

A close-up, high-angle photograph of a microchip or integrated circuit. The chip is dark with intricate, glowing blue and white circuit patterns. A central square component is highlighted in a bright yellowish-white. The background is a blurred, bokeh-like pattern of light blue and white dots.

Using Technology to Teach Global Challenges Impacting Latin America

A Curriculum Guide for World Language Classrooms

*Center for Latin
American Studies*

VANDERBILT  UNIVERSITY

Using Technology To Teach Global Challenges Impacting Latin America

#LatinAmerica #Environment #Sustainability #Health #Globalization

Produced by Vanderbilt University's Center for Latin American Studies
with support from the U.S. Department of Education Title VI
National Resource Center Grant.

Publication Date: April 2017

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Introduction

21st Century Education won't be defined by any new technology. It won't be just defined by 1:1 technology programs or tech-intensive projects. 21st Century Education will, however, be defined by a fundamental shift in what we are teaching--a shift towards learner-centered education and creating creative thinkers.

- Karl Fisch

The integration of digital technologies in the classroom is buzzworthy, occupying many discussion boards, twitter feeds, and faculty meeting minutes. The potential of these tools to unlock and empower learning in the 21st Century is undeniable, yet their implementation is simultaneously as tricky as it is noteworthy; the tools themselves, while innovative on the surface, are neither transformative nor innovative unless the pedagogy that drives them allows them to be as such.

This guide was developed with this intentional pedagogy in mind. Each of the six activities featured includes low-cost and effective technological tools that help learners to engage in and elevate world language classroom discourse regarding Latin America. In a word, with appropriate use of the tools featured in the guide, students are empowered. They are empowered to acquire information about language and culture and empowered to create with that knowledge.

Organization of Topics Addressed

In order to provide educators using this guide with a broad overview of technological tools across ability levels, the guide is organized by language proficiency. The guide opens with two activities geared toward language acquisition of novice language learners studying the global environmental and health challenges in Latin America. Next, two activities geared toward intermediate language learners are included, focusing again on environmental challenges and also including access to potable water. The guide's last two featured activities are targeted toward advanced language learners and feature issues related to globalization in the region and the Bolivian water crisis. Finally, the guide closes with a list of key terms aimed at helping users to understand the tech tools featured throughout the guide.

Adaptations for Technical Limitations

The issue of access is critical to address in order to ensure the successful integration of technological tools in the classroom. Many schools and classrooms lack universal access to mobile devices, face infrastructure issues including wireless bandwidth limitations, and have finite resources for purchasing even low-cost apps. Keeping these limitations in mind, any activity in the guide can be adapted to allow for sharing of devices. Additionally, free or freemium apps are featured as often as is possible so that the utilization of beneficial programs for learning comes at a very low cost.

Pollution and Recycling

Target Audience: Novice language learners; Spanish learners in grades 7-12

RELATED CONTENT AREAS

Spanish, Ecology, Environmental Science

OVERVIEW

This lesson incorporates technology to teach about pollution and recycling in Latin America and the United States. Technologies used in this lesson include smartphones/iPads, YouTube videos, Tellagami App, and online dictionaries.

STANDARDS

ACTFL World Readiness Standards

COMMUNICATION

Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations, to share information, reactions, feelings, and options.

Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

OBJECTIVES

Learners will be able to...

- Identify and use words related to the environment, pollution and recycling.
- Communicate about the environment of their neighborhood.
- Write about pollution and recycling using pictures.

VOCABULARY

El agua - Water	La lata - Tin	El océano – Ocean
La polución - Pollution	La basura - Trash	La naturaleza - Nature
El aire puro - Clean air	El vidrio - Glass	La contaminación - Contamination/Pollution
El jardín - Garden	El reciclaje – Recycle	Conservar - To conserve
El árbol - Tree	El plástico - Plastic	Proteger - To protect
La flor - Flower	El planeta - Planet	Reciclar - To recycle
La tierra – Earth/Ground/Soil	La playa - Beach	Reutilizar - To reuse
La botella – Bottle	El mar - Sea/Ocean	Tirar - To throw away
Contaminado/a - Polluted	El lago - Lake	Sucio/a - Dirty
Contaminar - To contaminate/pollute	El río - River	
	Limpio/a – Clean	

TIME	90-180 minutes or 1-2 class periods	MATERIALS	<ul style="list-style-type: none"> • iPad/Smartphone (1 per 1-5 students) • Tellagami App • Kahoot Account • New Vocabulary List (Appendix A) • YouTube videos: <i>Los animales salvan el planeta</i> #1, 4, 5, 6, 7 www.youtube.com/watch?v=vPcZGUAwjlc • 60 Minutes video: The Recyclers: From Trash Comes Triumph www.youtube.com/watch?v=YxUuKthY1dQ
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PROCEDURE

1. As an introduction to the lesson, play the video [Los animales salvan el planeta](#) #1 (41 seconds). This video commercial is short, funny, and will help spark interest in the topic. After showing the commercial, guide students in a discussion about the message of the video clip.

Pass out the vocabulary list (Appendix A). Students will engage in a digital scavenger hunt activity for 10-15 minutes. During this activity, students are to walk around the school campus and use the digital camera on a smartphone to take pictures that

represent as many of the vocabulary words they can find. For example, students may choose to take a picture of the recycling bin in the classroom. Be specific about what kind of pictures are expected and the minimum number of photos. Emphasize that only quality photos are accepted, therefore students should take pictures that are not blurry so the object can be clearly identified. Upon returning, ask students to email their top five favorite photos to the instructor; these will be used later in the lesson.

2. Next watch [Los animales salvan el planeta](#) #4, 5, 6, 7. Video numbers 5, 6, 7 and 11 are specifically about recycling, however, watching all of the videos (1-11) may also be beneficial. While watching, ask students to write down the message at the end of each video in the target or native language. Once they have watched each video and recorded the message, ask students to discuss the message and record their thoughts with a partner. Next, guide the class in a whole group discussion about the messages in the videos.
3. Ask students to brainstorm with a partner to create a list of ways they already recycle, and a list of ways they could improve their habits. While making their lists, encourage students to use the new vocabulary words, as well as other words they know in Spanish. Once the groups have completed the lists, guide the class in a discussion about their ideas.
4. Next, show students the YouTube video of the 60 Minutes news story [The Recyclers: From Trash Comes Triumph](#). This is a 13-minute video about a town in Paraguay outside of the capital that is built on and around the landfill. There the people have started to take the trash they find in the landfill and make musical instruments out of the trash. The children in the town have learned to play music and have created an orchestra from the trash. After watching the video, discuss alternative uses for trash.
5. As a homework assignment, ask students to take a picture of how they recycle in their house, as well as a picture of pollution they notice in their community. The next class period, students will use the app Tellagami on a smartphone to select one of the pictures they took as homework and narrate the photo. Students should include vocabulary from the lesson. When they have a finished product that they are happy with, ask students to save their work and email it to the teacher. All the Tellagamis can be shared with the class and students can guess who created which Tellagami.
6. To assess student knowledge of the vocabulary, create a quiz on Kahoot using the vocabulary words and pictures taken during the scavenger hunt. Learners may use their personal smartphone, iPads, or laptops to participate. Instead of asking students to select the correct translation of the word, students will select the correct vocabulary

word that matches the picture. For example, show a picture of the recycling bin at your school and students have to select the word *El reciclaje* as the answer.

EVALUATION

Learners will be evaluated formatively through the digital scavenger hunt, class discussion, creation of their Tellagami, and playing Kahoot.

EXTENSION ACTIVITIES

1. Learners may research trash pickers in Latin American countries such as Mexico, Guatemala, Brazil, or Honduras and present their findings to the class.
2. *Landfill Harmonic* is a full-length documentary about the orchestra featured in the 60 Minutes video. Also recommended is the documentary *Wasteland* about the visual artist Vik Muniz who travels to his home country of Brazil and gets trash pickers from Brazil's largest landfill to help him recreate famous paintings using trash collected from the landfill.
3. Ask students to research visual artists on Instagram who use trash to make art. They can search using hashtags like #trashart or #recycledart. Once they have seen examples of art made from trash and recycled items, students can create a piece of art from the trash/recycling in their house. Students will present about their art piece to the class.

Zika Exploration via Gameplay with *Plague Inc.*

Target Audience: Novice language learners; Spanish learners in grades 7-12

RELATED CONTENT AREAS

Science, Global Health, Humanities, Geography

OVERVIEW

The purpose of this lesson is to expose novice language learners to vocabulary related to science, and world health concerns, principally the spread of the Zika virus. Additionally the activity is intended to help them to engage in critical thinking regarding language negotiation. Through engaging in this activity, learners will practice using context to discern and make predictions about the meaning of unknown words. They will also analyze unknown words through identification of cognates and linguistic patterns. This identification will allow for semantic mapping and the resulting development of complex language schemata.

STANDARDS

ACTFL World Readiness Standards

COMMUNICATION

Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CONNECTIONS

Making Connections Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

OBJECTIVES

Learners will be able to...

- Use context to negotiate and make predictions about meaning.
- Apply learning strategies to negotiate meaning, recognize cognates, and discern linguistic patterns.
- Use context to discern meaning.

- Develop language schemata.

VOCABULARY

El código genético – Genetic code	La resistencia - Resistance
El mundo - World	El ADN - DNA
La enfermedad - Disease	Sano/a - Healthy
Infeccionado/a - Infected	Infectado/a- Infected
Muerto - Dead	Destruído/a - Destroyed
Modificar - Modify	El virus - Virus
Evolucionar - Evolve	Trasmitir - Transmit
La síntoma - Symptom	El mosquito - Mosquito
Los estudios médicos - Medical Research	La fiebre - Fever
La habilidad - Ability	El dolor de cabeza - Headache
El patógeno - Pathogen	Las erupciones - Rashes
Los medicamentos - Medicines	

TIME	90 minutes	MATERIALS	<ul style="list-style-type: none"> • <i>Plague, Inc.</i> mobile application (1 per 1-5 students) • Informational text (Appendix B) • Vocabulary Handout (Appendix C) • Short informational video about Zika in the target language. English example: www.youtube.com/watch?v=2BxdNA6uxeA Spanish example: www.youtube.com/watch?v=hdAVuYC1Fds
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PROCEDURE

1. Provide learners with a short informational text (an ad for medicine and/or pamphlet for a health clinic) in the target language that is related to the Zika virus (Appendix B). Ask the learners what they are able to discern about Zika by using context. In this discussion, pay close attention to pictures, format and linguistic cues such as cognates in order to activate learners' schemata. To concretize the learning a bit more as it relates to Latin America, provide learners with a short informational video about Zika in the target language. [Spanish example](#) | [English Example](#)

2. Ask the learners specific questions about the text and the videos related to overarching comprehension (How is Zika spread? Is Zika dangerous? Where is it prevalent?). As learners offer answers, make sure to direct them to continue thinking about linguistic patterns and cognates that emerge.
3. Next, allow learners to experience how a virus like Zika spreads on a global level. They will be able to engage in this experience by playing *Plague Inc.* in the target language on the easiest setting for 20-30 minutes (enough time to finish the game). As they play, they should complete the vocabulary handout (Appendix C) by providing guesses as to the meaning of the target vocabulary to aid any discussion regarding spread of disease. Their definitions can be in either the target language or their first language. If the learners struggle, remind them to click on and highlight the related icons in their gameplay to gain additional context.
4. After time has expired, provide some time to debrief the class regarding their understanding of the spread of Zika. Additionally, allow learners to provide guesses regarding the meaning of the targeted vocabulary. Encourage them to justify answers by explaining their thinking. This think-aloud process will help learners who are struggling learn how to process unknown vocabulary words while reading.
5. The next day in class, allow learners to return to *Plague Inc.* gameplay for an additional 20 minutes. During this phase of gameplay, learners are to search for additional words that they are able to discern. They will take note of these words on the vocabulary handout.
6. Once play has ended, have the learners offer the words that they discovered to the class in order to build a vocabulary list that learners will use in other activities related Zika and other global health concerns that are relevant to Latin America. As learners offer words, they should be encouraged again to explain their thinking in discerning the meaning of each word.
7. Once the list is created, either as a class or individually, have learners create semantic maps of the vocabulary to aid their rate of acquisition. So that learners create as many connections with words as possible, encourage them to create at least three separate maps with their lists. These can be shared with other learners via Google Drive or an online learning management system. Finally, allow learners to create their own infographics regarding Zika that incorporates their game.

EVALUATION

This activity is most adept for formative evaluation methods. Learners could be evaluated in such a way for their completion of the vocabulary handout (Steps 1-5) or creation of semantic maps (Step 7). This evaluation should provide a quick recommendation to learners regarding their continued development of skills to discern unknown language.

Additionally, learners could be provided with formative feedback regarding their participation in class discussion (Steps 4 and 6) using a discussion checklist. This checklist may be used by the teacher only or each member of the class.

EXTENSION ACTIVITIES

1. Learners reflect on how viruses spread throughout the world with a quick write and classroom discussion. In this reflection, ask them to consider the countries in *Plague Inc.* in which the virus spread the most quickly, focusing specifically on the populations in Latin America that became infected during gameplay. Use these observations to engage in a conversation regarding the geographical factors that impact the spread of illness and the role of international connectivity in furthering the spread.
2. Learners create their own infographics regarding the disease that they created during gameplay. These infographics should suggest steps for prevention.
3. Learners use gameplay to imagine what a clinic is like in a Latin American country dealing with a new virus. Using basic phrases and chunks in the target language, learners will roleplay clinic visits with the doctors in the target language. After this roleplay, they engage in a free write regarding how such visits would be different in one country versus another country.

The Rising Cost of Water in Mexico

Target Audience: Intermediate language learners; Spanish learners in grades 9-12

RELATED CONTENT AREAS

Social studies, Environmental Science, Spanish

OVERVIEW

This lesson utilizes different types of technology to teach about access to water in Latin America. This lesson focuses specifically on access to potable water in Mexico with a comparison to the United States.

STANDARDS

ACTFL World Readiness Standards

COMMUNICATION

Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations, to share information, reactions, feelings, and options.

Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

COMPARISONS

Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

OBJECTIVES

Learners will be able to...

- Use vocabulary related to the environment and water.
- Compare and contrast access to potable water in Mexico and the United States.
- Understand and interpret information in the target language.

VOCABULARY

El desperdicio - Waste	La cuenca - Basin	El agua potable - Potable water
La fuga - Leak	Conservar - To conserve	Abastecer - To supply / provide
El clima - Climate	Prevenir - To prevent	Los recursos naturales - Natural resources
Desperdiciar - To waste	El plomo – Lead	El abastecimiento - Supply/Provision
Ambiental - Environmental	El agua dulce - Fresh water	Almacenar - To stock up/collect/accumulate
La tarifa - Price	El aumento - Increase	
El suministro - Supply	Contaminado/a - Polluted	
La falta - Shortage/Lack	El medio ambiente - Environment	El cambio climático - Climate change
El caudal - Water level		

TIME	MATERIALS
90-180 minutes or 1-2 class periods	<ul style="list-style-type: none"> • iPad/Smartphone (1 per 1-5 students) • Access to Instagram • Dictionary App • Palabras Claves/Keyword List (Appendix D) • Palabra Nueva Worksheet (Appendix E) • BBC Mundo news article Polémica por tarifas de agua en México (Appendix F) • Guiding questions (Appendix G)

PROCEDURE

1. Begin the lesson by having students brainstorm in the target language all the ways in which they use water. Learners may record this list on a traditional whiteboard, or on an online learning management system, such as Blackboard, Edmodo, Canvas, and Schoology. Ideas that might end up on the list include: drinking, bathing, washing clothes, cooking, etc. It is important that this list remain available to all students, as they will be completing a homework assignment using this list.
2. Next give students the keyword list (Appendix D) as well as a copy of the article from BBC Mundo (Appendix F). To avoid making hard copies of the article, you may ask students scan a QR Code that links to the article with their personal mobile devices or iPads. Students should skim the article looking for all the keywords, or *palabras claves*. After skimming, learners can work with a partner or independently to discern

the meaning using context clues.

3. Next, pass out the *palabra nueva* worksheet (Appendix E) or ask students to access the worksheet digitally through a learning management system. Students will use a dictionary app, such as WordReference, on an iPad/smartphone to find the English meaning of each word. In addition, learners will search for the part of speech, the definition in target language, synonyms and antonyms. Using the worksheet, students will draw a picture to represent their word and use it in a sentence (or copy the sentence from the news article). It is recommended that students complete this worksheet for each word on the list.
4. After the vocabulary activity, divide the class into small groups of 2-3 people. In groups, learners will work together to read the article (Appendix F) and answer the guiding questions (Appendix G) in the target language. Students should be allowed to continue using their dictionary apps to clarify any unknown words. Once students have read the article and answered the questions, the teacher will lead a class discussion to review the article make sure all the worksheet questions were answered correctly.
5. Learners will use their personal mobile devices and/or iPads to do some research on access to clean water in the United States. Students may start by researching their local water service to see how much they charge for water. They can also try to find out how much water their own family uses every month. Students should also research an area in the United States that is facing a drought and what is being done by the government to conserve water in that area. Once completing this search, students will create a Venn diagram comparing water access and usage in Mexico City and the United States in the target language.
6. As a homework assignment, students will use the brainstormed list from the beginning of class and take pictures of examples of 5 of the items in the list. Then students will post each of their 5 photos to Instagram with a description of how they are using water. The description will also include a unique hashtag (created by the teacher) for this activity. For example, a student might take a picture of themselves washing their hands and write *Uso el agua para lavarme las manos. #ComoUsoELAgua*. The following day in class the teacher can show the pictures to the class and discuss all the ways we use water every day.
7. Finally, as a summative assessment, students will work in pairs to create a 2-4 minute Vlog in the target language in which they pretend to be a person living in Mexico City. Each Vlog will give a brief introduction to the problem of affordable clean water in Mexico City, discuss why it is important to conserve water, and what the

government can do encourage conservation among the Mexican people. Students should write out a script beforehand and have the instructor review it before filming. Upon completion, students will send it to the instructor as a summative assessment. The instructor may also choose to share the Vlogs with the class.

EVALUATION

Learners will be formatively assessed by class discussions, questions, Venn diagrams and other activities.

Learners will be summatively assessed by the completion of a vlog entry.

EXTENSION ACTIVITIES

1. Students may watch the documentary *Water and Power: A California Heist* and compare and contrast the issues with water access and water rights in Mexico and California in a blog post.
2. Students may research water access in other Latin American countries such as Guatemala, Bolivia, or Ecuador, and determine which groups of people are most affected by this problem and come to a conclusion about why.

Let's Save the Caribbean! ¡Salvemos el Caribe!

Target Audience: Intermediate language learners, Spanish learners in grades 9-12

RELATED CONTENT AREAS

Biology, Ecology, Humanities

OVERVIEW

In this activity, learners work to simultaneously understand environmental issues impacting the Caribbean and to how to use persuasive language.

STANDARDS

ACTFL World Readiness Standards

COMMUNICATION

Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

OBJECTIVES

Learners will be able to...

- Explain their points of view and provide reasons to support it.
- Understand straightforward recordings.
- Write content for an advertising campaign.

VOCABULARY

El Caribe - Caribbean

Muerto - Dead

La playa - Beach

Radioactivo - Radioactive

La espuma - Foam

Atómico - Nuclear

El acero - Steel

Pestilente - Pestilent/foul

La plata - Silver	Pescar - To fish
El/la guardacostas - Coastguard	Soplar - To blow (wind)
El vertedero - Dump	Advertir - To warn
La basura - Trash	Irse - To leave
Las olas - Waves	Bañarse - To bathe/to go for a swim
El mar - Sea	El caldo de cultivo - Breeding ground

TIME	MATERIALS
200 minutes or 2 1/2 90-minute class periods	<ul style="list-style-type: none"> • Poster creation app, such as Typorama • Slack or other synchronous messaging/discussion tool • Instagram • Mobile devices (1 per 1-4 students) • Song lyrics (Appendix H) • Notes handout (Appendix I) • Greenpeace Advertisements (Appendix J) • A song about the environment to inspire work Spanish: <i>Caribe Atómico</i> by Aterciopelados www.youtube.com/watch?v=r4K67h5Ydbo English: <i>Song for a Dying Planet</i> by Joe Walsh www.youtube.com/watch?v=hX8XZBxhHXQ • Greenpeace websites in the target language www.greenpeace.org/international/en/

PROCEDURE
<ol style="list-style-type: none"> 1. Before class begins, print out and cut up the lyrics of a song related to the environment in Latin America such as Caribe Atómico by Aterciopelados (Appendix H). Put the pieces of the song in an envelope. You will need one for every four people in your class. If teaching in a language other than Spanish, find a song that involves environmental concerns and language important to persuasion (i.e., rhetorical questions, descriptions, and the imperative) such as Song for a Dying Planet by Joe Walsh. 2. As class begins, prime learners for knowledge acquisition by having them view a series of Greenpeace advertisements related to the protection of the ocean and ocean life in various Latin American countries (Appendix J). Briefly discuss the environmental concern at play in each advertisement and provide time for learners to reflect on the format of each advertisement.

3. Next, learners will work in teams of four to listen to *Caribe Atómico* (or other song in the target language) and put the lyrics in order. Repeat the song once if necessary. After playing it the last time, provide learners with the correct order of the lyrics in whatever format you like (reading out loud, projecting the song lyrics on the board on the board, passing out the lyrics as a handout).
4. Groups will use a piece of paper to draw images of the Caribbean as described in the song. Groups will post their drawings around the room.
5. Provide each group with a notes handout that features the lyrics of the song (Appendix D). Groups will move from drawing to drawing in carousel/gallery walk format, taking notes of similarities and differences seen in the drawings in the space provided on the handout.
6. Elicit the discrepancies noticed by the class in the drawings. Clarify which discrepancies were the cause of misunderstandings and which discrepancies were attributable to artistic license.
7. Next, turn your attention to evaluating the persuasive language used in the song by asking learners to explain the words underlined on the handout. If they have not yet learned commands at this point, allow for inductive reasoning regarding the rules for forming commands and provide instruction as needed to clarify misunderstandings.
8. Using a tool that allows for synchronous discussion (Slack or online discussion boards, for example) either via the computer or via mobile devices, allow learners to post observations about what makes the song persuasive.
9. Come back together as a class and dissect the discussion posts. Project the discussion and add to it as the class mentions more observations.
10. For homework, have learners create an Instagram account for use in your class (this account can be anonymous as long as you know which learners belong to each account). They should post their Instagram handles to a document on a shared collaboration space (class website, Google Docs). Allow time in class for learners to add one another as friends on their Instagram accounts.
11. Learners will create Instagram stories to share as if they were the *pez plutonio* (plutonium fish) mentioned in the song. Each story should involve three images (the fish's life before pollution, the fish's life as pollution is increasing, and the fish's life after its habitat has been destroyed by pollution). Learners should write a brief caption

that explains each photo they create, keeping the features of persuasion from the previous class in mind. Use tips for creating Instagram stories if necessary www.cnet.com/how-to/how-to-use-instagram-stories/.

12. Allow time for the learners to review the stories posted by their peers and provide discussion about which ones they thought were most persuasive and why.
13. Next, learners should create a series of three advertisements individually, either on paper/poster or with a free poster-generator app such as Typorama (if using an app, the learners can easily post the poster to their Instagram accounts). These advertisements should be related to an environmental issue impacting the Caribbean Sea and its wildlife. Learners may want to visit one of the target-language [Greenpeace websites](#) in the region to conduct research. See Appendix K for sample advertisements made with Typorama in Spanish and in English.

EVALUATION

Learners will be evaluated formatively through the creation of the drawings (Step 4), class discussion (Step 8), Instagram stories (Step 12). Educators may decide to evaluate learners formatively or summatively for the creation of the advertisements (Step 14).

EXTENSION ACTIVITIES

1. Have learners research species that are endangered in Latin America such as sloths, sea turtles, jaguars, howler monkeys, and Amazonian manatees for five days of class. As they research, they should make daily Instagram posts as the endangered species.
2. Have learners research a species that is endangered in Latin America in the target language. Using the information they found, learners should make a 30-second public service announcement in which they take on the persona of the chosen animal and ask humans to protect their species in whichever way is most relevant to the animal (eliminating pollution, protecting habitats from destruction, etc.).

International Dollars and Connections: Globalization

Conexiones y dólares internacionales: Globalización

Target Audience: Advanced language learners; Spanish learners in grades 11-12

RELATED CONTENT AREAS

Economics, History, Literature

OVERVIEW

In this activity, learners work to understand the historical context of Latin America's economic ties to the United States and the cultural impact of those ties.

STANDARDS

ACTFL World Readiness Standards

COMMUNICATION

Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

Relating Cultural Products to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

COMPARISONS

Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

OBJECTIVES

Learners will be able to...

- Understand the main idea and some details of commercials.
- Understand the main idea and some details of a piece of literature.
- Make a short, persuasive presentation in which ideas are supported and justified.

VOCABULARY	
Destapar - To open/to remove the cover from	Liberar - To liberate
Repartir - To distribute	Jugoso/a - Juicy
Bautizar - To baptize	Bufo – Comic/farcical
Enajenar - To alienate	Borracho/a - Drunk
Regalar - To give	Sabio/a - Wise
Desenvainar - To draw	Sanguinario/a - Bloodthirsty
Zumbar - To buzz	El racimo – Cluster/bunch
Deslizar - To slide	La dictadura - Dictatorship
Derramar - To spill/to shed	Las Repúblicas Bananas - Banana Republics
Arrasar - To destroy/to devastate	La sangre - Blood
Conquistar - To conquer	Las coronas - Crowns

TIME	MATERIALS
180-240 minutes or 2-3 90 minute class periods	<ul style="list-style-type: none"> • Computers with Internet access (1 per 1-4 students) • Digital recording device (1 per 1-4 students) • An online location for posting work • Coca-Cola ads: Coca-Cola para todos www.youtube.com/watch?v=zYzVW3Pqy9o Destapa la felicidad www.youtube.com/watch?v=Ncn7Cu6SEAM • Images of advertisements in Latin America (Appendix L) • Student handout (Appendix M) • <i>La United Fruit Co.</i> by Pablo Neruda (Appendix N) • Mind Map (Appendix O) • A brief history of the United Fruit Co with comprehension questions (Appendix P) • Commercial planning sheet (Appendix Q) • Peer review protocol (Appendix R)

PROCEDURE

1. Introduce learners to globalization in Latin America by doing a Google Image search in the target language with the name of a United States company or product and country in the region. Project the images as you find them in the classroom, making sure to end with an image related to Coca-Cola. Some good examples of images can be seen in Appendix L. As students look at each image, they should react by writing brief responses to the “I see, I think, I wonder” protocol on the student handout (Appendix M). Allow about 5 minutes of thinking/writing time per image.
2. After the writing has ended, prompt the learners to discuss what similarities and differences they note between the images from Latin America and the images that they have seen in the United States. Make sure to ask questions about product adaptations, product positioning, and language choice that was interesting or surprising.
3. Learners will watch two commercials for Coca-Cola on YouTube ([Coca-Cola para todos](#) & [Destapa la felicidad](#)). As they watch, students will use the handout (Appendix M) to respond to questions about how Coca-Cola presents itself and its values. Feel free to play each commercial two or more times. Follow up commercial play with a brief discussion of what students noticed.
4. Provide learners with a copy of [La United Fruit Co.](#) by Pablo Neruda (Appendix N). As a class, create a Venn diagram to compare and contrast the image of Coca-Cola projected in contemporary ads with the image of the American companies portrayed by Neruda in the first stanza of the poem.
5. The next day in class, learners will finish reading *La United Fruit Co.* in groups of 4. In order to disentangle some of the complex imagery and language within the poem, each group member is in charge of scanning the poem and documenting language related to 1) American Companies and Religious References; 2) Descriptions of Dictatorships; 3) Descriptions of Latin America and the Latin American People; and 4) Actions of La United Fruit Co. These observations will be documented on a synchronous mind mapping tool such as Google Drawings or [mind42.com](#) (Appendix O). It is important to note that educators should have access to the mind maps in order to judge comprehension of the poem as the learners are working.
6. Using the language documented in the mind maps as a guide, ask learners to predict what they will read in a brief history of the United Fruit Company (Appendix P). Learners will then verify their predictions using a relatively brief overview of the company.

7. To close, learners will pretend that they are executives from the United Fruit Company. Guided by the commercial planning worksheet (Appendix Q), they will plan a two-minute commercial in which they advertise job openings for either plantation workers or attempt to attract new dictators for future economic collaboration. If learners have not reviewed language typical to commercials (i.e., rhetorical devices, commands, and the subjunctive mood), it may be necessary to provide some instruction before the learners begin planning their commercials.
8. After planning the commercials, learners will record them. These recordings can be live or animated. While any method of recording is fine, it is important to create digital versions of the commercials if possible. Free or low-cost apps such as Filmmaker Pro are recommended for their editing capabilities and their ability to incorporate text and images in the recordings.
9. Finally, learners should post their commercials to an online location (classroom learning management system, Google Drive) so that they can provide one another with feedback according to a peer review protocol (Appendix R).

EVALUATION

Teachers will be able to assess learning formatively during classroom discussions (Steps 2, 3, and 4), by reviewing mind map creation (Step 5), and by evaluating reading comprehension (Step 6).

Teachers may wish to use commercials (Steps 8 and 9) formatively or summatively, depending on the context of the lesson or where it falls within a larger unit of study. If the commercials will be used as a summative assessment, it is important to provide feedback at the planning phase (Step 7) and allow for subsequent drafts of the videos as appropriate.

EXTENSION ACTIVITIES

1. Guide learners through a reading of *Mr. Taylor* by Augusto Monterroso (<http://ciudadseva.com/texto/mister-taylor/>), a satire that explores how consumption abroad impacts Latin American countries politically and socially.
2. Have learners research an international company in Latin America such as Walmart. Divide the class into two groups to debate whether or not the company should be permitted to enter any more Latin American countries.

Bolivian Water Crisis

Target Audience: Advanced language learners; Spanish learners in grades 11-12

RELATED CONTENT AREAS

Social studies, Environmental Science, Spanish

OVERVIEW

This lesson utilizes technology to introduce students to water crises throughout Latin America. This particular lesson focuses specifically on Bolivia and the decades-long struggle with water rights and access.

STANDARDS

ACTFL World Readiness Standards

COMMUNICATION

Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations, to share information, reactions, feelings, and options.

Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

CONNECTIONS

Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

OBJECTIVES

Learners will be able to...

- Use vocabulary related to water and the environment.
- Understand and interpret information in the target language.
- Summarize the current problems Bolivians face with respect to access to water.

VOCABULARY

La falta - Shortage	El cambio climático – Climate change
La sequía - Drought	El medio ambiente - Environment
Paulatino/a - gradual/slow	Evaporar - To evaporate
Protestar - To protest	La crisis - Crisis
Secar - To dry	Agua dulce - Fresh water
El embalse – Reservoir	Agua potable - Potable water/Drinking water
La escasez – Shortage/scarcity	

TIME		MATERIALS
90-180 minutes or 1-2 class periods		<ul style="list-style-type: none"> • QR Code reader/generator app • Twitter • Dictionary app (WordReference) • iPads/Smartphone (1 per 1-5 students) • Video <i>Escases de agua en la ciudad de La Paz Bolivia</i> www.youtube.com/watch?v=wxdDvVw7fzE • QR Codes linked to images (Appendix S) • Word Cloud (Appendix T) • BBC Mundo News article (Appendix U) • Guiding questions (Appendix V)

PROCEDURE

1. As an introduction to the lesson, hang QR Codes (Appendix S) around your classroom. Once scanned, the QR Codes link to photos and/or short videos (1 minute or less) related to the Bolivian Water Crisis in the target language. Students will participate in a carousel/gallery walk where they use mobile devices to scan the QR Codes and look at the image or watch the video. Students should write notes in the target language about how the video/image makes them feel, what it is about, and other information they feel is important. Upon completion, students will share what their notes the class and engage in a class discussion.
2. After the discussion, students will divide into small groups of 2-3 people. Each group will be given the same word cloud (Appendix T), or a teacher-created word cloud using <http://www.wordle.net/>. Students will read over the words in the word cloud and use a dictionary app (such as WordReference) to look up definitions of unfamiliar

words. Based on the word cloud, students will then make a prediction about what the article is about.

3. Remaining in small groups, students will receive the Spanish-language news article (Appendix U) and guiding questions (Appendix V). Students will read the article in and work collaboratively to answer the guiding questions in the target language.
4. Once all groups have completed the reading, the teacher will conduct a whole-group discussion about the article and guiding questions. The teacher will review the answers with the students.
5. Next the teacher will show a news clip from YouTube titled, [*Escases de agua en la ciudad de La Paz Bolivia*](#). This newscast discusses the water crisis in La Paz, Bolivia. For an English language video, the following is recommended: www.youtube.com/watch?v=wxdDvVw7fzE. Students will notes on the newscast while watching the video. Feel free to play the newscast two or more times. Follow up newscast play with a brief discussion of access to water in Bolivia.
6. Next, students will work individually to search on Twitter for the hashtag #LaPazSinAgua. Students will read tweets by people from Bolivia related to the water crisis and create a series of 3-5 tweets as if they were a Bolivian living in La Paz. They should also create their own Hashtag to go with their tweets. Students will post their tweets to Twitter using a unique hashtag.
7. Finally students will write an email to Evo Morales, the Bolivian president, discussing their opinion on the water crisis and offering advice on how the government can fix the water shortage and prevent one in the future.

EVALUATION

Learners may be evaluated formatively through in class discussions, completion of the guided questions to the news article, notes taken while watching the news report and answers to the Gallery walk activity.

Learners may be evaluated summatively on the email to the Bolivian president (step 7).

EXTENSION ACTIVITIES

1. Ask learners to research other water crises in Latin American and/or the United States, such as Mexico, Guatemala, or Flint, Michigan. Students may create a presentation for the class.
2. Create a WebQuest and have the learners research the Cochabamba Water Wars in Bolivia.
3. Ask learners to compare and contrast access to clean water in the United States and Bolivia. What populations of people are often affected by these crises? What is the long-term effects on the environment?

Key Terms

Avatar	A digital figure meant to represent a person.
Bitmoji	An application used to create and share a personal avatar. Users can share bitmojis in text messages with other people and use them on various social media platforms such as Snapchat.
Blackboard	An online Learning management system. (see Learning Management System)
Blog	A regularly-updated website used for the dissemination of information. In a classroom setting, a blog can be used for sharing work and engaging in class discussions.
Canvas	An online Learning management system. (see Learning Management System)
Edmodo	An online Learning management system that has a similar layout to the social media platform Facebook, differentiating it from other LMSs (see Learning Management System).
Emoji	A small digital icon used to represent a feeling/emotion, idea, etc. in text messages or on social media sites.
Filmmaker Pro	A freemium mobile application by Samer Azzam that allows users to capture and edit video.
Freemium	An adjective used to describe mobile applications that include some free features and some features that must be purchased to be unlocked.
Google Drive	An online cloud service powered by Google that allows for the synchronous creation and sharing of documents, spreadsheets, presentations, surveys, and other file types.
Google Docs	A feature within Google Drive in which users can make documents similar to those found in Microsoft Word.
Google Drawings	A document type within Google Drive that allows users to create graphic organizers or other documents involving images.
Hashtag	A word or phrase preceded by the # sign. Hashtags are used on social media sites such as Twitter or Instagram for searching for posts related to specific topics.
Instagram	A social media site and mobile app that allows users to take, edit and share pictures and videos both privately and publicly.
Kahoot	A website to make online multiple-choice quizzes and turn them into games. Once a quiz is created, students login and take the quiz along with

Kahoot (cont.)	their classmates. The quiz looks like a game; it shows stats after every question and has a class leaderboard. Students complete the quiz to earn points based on how quickly they answer the questions and if they selected the correct answer.
Learning Management System (LMS)	A LMS is a software application used as a way to communicate online with a class. Typically LMSs have the ability to administer, document, track, deliver and report educational content. Examples of LMSs are: Blackboard, Canvas, Edmodo, or Schoology.
Mind42.com	A website that allows users to create and share graphic organizers synchronously. Users can enhance graphic organizers by linking photos, websites, and other sources.
Mind Map	Also known as a brain web, a mind map is essentially a graphic organizer.
Plague Inc.	A mobile game created by Ndemic Creations in which players attempt to evolve a disease to spread readily throughout the world.
QR Code	A machine-readable code using black and white squares. QR Codes typically link to URLs (web addresses).
Schoology	An online Learning management system. (see Learning Management System)
Slack	An online instant messaging and synchronous discussion platform.
Snapchat	A social media application that allows users to take, edit and send pictures and videos to their friends. Users can also message each other within the app.
Tellagami	A mobile app that allows the user to create an avatar, select a background or picture from their camera roll, and narrate it.
Thread	A tool used in broad discussions, threads can organize broader discussions into subtopics.
Twitter	A social networking site which allows users to write and post short (140 character) messages called <i>tweets</i> . Users can view, like and share other users' tweets.
Typorama	A mobile app developed by Apperto Ltd that allows users to create posters by overlaying text on images.
Vlog	A video blog that functions as a spoken journal entry. The vlog can be posted online.

WebQuest	An inquiry-oriented lesson activity in which all the information students work with is found on the internet. A good website to create and search for pre-made WebQuests is www.zunal.com
Word Cloud	An image made from the words from a certain text. Within the image, words that are more frequent in the text appear larger than the words which are less frequent.
Wordle.net	A website used to create word clouds.
WordReference	An online dictionary and mobile app available in many languages. WordReference provides users with definitions, antonyms, and synonyms of word in the target language.

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<p>Games for Change http://www.gamesforchange.org/</p>	<p>Dedicated to fomenting social change with digital gaming, this website provides brief overviews of socially-minded games. These games are typically low-cost or free and appropriate to a wide variety of learning contexts.</p>
<p>InterCom https://caslsintercom.uoregon.edu/</p>	<p>A weekly email digest, each issue provides educators with curated content that is matched to their needs and interest along with a short overview of a contemporary issue in language acquisition and a ready-made classroom activity.</p>
<p>LinguaFolio Online https://lfonetwork.uoregon.edu/</p>	<p>A digital language learning portfolio that is available at a low cost (\$2/student/year), this tool is based off of the NCSSFL-ACTFL Can-Do Statements and allows educators and students to document evidence of ongoing language proficiency development.</p>
<p>www.zunal.com</p>	<p>A website for WebQuests, it can be used to search for preexisting quests or to create one's own.</p>

Acknowledgements

This curriculum guide was produced by the Center for Latin American Studies at Vanderbilt University with support from the U.S. Department of Education Title VI National Resource Center grant. The Center for Latin American Studies seeks to expand awareness and knowledge of Latin America in K-16 settings.

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APPENDIX

Pollution and Recycling (A)

Zika Exploration via Gameplay with *Plague Inc.* (B, C)

The Rising Cost of Water in Mexico (D, E, F, G)

Let's Save the Caribbean! (H, I, J, K)

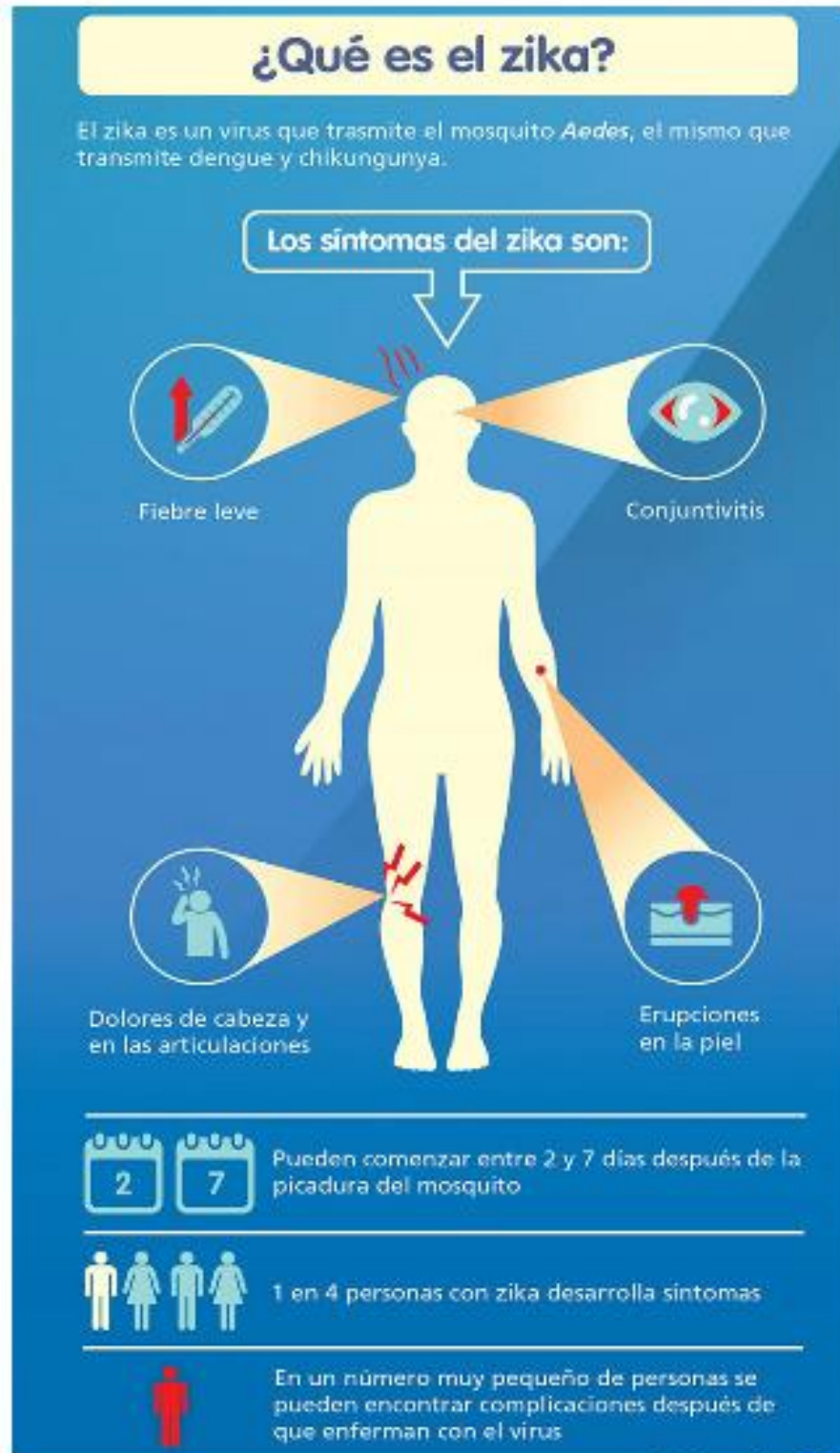
International Dollars and Connections: Globalization (L, M, N, O, P, Q, R)

Bolivian Water Crisis (S, T, U, V)

**POLLUTION AND RECYCLING NOVICE
VOCABULARIO NUEVO - NEW VOCABULARY**

El agua	Water
El aire puro	Clean air
El árbol	Tree
La basura	Trash
La botella	Bottle
La contaminación	Contamination/Pollution
La flor	Flower
El jardín	Garden
El lago	Lake
La lata	Tin
El mar	Sea/Ocean
La naturaleza	Nature
El océano	Ocean
El planeta	Planet
El plástico	Plastic
La playa	Beach
La polución	Pollution
El reciclaje	Recycling
El río	River
La tierra	Earth/Ground/Soil
El vidrio	Glass
Contaminar	To contaminate/To pollute
Conservar	To conserve
Proteger	To protect
Reutilizar	To reuse
Tirar	To throw away
Contaminado/a	Polluted/contaminated
Limpio/a	Clean
Sucio/a	Dirty

Example Informational Text (Spanish)



Infografía: OMS

<http://www.larazon.net/2016/02/03/la-epidemia-de-zika-avanza-y-los-casos-de-guillain-barre-aumentan/>

Example Informational Text (English)

ZIKA VIRUS

What is Zika?

Zika is a virus transmitted by the *Aedes* mosquito, which also transmits dengue and chikungunya.

Zika can cause:

- Mild fever
- Conjunctivitis
- Headache and joint pain
- Skin rash

Onset is usually 2-7 days after the mosquito bite

1 in 4 people with Zika infection develops symptoms

A very small number of people can develop complications after becoming ill with the virus

Pan American Health Organization
 World Health Organization
 Americas

#zika
 #FightAedes
 #ZikaVirus
www.paho.org/zikavirus

<https://s-media-cache-ak0.pinimg.com/originals/4d/87/b9/4d87b9fe4b4c9c6b46037e33d2c25fcf.png>

Vocabulary Handout (Spanish)

Step 1

Play *Plague Inc.* for twenty to thirty minutes. Look at these screenshots of the game and identify the words indicated in the table below each image. Explain what clues (context, cognates, or linguistic patterns) let you guess the meaning of the unknown word(s). When making your meaning predictions, remember to find similar screens in the game. Doing so will help you to see text appear after you have highlighted or clicked icons. **Images: *Plague Inc.* by Ndemic Creations**

These words will form part of our class vocabulary list.



Significado de <i>código genético</i>	Justificación



Significado de <i>Mundo</i>	Justificación



Significado de <i>Muertos</i>	Justificación



Significado de <i>Síntomas</i>	Justificación



Significado de <i>Estudios médicos</i>	Justificación



Significado de <i>cura</i>	Justificación



Significado de <i>medicamentos</i>	Justificación



Significado de <i>Transmisión</i>	Justificación



Significado de <i>infectados y sanos</i>	Justificación

Vocabulary Handout (Spanish)

Step 2

Continue to play the game *Plague Inc.* As you play, look for words that you think that you can understand given context and identification of cognates and linguistic patterns. Try to figure out as many words as you can, but commit to making predictions about meaning with a minimum of ten. Next to each word, explain how you were able to understand the meaning of the previously unknown word, just like you did in Step 1.

We will discuss these additional words as a class to add to our vocabulary list.

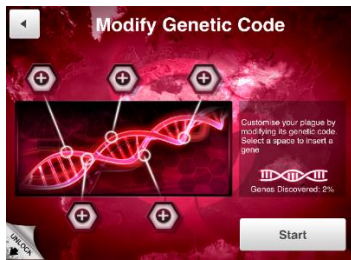
Palabra	Justificación
1.	
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11.	
12.	
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17.	
18.	

Vocabulary Handout (English)

Step 1

Play *Plague Inc.* for twenty to thirty minutes. Look at these screenshots of the game and identify the words indicated in the table below each image. Explain what clues (context, cognates, or linguistic patterns) let you guess the meaning of the unknown word(s). When making your meaning predictions, remember to find similar screens in the game. Doing so will help you to see text appear after you have highlighted or clicked icons. *Images: Plague Inc. by Ndemic Creations*

These words will form part of our class vocabulary list.



Meaning of <i>Genetic Code</i>	Justification



Meaning of <i>World</i>	Justification



Meaning of <i>Dead</i>	Justification



Meaning of <i>Symptoms</i>	Justification



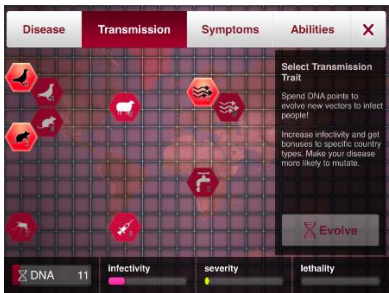
Meaning of <i>Medical Research</i>	Justification



Meaning of <i>Cure</i>	Justification



Meaning of <i>Drug</i>	Justification



Meaning of <i>Transmission</i>	Justification



Meaning of <i>Infected and Healthy</i>	Justification

Vocabulary Handout (English)

Step 2

Continue to play the game *Plague Inc.* As you play, look for words that you think that you can understand given context and identification of cognates and linguistic patterns. Try to figure out as many words as you can, but commit to making predictions about meaning with a minimum of ten. Next to each word, explain how you were able to understand the meaning of the previously unknown word, just like you did in Step 1.

We will discuss these additional words as a class to add to our vocabulary list.

Word	Justification
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	

**MEXICO WATER CRISIS INTERMEDIATE
PALABRAS CLAVES - KEYWORDS**

El abastecimiento	El agua dulce
El agua potable	El aumento
El cambio climático	El caudal
El cima	La cuenca
El desperdicio	La falta
La fuga	El medio ambiente
El plomo	Los recursos naturales
El suministro	La tarifa
Abastecer	Almacenar
Conservar	Desperdiciar
Prevenir	
Ambiental	Contaminado/a

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El cima	La cuenca
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La fuga	El medio ambiente
El plomo	Los recursos naturales
El suministro	La tarifa
Abastecer	Almacenar
Conservar	Desperdiciar
Prevenir	
Ambiental	Contaminado/a

Palabra Nueva

Palabra: _____ Parte de habla: _____

Traducción al inglés:

Definición:

Sinónimos:

Antónimos:

Dibujo:



Oración:

Polémica por tarifas de agua en México

Alberto Nájar

BBC Mundo, México

viernes, 12 de marzo de 2010 15:55 GMT

Por fugas y la ausencia de una cultura ambiental, la capital mexicana es una de las ciudades con mayor desperdicio de agua en América Latina, según reconocen las autoridades. Y para solucionar el problema, el Gobierno del Distrito Federal (GDF) aumentó a partir de marzo las tarifas al consumo doméstico.

La decisión causó una intensa polémica entre los habitantes de la ciudad, quienes denunciaron un aumento de hasta 500% en el precio del suministro del líquido. Las autoridades han dicho que el incremento es necesario no sólo para contener el desperdicio, sino porque el servicio de agua en la capital tiene un costoso subsidio.

Pero más allá de la polémica algunos especialistas señalan que, en el fondo, el problema es la falta de cultura ambiental en el país. Y es que para muchos, añaden, cuidar el agua no está en sus prioridades.

"El uso y manejo del agua se distinguen, con mucha frecuencia, por el desperdicio y la irregularidad de muchos de los actores de la sociedad", dijo recientemente Carlos Fernández, presidente del independiente Consejo Consultivo del Agua.

Duro castigo

Pero otros opinan que la capital mexicana tiene un sistema de abastecimiento poco sustentable, porque al menos la mitad del agua potable que llega a la ciudad se obtiene de cuencas ubicadas entre 127 y 143 kilómetros de distancia de la capital.

Las fuentes se encuentran a una altura menor a la de Ciudad de México, por lo que el líquido se eleva 1.100 metros con varias estaciones de bombeo, de acuerdo con datos de la gubernamental Comisión Nacional del Agua (CNA). Eso representa un enorme gasto de energía y, sobre todo, una inversión que supera, sólo en electricidad, los US\$131 millones al año.

"No hemos construido otras soluciones, por ejemplo almacenar agua en las zonas montañosas que rodean la ciudad. Hay 45 ríos que pueden aprovecharse", le dijo a BBC Mundo Jorge Legorreta, investigador de la Universidad Autónoma Metropolitana (UAM).

De hecho, para frenar el desperdicio el GDF estableció sanciones estrictas contra quienes tiren el líquido, como el encarcelamiento hasta por 36 horas a los infractores.

Según datos oficiales, en la capital mexicana se desperdicia el 40% del agua potable que llega a la ciudad, es decir unos 400 millones de metros cúbicos al año, cantidad que sería suficiente para abastecer a la población de Honduras. El promedio internacional de desperdicio, en poblaciones similares, es de 20% del abastecimiento total.

Cambio climático

La decisión de aumentar las tarifas por consumo de agua ocurrió después de que Ciudad de México vivió en 2009 una de las peores crisis de abastecimiento en las últimas décadas, según el GDF.

Las autoridades redujeron una tercera parte de la distribución del líquido en Ciudad de México, porque las presas que le suministran agua estaban semivacías.

El alcalde Marcelo Ebrard dijo que la sequía fue consecuencia del cambio climático. "La ciudad puede quedarse sin agua en los próximos años, por eso hay que cuidarla", advirtió.

De acuerdo con especialistas, el bajo costo del agua potable en la capital mexicana es un factor que propicia su desperdicio. Proporcionar un metro cúbico de agua a la ciudad cuesta US\$53 centavos, pero los capitalinos pagan un promedio de US\$15 centavos.

La crisis de desabastecimiento fue temporalmente superada en febrero pasado, cuando el país registró las lluvias más intensas de las últimas décadas, según reconoció el Servicio Meteorológico Nacional. La causa de las precipitaciones "atípicas", como señalaron las autoridades, fue una variación del clima en la región.

Sin embargo, el aumento en los caudales no canceló las nuevas tarifas por el consumo de agua, lo cual provocó que cientos de capitalinos promovieran juicios legales para no pagar las nuevas tarifas.

http://www.bbc.com/mundo/america_latina/2010/03/100312_mexico_agua_tarifa_lp.shtml?print=1

Preguntas del Artículo

Nombre _____ **Fecha** _____

1. ¿Qué hizo el Gobierno del Distrito Federal para solucionar el problema del desperdicio del agua en la capital? *What did the government do to solve the problem of wasting water in the capital?*

2. ¿Qué puede hacer el gobierno para alentar y enseñar a la gente acerca de la conservación del agua? *What can the government do to encourage and teach people about water conservation?*

3. ¿Qué tan lejos de la capital están las cuencas que almacenan el agua para la Ciudad de México? *How far away from the capital are the basins that store the water for Mexico City?*

4. ¿Cómo llega el agua a la ciudad? ¿Por qué es un método poco sustentable? *How does the water get to the city? Why is this an unsustainable method?*

Caribe Atómico por Aterciopelados

No te vayas a la playa que el caribe está muy raro

No hay veleros ni hombres rana, bañistas ni marineros

Caribe atómico

Mayday Mayday, Guardacostas advierten no hacerse a la mar

Mayday Mayday, Puedes pescarte un virus tropical

Soplan vientos pestilentes sobre su arena caliente

El mar brilla radioactivo, es un caldo de cultivo

Caribe atómico

Del lugar paradisiaco de romance y aventura

Solo queda un mar muerto vertedero de basura

Caribe atómico

Mayday Mayday, Guardacostas advierten no hacerse a la mar

Mayday Mayday, Puedes pescarte un virus tropical

¡Salvemos el Caribe!

Paso 1: Examinar la letra de *Caribe Atómico* por Aterciopelados.

Para este paso, van a examinar la letra de *Caribe Atómico*. **No escriban nada bajo “Apuntes”** hasta la discusión en clase acerca de la gramática.

Letra	Apuntes
No te <u>vayas</u> a la playa que el Caribe <u>está muy raro</u> No hay veleros ni hombres rana, bañistas ni marinerso	
<u>Caribe atómico</u>	
No te <u>bañes</u> en sus aguas. Tiene <u>espumas sospechosas</u> .	
Solo nada <u>el pez plutonio</u> entre olas de acero y plata	
Caribe atómico	
Mayday mayday <u>Guardacostas advierten</u> no hacerse a la mar	
Mayday mayday Puedes pescarte <u>un virus tropical</u>	
Soplan <u>vientos pestilentes</u> sobre su arena caliente	
El mar <u>brilla radioactivo</u> , es <u>un caldo de cultivo</u> Caribe atómico	
<u>Del lugar paradisíaco</u> de romance y aventura <u>Solo queda un mar muerto-vertedero de basura</u>	

Paso 2: Dibujar la escena

En grupos de 4, van a dibujar la escena descrita por la canción. Etiqueten (label) el dibujo con las palabras de la canción.

Paso 3: Comparar y contrastar

Comparen y contrasten el dibujo de su grupo con los dibujos de los otros grupos. Escriban sus apuntes en la caja en el dorso de esta página.

Apuntes:

Let's Save the Caribbean!

Step 1: Evaluate the lyrics to *Song For a Dying Planet* by Joe Walsh

For this step, you will evaluate the lyrics from *Song for a Dying Planet*. Do not write anything under “Notes” until the grammar discussion.

Lyrics	Notes
Is <u>anyone</u> out there?	
Does <u>anyone</u> listen or care <u>anymore</u> ?	
We are <u>living</u> on a <u>dying planet</u> .	
We're <u>killing</u> everything that's <u>alive</u> ,	
And <u>anyone</u> who tries to deny it <u>wears a tie</u>	
And gets <u>paid to lie</u>	
So I wrote these songs for a <u>dying planet</u> ,	
I'm sorry, but I'm <u>telling the truth</u> ,	
And for <u>everybody trying</u> to save it These songs are for you too,	
Is anyone out there?	

Step 2: Draw the Scene


In groups of 4, create a drawing to represent the song. Label the drawing with the lyrics.

Step 3: Compare and Contrast

Compare and contrast your drawing with the drawings from the other groups. Write your notes in the box below. Use the back of the sheet if necessary.

Notes:

Greenpeace Advertisements in Spanish




**UN OCÉANO
SIN BALLENAS
ES COMO LOS
SIMPSON SIN HOMERO.**

Chile, SANTUARIO DE BALLENAS.

Si las ballenas se extinguen, cientos de especies
mueren junto a ellas.
Día de la Defensa de los Océanos
17 de Mayo/11horas/Pza. de la Victoria, Valpo.

GREENPEACE www.greenpeace.cl



**¡EVITEMOS LA EXTINCIÓN
DE LA VAQUITA MARINA!**
GREENPEACE.MX/VAQUITA-MARINA



GREENPEACE

http://farm3.static.flickr.com/2221/2459843857_36a0bee6e2.jpg?v=0

https://newsmailmagazinevirtual.files.wordpress.com/2014/12/934881_10152850968750275_5260349302052101109_n.png?w=1200

Typorama Advertisements



made with TYPORAMA



made with TYPORAMA

Advertisements from Latin America

McDonalds in Honduras



Walmart in Mexico



Movies in Latin America



Coca-Cola in Latin America



Los Anuncios Latinoamericanos

Paso 1 Vas a ver una serie de anuncios latinoamericanos. Responde a cada anuncio por escribir una respuesta a las preguntas.

Imagen 1: _____

1. ¿Qué ves?
2. ¿Qué piensas de la imagen?
3. ¿Qué te preguntas acerca de la imagen?

Imagen 2: _____

1. ¿Qué ves?
2. ¿Qué piensas de la imagen?
3. ¿Qué te preguntas acerca de la imagen?

Imagen 3: _____

1. ¿Qué ves?
2. ¿Qué piensas de la imagen?
2. ¿Qué te preguntas acerca de la imagen?

Imagen 4: _____

1. ¿Qué ves?

2. ¿Qué piensas de la imagen?

3. ¿Qué te preguntas acerca de la imagen?

Paso 2 Vas a mirar dos anuncios que promocionan Coca-Cola. Escribe respuestas a las preguntas abajo.

Video 1: Coca-Cola para todos (<https://www.youtube.com/watch?v=zYzVW3Pqy9o>)

Video 2: Destapa la felicidad (<https://www.youtube.com/watch?v=Ncn7Cu6SEAM>)

	Coca-Cola para todos	Destapa la felicidad
Basándote en los anuncios, ¿cuáles son unas palabras que asociarías con Coca-Cola?		
Basándote en los anuncios, ¿Cuáles son los valores de Coca-Cola?		

Latin American Ads

Step 1 You are going to see a series of ads from Latin America. Respond to each ad by writing a response to the questions below.

Image 1: _____

1. What do you see?
2. What do you think of it?
3. What do you wonder about it?

Image 2: _____

1. What do you see?
2. What do you think about it?
3. What do you wonder about it?

Image 3: _____

1. What do you see?
2. ¿What do you think about it?
3. What do you wonder about it?

Image 4: _____

1. What do you see?

2. What do you think about it?

3. What do you wonder about it?

Step 2 You are going to see two commercials that promote Coca-Cola.

Video 1: America is Beautiful (<https://www.youtube.com/watch?v=xYVu7tRXuoM>)

Video 2: Open Happiness (<https://www.youtube.com/watch?v=P7ADWd9Psag>)

	America is Beautiful	Open Happiness
Thinking about the ads, what are some words that you could associate with Coca-Cola?		
What do you think Coca-Cola values?		

Pablo Neruda: "La United Fruit Co." from Canto General (1950)

Cuando sonó la trompeta,
estuvo todo preparado en la
tierra, y Jehova repartió el
mundo a Coca-Cola Inc.,
Anaconda, Ford Motors, y otras
entidades: la Compañía Frutera
Inc. se reservó lo más jugoso, la
costa central de mi tierra, la
dulce cintura de América.

Bautizó de nuevo sus tierras
como "Repúblicas Bananas," y
sobre los muertos dormidos,
sobre los héroes inquietos que
conquistaron la grandeza, la
libertad y las banderas,
estableció la ópera bufa:
enajenó los albedríos regaló
coronas de César, desenvainó la
envidia, atrajo la dictadora de
las moscas, moscas Trujillos,
moscas Tachos, moscas Carías,
moscas Martínez, moscas
Ubico, moscas húmedas de
sangre humilde y mermelada,
moscas borrachas que zumban
sobre las tumbas populares,
moscas de circo, sabias moscas
entendidas en tiranía.

Entre las moscas sanguinarias la
Frutera desembarca, arrasando
el café y las frutas, en sus
barcos que deslizaron como
bandejas el tesoro de nuestras
tierras sumergidas.

Mientras tanto, por los abismos
azucarados de los puertos, caían
indios sepultados en el vapor de
la mañana: un cuerpo rueda,
una cosa sin nombre, un
número caído, un racimo de
fruta muerta derramada en el
pudridero.

When the trumpet sounded
everything was prepared on
earth, and Jehovah gave the
world to Coca-Cola Inc.,
Anaconda, Ford Motors, and
other corporations. The United
Fruit Company reserved for
itself the most juicy piece, the
central coast of my world, the
delicate waist of America.

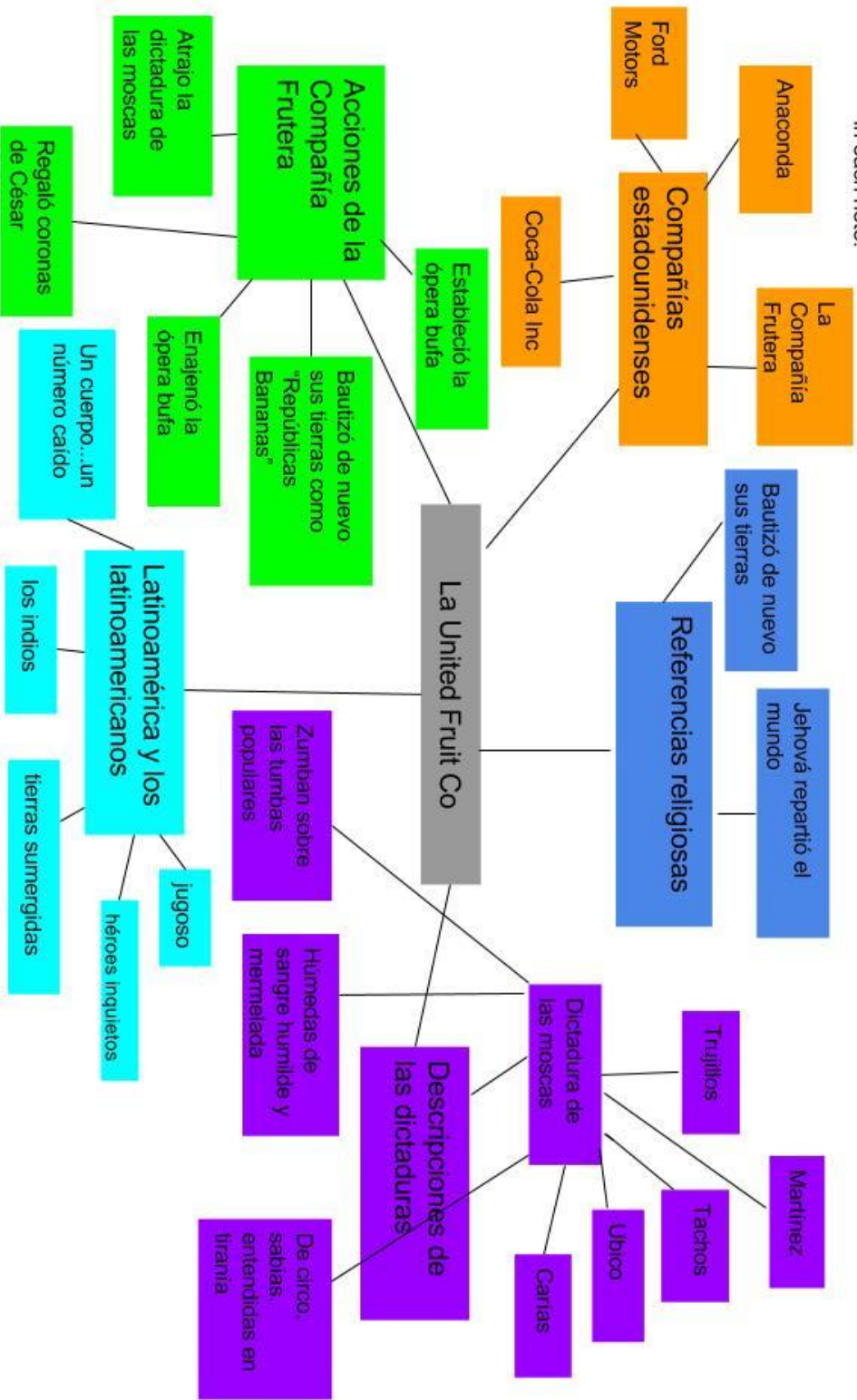
It rebaptized these countries
Banana Republics, and over the
sleeping dead, over the unquiet
heroes who won greatness,
liberty, and banners, it
established an opera buffa: it
abolished free will, gave out
imperial crowns, encouraged
envy, attracted the dictatorship
of flies: Trujillo flies, Tachos flies
Carias flies, Martinez flies, Ubico
flies, flies sticky with submissive
blood and marmalade, drunken
flies that buzz over the tombs of
the people, circus flies, wise
flies expert at tyranny.

With the bloodthirsty flies came
the Fruit Company, amassed
coffee and fruit in ships which
put to sea like overloaded trays
with the treasures from our
sunken lands.

Meanwhile the Indians fall into
the sugared depths of the
harbors and are buried in the
morning mists; a corpse rolls, a
thing without name, a discarded
number, a bunch of rotten fruit
thrown on the garbage heap.

Example Mind Maps

To see an example mind map in English from mind42.com, please go to <https://mind42.com/public/595a8dfc-4c07-4347-a331-8956933f048b>. Please note that the words from the poem are listed in each note.



United Fruit Company (Español)

Paso 1: Vas a leer información acerca de la United Fruit Co. Antes de leer, decide si las oraciones abajo son verdaderas o falsas.

1. La United Fruit Co era una compañía muy ética. | V | F |
2. La United Fruit Co solía explotar a los obreros. | V | F |
3. La United Fruit Co era una monopolía. | V | F |
4. La United Fruit Co siempre formaba acuerdos corruptos con los políticos en paíscaribeños. | V | F |
5. Más de 25.000 campesinos colombianos que trabajaban por la United Fruit Co fueron asesinados después de una protesta. | V | F |
6. Una *República Banana* es un país que vende muchos bananos. | V | F |

Paso 2: Lee el texto “La United Fruit Company en Centroamérica”

(http://contenidos.ceibal.edu.uy/fichas_educativas/_pdf/historia/america/o48-la-united-fruit-company-en-centroamerica.pdf).

Paso 3: Contesta las preguntas de Paso 1 de nuevo.

United Fruit Company (English)

Step 1: You are about to read information about the United Fruit Company. Before reading, decide if the statements below are true or false.

1. The United Fruit Company was very ethical. | T | F |
2. The United Fruit Company exploited workers. | T | F |
3. The United Fruit Company was a monopoly. | T | F |
4. The United Fruit Company formed corrupt alliances with politicians in Caribbean countries. | T | F |
5. More than 25,000 United Fruit Company workers were killed after a protest. | T | F |
6. A *Banana Republic* is a country that sells a lot of bananas. | T | F |

Step 2: Scan the chronology of the United Fruit Company

(<http://www.unitedfruit.org/chron.htm>) for information related to the questions you answered in Step 1.

Paso 3: Answer the questions in Step 1 again.

Planear un anuncio

Eres un/a ejecutivo/a para la United Fruit Company. Quieres mejorar la compañía por contratar a unos nuevos obreros o por formar nuevas alianzas con dictadores corruptos. Para realizar tu meta, vas a preparar un spot publicitario de 2 minutos en el que promocionas la compañía.

Hacer el plan

1. Tu audiencia _____
2. ¿Qué ventajas de trabajar con/para la United Fruit Co vas a mencionar?
3. ¿Cómo puedes refutar las reclamaciones negativas que se han hecho acerca de la United Fruit Co?

Escribir

Escribe un breve resumen de tu spot publicitario. Después de practicarlo, rodea el spot.

Compartir

Después de hacer tu spot, no te olvides de compartir tu video con un/a compañero/a de clase.

Planning a commercial

You are an executive for the United Fruit Company. You want to improve the company by hiring some new workers or by forming new alliances with corrupt dictators. To do that, you are going to make a two-minute commercial that promotes the company.

Making the plan

1. Your audience _____
2. What are the advantages of working for or with the United Fruit Company that you want to mention?
3. How can you refute any negative claims that have been made about the United Fruit Company?

Writing

Write some notes to guide your commercial.

Sharing

After making your ad, make sure to share it with a classmate.

Peer Review Guidelines

1. Read or listen to your classmate’s work. You may take notes on another sheet of paper.
2. After you are done reading or listening, produce a short summary of what your classmate created. Record that summary below.
3. Circle all of the things that you think your partner does well.

Has a clear purpose/objective

Organizes ideas in an effective manner

Uses effective transitions

Formatting appropriate to context

Has clearly developed ideas

Has clearly supported ideas

Employs an appropriate tone and register throughout

Uses varied and engaging language

Other observation _____

Notes:

4. Make a suggestion for your partner regarding how he or she could improve his or her work. Do not focus on small details but rather tips that are meaningful to meaning making. Record your idea below along with an example of what that improvement might look like.

Opportunity for improvement	Example(s)

QR CODE 1



QR CODE 2



QR CODE 3



QR CODE 4



QR CODE 5



QR CODE 6



QR CODE 7



QR CODE 8



"No nos informaron de manera correcta": las explicaciones del gobierno de Bolivia ante la crisis del agua en La Paz

BBC Mundo
5 enero 2017

Casi un mes y medio después de que se anunciaron los primeros cortes en el servicio de agua en La Paz, todavía se discute quiénes fueron los responsables de esta inédita situación.

BBC Mundo conversó con la ministra de Medio Ambiente y Agua de Bolivia, Alexandra Moreira, para consultarle cuáles fueron, según ella, las causas y responsables del problema. La funcionaria dijo que hubo informaciones erróneas y tardías de parte de los directos responsables de la gestión de agua en ese país, que precipitaron el racionamiento del servicio. "Ha sido la falta de prevención, la falta de operatividad de quienes operan el servicio de dotación de agua potable", aseguró Moreira.

La ministra señaló que, además de las responsabilidades humanas, el cambio climático "juega un papel sustancial" al afectar "las fuentes de almacenamiento y provisión de agua". Bolivia atraviesa su peor sequía en 25 años. La Paz depende entre un 70% y 85% de las lluvias para almacenar su agua y varias de sus fuentes naturales como lagos y glaciares se redujeron.

¿Se podía frenar la crisis?

"Sí, sí hay medidas que se podían haber asumido en el marco de la disponibilidad de agua que se tenía", afirmó la ministra Moreira.

La autoridad responsabiliza a la entidad prestadora del servicio de agua potable, la Empresa Pública Social de Agua y Saneamiento (EPSAS), y a la institución estatal reguladora del sector, la Autoridad de Fiscalización y Control Social de Agua Potable y Saneamiento Básico (AAPS), por reaccionar demasiado tarde.

Consultada por BBC Mundo sobre si su ministerio tenía conocimiento del problema que se avecinaba, la autoridad indicó que su despacho solicitó informes sobre el almacenamiento de agua y disponibilidad desde mayo de este año.

"Hasta finales de septiembre nosotros recibimos informes de EPSAS que nos indicaban que la disponibilidad de agua era mayor al volumen demandado. Nos dijeron que estaba garantizado el suministro de agua para la ciudad de La Paz", afirmó la ministra de Medio Ambiente. EPSAS es una entidad de administración pública que se encuentra intervenida por el gobierno nacional. La AAPS depende directamente del ministerio que conduce Moreira.

El 16 de noviembre, una semana después de que comenzaron los cortes de servicio, el presidente boliviano Evo Morales pidió "disculpas" a La Paz y destituyó a las principales autoridades de EPSAS y la AAPS. "Lamentablemente desde la Autoridad de Fiscalización del Agua (AAPS) y desde la gerencia de EPSAS nunca nos han advertido", dijo Morales en aquel momento.

La ministra Moreira le insistió a BBC Mundo que una de las causas fundamentales del racionamiento que se vive en la actualidad está relacionada con que no se recibió la información a tiempo. Y precisó que esos datos eran útiles "para prevenir y tomar acciones desde meses atrás con la finalidad de que no exista un corte del suministro de agua".

"Lamentablemente, (...) no informan de manera correcta, no pasan los reportes de manera adecuada", insistió la ministra. Sin embargo, políticos de oposición y activistas ambientales en Bolivia señalaron que las causas de la escasez de líquido no sólo pueden atribuirse a un par de personas y cuestionaron el manejo "político" del gobierno en entidades de carácter técnico.

¿No conocía del tema?

En contra de la versión del gobierno boliviano, exautoridades que fueron destituidas por la crisis de racionamiento en La Paz aseguran que reportaron del problema a tiempo. Del mismo modo, el sindicato de EPSAS aseguró que el ministerio de Medio Ambiente fue notificado en mayo del descenso de los niveles de agua. Más allá de las actividades de emergencia que efectúa el gobierno boliviano, la ministra Moreira señala que ya se realizan trabajos para restablecer el servicio pleno y evitar racionamientos futuros.

"Hay varias medidas que se trabajan. No esperamos únicamente las lluvias. Ya se han concretado dos importantes obras de toma de agua para poder aumentar caudal", explicó la autoridad de Medio Ambiente y Agua.

"También existen tres proyectos a mediano y largo plazo precautelando el abastecimiento para garantizar el agua para La Paz", explicó Moreira.

Se trata de la apertura de nuevas captaciones de agua en las que se invertirán alrededor de US\$78 millones para garantizar el abastecimiento en toda la ciudad y para poblaciones vecinas. Cuestionada por BBC Mundo, Moreira aseguró que no sólo se trata de buscar nuevas vertientes, sino que se buscará agua del subsuelo y se iniciarán planes de educación ciudadana para aprovechar mejor el recurso.

Las críticas

Apenas empezó la crisis boliviana, activistas e investigadores cuestionaron las políticas ambientales y de planificación del gobierno de Evo Morales. Uno de ellos, entrevistado por BBC Mundo, fue el investigador del Instituto Boliviano de la Montaña Dirk Hoffmann, quien señaló que la sequía y crisis que se vive se había advertido en 2009 y que el gobierno no buscó captaciones nuevas de agua frente a un importante crecimiento en la demanda. Al respecto, Moreira señaló que se hicieron "grandes inversiones en los últimos 10 años" al respecto.

La ministra destacó que la cobertura de agua potable en 2006, primer año de gobierno de Evo Morales, alcanzaba al 74,1% mientras que en la actualidad esta cifra roza el 85%. Añadió que el gobierno boliviano adelantó planes para mejorar la cobertura y almacenamiento de agua planificados para los siguientes cinco años. La crisis del agua en La Paz desató toda clase de sensibilidades políticas y debates de todos los tipos. Todavía no se conoce a ciencia cierta quiénes son los principales responsables de esta inédita situación, pero ya es todo un capítulo en la historia reciente de la capital administrativa de Bolivia.

**El título de este artículo fue modificado en enero de 2017, luego de una petición de rectificación hecha por la Ministra de Comunicación de Bolivia. Donde dice "No nos informaron de manera correcta" decía "Nos informaron erróneamente y tarde".*

<http://www.bbc.com/mundo/noticias-america-latina-38372674>

PREGUNTAS DE LA LECTURA DE BBC MUNDO**Nombre** _____ **Fecha** _____

1. ¿Quién es Alexandra Moreira?

2. ¿Qué significa EPSAS?

3. Según la ministra de Medio Ambiente, ¿qué dijo EPSAS en septiembre de la disponibilidad de agua en La Paz?

4. En tus propias palabras, describe la crisis con el agua en La Paz, Bolivia.

5. Según la ministra Moreira, ¿qué medidas está tomando el gobierno para garantizar el agua para La Paz?

6. ¿Cuáles crees que son las razones que causaron esta escasez de agua?

7. ¿Crees que la escasez de agua en La Paz podría haberse evitado si el gobierno hubiera hecho algo antes?

8. ¿Qué recomendarías que a la gente y al gobierno de Bolivia para prevenir la futura escasez de agua en Bolivia?

QUESTIONS FOR THE BBC MUNDO ARTICLE

Name _____ Date _____

1. Who is Alexandra Moreira?
2. What does EPSAS mean?
3. According to the Minister of the Environment, what did EPSAS say in September about the availability of water in La Paz?
4. In your own words, describe the water crisis in La Paz, Bolivia.
5. According to Minister Moreira, what measures is the government taking to guarantee water for La Paz?
6. What do you think are the reasons that caused this water shortage?
7. Do you think the water shortage in La Paz could have been prevented if the government had done something sooner?
8. What would you recommend the people and government of Bolivia do to prevent future water shortages in Bolivia?