
- History and culture test: Perú
- Listening quiz
- Project guide
- Visual project rubric
- Presentation rubric

Nombre: \_\_\_\_\_

Personal questionnaire

¿Cómo te llamas?

¿Cuántos años tienes?

¿De dónde eres?

¿Qué haces en un día normal?

Por la mañana

Por la tarde

Por la noche

¿Qué es lo que te preocupa?

¿Hay un mensaje o algo que otros deben saber de ti, tu vida o tu país?

Pon tu foto aquí

Nombre: \_\_\_\_\_

Guided notes: México

**Utiliza libros y el Internet para investigar las siguientes preguntas.**

1. ¿Cuántos estados hay en México?
2. ¿Quién es el presidente? ¿A qué partido político pertenece?
3. ¿En qué año empezó la lucha para la independencia de México? ¿En qué año ganó su independencia?
4. ¿Los EEUU han luchado contra México o junto con México en el pasado? ¿Cómo se llaman esas batallas? ¿Qué pasó en esas batallas?
5. ¿Cuáles son las exportaciones más importantes de México?
6. ¿Cuáles son las importaciones más importantes de México?
7. ¿Qué es el dinero oficial y cuál es el valor de un dólar americano en México?
8. ¿Quiénes fueron las siguientes personas? ¿Cuándo vivieron? ¿Qué hicieron?  
Frida Kahlo

Diego Rivera

Pancho Villa

Hernán Cortés

Moctezuma

La Malinche

Octavio Paz

9. ¿Cuáles son los problemas más profundos de la economía y del gobierno de México hoy?

10. ¿Cuáles son los problemas más grandes del medio ambiente de México? ¿Qué hacen para preservar el medio ambiente?

11. ¿Quiénes son los zapatistas? ¿Dónde están? ¿Qué querían?

12. ¿Cuándo surgió la civilización olmeca? ¿Dónde estuvieron los olmecas?

13. ¿Cuándo surgió la civilización azteca? ¿Dónde estuvieron los aztecas?

14. ¿Cuándo surgió la civilización tolteca? ¿Dónde estuvieron los toltecas?

15 ¿Cuándo surgió la civilización maya? ¿Dónde estuvieron los mayas?

16. Escribe los nombres de los siguientes estados y sus capitales en el mapa:  
Quintana Roo, Yucatán, Chiapas, México D.F.



Nombre: \_\_\_\_\_

Listening guide – Escucha cuantas veces que necesites.

México: <http://www.perrynet.sparcc.org/~vanweye/mexicointerviews.htm>

Perú: <http://www.perrynet.sparcc.org/~vanweye/peruinterviews.htm>

Nombre del participante:

¿De dónde viene?

¿Cuántos años tiene?

¿Qué hace durante el día?

¿Qué es lo que le preocupa?

¿Qué más comparte durante la entrevista?

Mira la foto –

¿Qué te parece? ¿Cómo la describirías?

¿Qué más puedes ver en la foto?





Busca información en el Internet o en un libro sobre la ciudad de dónde viene. Toma apuntes de lo que descubres en la otra cara de este papel.

Nombre: \_\_\_\_\_

Guided notes: Perú

**Utiliza libros y el Internet para investigar las siguientes preguntas.**

1. ¿Cuántas regiones hay en Perú?
2. ¿Quién es el presidente? Fue presidente anteriormente. ¿Cuándo?
3. ¿En qué año empezó la lucha para la independencia de Perú? ¿En qué año ganó su independencia?
4. ¿Cuáles son los idiomas oficiales?
5. ¿Cuáles son las exportaciones más importantes de Perú?
6. ¿Cuáles son las importaciones más importantes de Perú?
7. ¿Qué es el dinero oficial y cuál es el valor de un dólar americano en Perú?
8. ¿Quiénes fueron las siguientes personas? ¿Cuándo vivieron? ¿Qué hicieron?  
Francisco Pizarro

Tupac Amaru

Simón Bolívar

Alberto Fujimori

9. ¿Cuáles son los problemas más profundos de la economía y del gobierno de Perú hoy?

10. ¿Cuáles son los problemas más grandes del medio ambiente de Perú? ¿Qué hacen para preservar el medio ambiente?

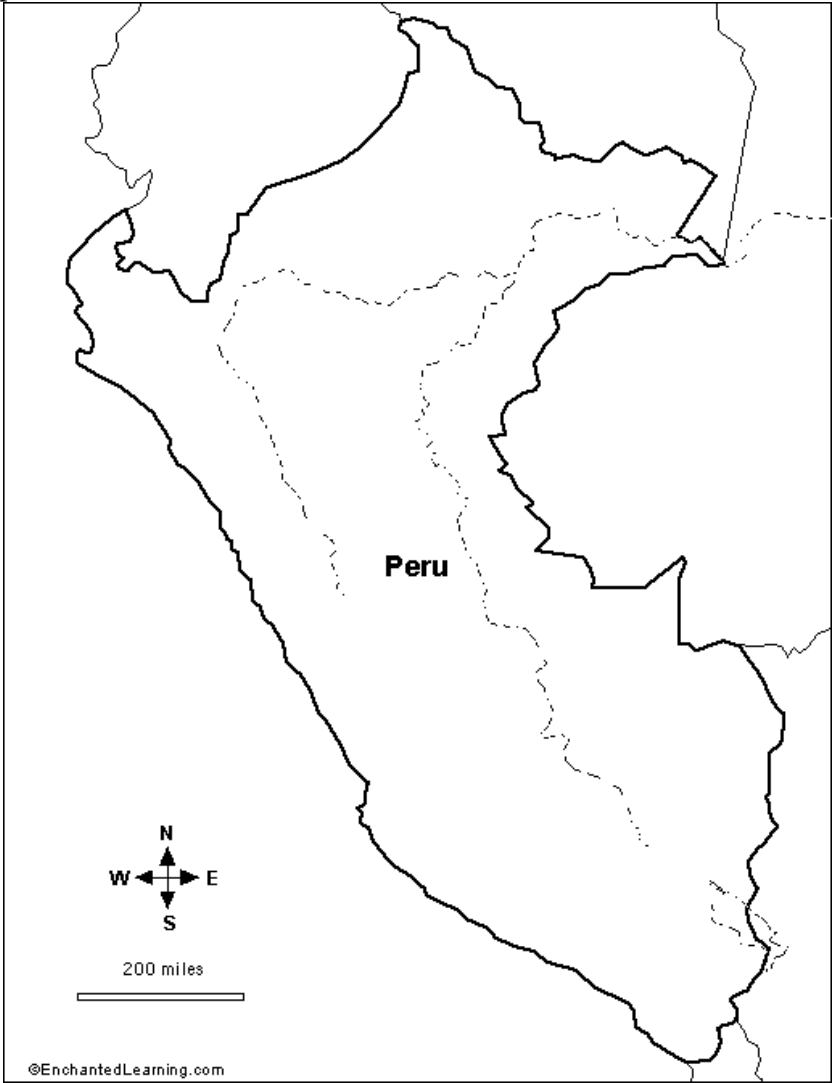
11. ¿Qué es Sendero Luminoso? ¿Dónde está? ¿Qué hizo? ¿Qué quiere?

12. ¿Cuándo surgió el imperio Wari? ¿Dónde estuvieron los Wari?

13. ¿Cuándo surgió la civilización Inca? ¿Dónde estuvieron los Incas?

14. ¿Qué son las líneas de Nazca? ¿Cuándo aparecieron? En el espacio debajo dibuja un ejemplo de las líneas.

15. Escribe los nombres de las siguientes ciudades en el mapa: Lima, Trujillo, Puno, Juliaca, Arequipa, Cusco, Nazca



## Currents event summary guide

Nombre \_\_\_\_\_ clase \_\_\_\_\_ fecha \_\_\_\_\_

La fecha \_\_\_\_\_

El autor \_\_\_\_\_

El título \_\_\_\_\_

La fuente \_\_\_\_\_

¿Quién? \_\_\_\_\_

¿Qué? \_\_\_\_\_

---

---

---

---

---

¿Por qué? \_\_\_\_\_

---

---

---

---

---

---

---

---

¿Cuándo ocurrió? \_\_\_\_\_



Nombre: \_\_\_\_\_

History and culture test: México

¿Cuáles grupos (los más poderosos y más conocidos) había en México antes de la llegada de los conquistadores?

¿Quiénes son los conquistadores famosos que la historia une con México?

Nombra cuatro ruinas localizadas en México.

Nombra tres de los idiomas que se hablan en México.

¿En qué año empezó la lucha para la independencia?

¿Cuántos estados hay en México?

¿Quiénes son los Zapatistas?

¿Cuáles son los problemas más graves del medio ambiente?

¿Qué están haciendo para rectificar estos problemas del medio ambiente?

¿Cuáles son los problemas más graves del país en general?

Nombra de una persona importante en la historia de México.

Explica dos eventos recientes que hayan ocurridos en México. Dime: ¿Quién? ¿Qué?  
¿Cuándo? ¿Dónde? ¿Por qué?

Nombre: \_\_\_\_\_

History and culture test: Perú

¿Cuál(es) grupo(s) (los más poderosos y más conocidos) había en Perú antes de la llegada de los conquistadores?

¿Quiénes son los conquistadores famosos que la historia une con Perú?

Nombra dos ruinas localizadas en Perú.

Nombra tres de los idiomas que se hablan en Perú.

¿Cuándo ganó su independencia?

¿Cuántos departamentos hay en Perú?

¿Cuáles son los problemas más graves del medio ambiente?



¿Qué están haciendo para rectificar estos problemas del medio ambiente?

¿Cuáles son los problemas más graves del país en general?

Explica dos eventos recientes que hayan ocurridos en Perú. Dime: ¿Quién? ¿Qué?  
¿Cuándo? ¿Dónde? ¿Por qué?

Nombre: \_\_\_\_\_

1ª prueba

¿Cómo se llama el participante?

¿De dónde viene?

¿Cuántos años tiene?

¿Qué se preocupa?

2ª prueba

¿Cómo se llama el participante?

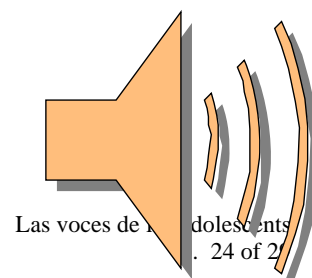
¿De dónde viene?

¿Cuántos años tiene?

¿Qué hace por la tarde?

3ª prueba

¿Cómo se llama el participante?



¿De dónde viene?

¿Cuántos años tiene?

¿Cuál es su mensaje?

**Project guide** – El proyecto final:

For your final project you can choose the manner in which you demonstrate your findings, but there are specific requirements.

□ Select one interview subject from Mexico and one interview subject from Peru. You will compare and contrast your own life with the lives of the interview subjects. Utilize sound files and photographs from my Web site, other reliable Web sites' pictures and information from books.

□ After listening to the interviews, look at your own answers to the interview questionnaire. Analyze the answers to each question, yours and the participants'. What are you able to ascertain about the lives and the attitudes of those involved based on the interviews, their hometowns and the pictures? Think about your own life. Compare and contrast the answers they gave with your own life.

□ Using the sources available to you, find information about the participants' hometowns. Compare and contrast the towns that they come from with your own hometown.

□ Using your notes about Mexico and Peru to compare and contrast current environmental issues and conservation efforts in Mexico and Peru with those in the United States.

□ Using the notes about Mexico and Peru's histories, make some general comparisons about their histories or historical figures and some from the U.S.

□ Include all of your sources.

□ Make sure that you answer the essential questions of the unit:

- What do you have in common with the interview participants?
- How are you different from the interview participants?
- What is their community like?
- What is your community like?
- What is the general history of their country, their region and their community?
- How does that compare with the history of your country, region or community?
- What are the current environmental and political issues in the selected regions?
- What are the current environmental and political issues where you live?

## Visual Project Rubric

poster, trifold, movie, Web site, PowerPoint, museum display (done in Spanish)

<b>Visual</b>	Visual is neat creative and well-planned 10	Visual is lacking in neatness, planning or execution 5	Visual does not make sense or is poorly completed 1
<b>Language</b>	Very few errors 10	Multiple errors 5	Errors are numerous 1
<b>Information</b>	Information is correct and researched 10	There are a few errors in information 5	Information is lacking or incorrect. Sources are not provided. 1
<b>Essential Questions</b>	(5pts/q) <input type="checkbox"/> What do you have in common with the interview participants? <input type="checkbox"/> How are you different from the interview participants? <input type="checkbox"/> What is their community like? <input type="checkbox"/> What is your community like? <input type="checkbox"/> What is the general history of their country, their region and their community? <input type="checkbox"/> How does that compare with the history of your country, region or community? <input type="checkbox"/> What are the current environmental and political issues in the selected regions? <input type="checkbox"/> What are the current environmental and political issues where you live?  40	Most essential questions are answered 20-30	Few essential questions are answered 5-0
			Total _____ /70



**Presentation Rubric**

10–15 minute presentation in Spanish of the conclusions you have drawn based on this unit and project. Visuals should be utilized in your presentation.

<b>Content</b>	Content is relevant and planned 10	Content is lacking in some areas 5	Content has little to do with the topic 1
<b>Language</b>	Spanish flows well with few errors (<5) 10	Spanish has a moderate number of errors (≈10) 5	Spanish is full of errors (≈15) 1
<b>Pronunciation</b>	Pronunciation is good with few errors 10	Pronunciation needs work 5	Pronunciation is unrehearsed or very poorly executed 1
<b>Visuals</b>	Visuals utilized effectively 10	Visual is mentioned and used to some extent 5	Visual is only mentioned slightly or does not pertain to presentation 1
			Total _____ /40



*El fin*