



# Using Technology to Teach Global Challenges Impacting Latin America

A Curriculum Guide for World Language Classrooms

*Center for Latin  
American Studies*

VANDERBILT  UNIVERSITY

# 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"> <li>• Poster creation app, such as Typorama</li> <li>• Slack or other synchronous messaging/discussion tool</li> <li>• Instagram</li> <li>• Mobile devices (1 per 1-4 students)</li> <li>• Song lyrics (Appendix H)</li> <li>• Notes handout (Appendix I)</li> <li>• Greenpeace Advertisements (Appendix J)</li> <li>• A song about the environment to inspire work Spanish: <i>Caribe Atómico</i> by Aterciopelados <a href="http://www.youtube.com/watch?v=r4K67h5Ydbo">www.youtube.com/watch?v=r4K67h5Ydbo</a> English: <i>Song for a Dying Planet</i> by Joe Walsh <a href="http://www.youtube.com/watch?v=hX8XZBxhHXQ">www.youtube.com/watch?v=hX8XZBxhHXQ</a></li> <li>• Greenpeace websites in the target language <a href="http://www.greenpeace.org/international/en/">www.greenpeace.org/international/en/</a></li> </ul>

PROCEDURE
<ol style="list-style-type: none"> <li>1. Before class begins, print out and cut up the lyrics of a song related to the environment in Latin America such as <a href="#">Caribe Atómico by Aterciopelados</a> (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 <a href="#">Song for a Dying Planet by Joe Walsh</a>.</li> <li>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.</li> </ol>

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/](http://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.).

## ***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 marinero	
<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](http://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](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](https://newsmailmagazinevirtual.files.wordpress.com/2014/12/934881_10152850968750275_5260349302052101109_n.png?w=1200)

## Typorama Advertisements



made with TYPORAMA



made with TYPORAMA

# Acknowledgements

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#LatinAmerica #Environment #Sustainability #Health #Globalization

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