Using Technology to Teach Global Challenges Impacting Latin America
A Curriculum Guide for World Language Classrooms
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

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

### TIME

<table>
<thead>
<tr>
<th>Duration</th>
<th>Description</th>
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<tbody>
<tr>
<td>180-240 minutes or 2-3 90 minute class periods</td>
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</table>

### MATERIALS

- 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=zYzVW3Pqy90](www.youtube.com/watch?v=zYzVW3Pqy90)
- Destapa la felicidad [www.youtube.com/watch?v=Ncn7Cu6SEAM](www.youtube.com/watch?v=Ncn7Cu6SEAM)
- Images of advertisements in Latin America (Appendix L)
- Student handout (Appendix M)
- *La United Fruit Co.* 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).

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**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.

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**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.
**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.

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

**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.

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

**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:**
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](https://www.youtube.com/watch?v=zYzVW3Pqy9o))

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

<table>
<thead>
<tr>
<th></th>
<th>Coca-Cola para todos</th>
<th>Destapa la felicidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basándote en los anuncios, ¿cuáles son unas palabras que asociarías con Coca-Cola?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basándote en los anuncios, ¿Cuáles son los valores de Coca-Cola?</td>
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</tbody>
</table>
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)

<table>
<thead>
<tr>
<th></th>
<th>America is Beautiful</th>
<th>Open Happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking about the ads, what are some words that you could associate with Coca-Cola?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think Coca-Cola values?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 buffa: enajenó los albedríos regaló coronas de César, desenvainó la envidia, atrajo la dictadora de las moscas, moscas Trujillo, moscas Tachos, moscas Carias, 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
**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 países caribeños. | 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 3:** Contesta las preguntas de Paso 1 de nuevo.

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**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.

<table>
<thead>
<tr>
<th>Opportunity for improvement</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Adapted from https://writing.colostate.edu/guides/page.cfm?pageid=884&guideid=43
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.

About the Authors

Andrea Beebe López is a Minneapolis native who moved to Nashville in 2007 to pursue her teaching career. She has taught various levels of Spanish for the Metro Nashville Public School district since January 2008. She has a B.A. in Spanish studies with a minor in Chicano studies from the University of Minnesota and is finishing her M.A. in Spanish Linguistics at New Mexico State University. She serves on the teacher advisory board for the Vanderbilt University Center for Latin American Studies. Andrea loves traveling and learning languages and sharing those passions with her students. She lives in Nashville with her husband and their mini dachshund named Salchicha.

Stephanie Knight is the Assistant Director at the Center for Applied Second Language Studies at the University of Oregon. She holds an M.A. in Latin American studies from the University of New Mexico and serves on the teacher advisory board for the Vanderbilt University Center for Latin American Studies. She has spent eleven years serving as a Spanish teacher in grades 5-16. During this time, she served as coordinator for an International Baccalaureate Middle Years Programme and an International Baccalaureate Diploma Programme in Nashville, Tennessee. Knight currently devotes much of her work to language curriculum development and pedagogical support for world language teachers, focusing largely on the integration of digital technologies in the world language classroom to positively impact second language acquisition.

Lisa Finelli is the Outreach Coordinator at the Center for Latin American Studies at Vanderbilt University. As Outreach Coordinator, Lisa leads all public engagement programs, organizes K-16 teacher workshops and summer institutes, coordinates the curriculum development and strengthens collaborations with community organizations and educational institutions.
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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