

URBANIZATION/URBANIZACION: A THEME FOR TEACHING GEOGRAPHY AND SPANISH

Grade Level: high school, 9th/10th grades
Subject Area: geography and/or Spanish II

Rationale

Foreign language (or Second Language) teaching is evolving from "language for language's sake" to an approach that language and culture are inseparable and should, therefore, be taught together. Students are more interested in acquiring and improving language skills if they have a purpose for using the foreign language in a corresponding content area, such as geography, history or economics, for example.

Geography of Latin America is a natural connection to Spanish language study. The issues of population growth, environmental resources, and human resources such as health and education are of great importance not only to our own nation but to all nations in this modern, complex world. We have a critical need to develop an understanding of the complex changes in urban and rural economics, political trends, and their impact on native cultures that are affecting not only the United States, but all countries in the Spanish-speaking world. In the opening lesson of this unit, the students will view the film "El Norte" to begin the inquiry process into the causes and effects of urban growth and the search for "Paradise Lost," as a young brother and sister flee from their native Maya village in Guatemala. Their journey leads them through Mexico into the congested and troubling world of urban refugees in Los Angeles.

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Lesson Overview

The complete unit depends heavily on the module "Urban Growth," from Encyclopedia Britannica Educational Corporation's Global Geography System GIGI (Geographic Inquiry into Global Issues) which focuses on urban growth and migration, using Mexico as a model country study to stimulate expanded student research into all of the Spanish-speaking countries of the Americas, based on an inquiry model. The entire unit is divided into five parts which inquire into the causes and effects of rapid urbanization and urban growth focusing on Mexico and Spanish-speaking Latin America.

1. Advanced Organizer/Introduction to Unit

Lesson Plan in this packet

2. Global Setting of Urban Growth (GIGI)

First 2 lessons from GIGI module: Explore the questions:

Why is rapid urban growth a problem? and What are the trends of urbanization?

3. Case Study: Mexico (GIGI)

Third, fourth and fifth lessons from GIGI module: Explore the questions:

What has caused Mexico's urban growth?

How can Mexico achieve more even development?

How does urban growth in Mexico affect the United States?

4. Comparison of Countries to United States (GIGI)

Lesson 6 from GIGI module. Asks the question:

How does urban growth in Mexico affect the United States?

5. Independent Study: Spanish Speaking Country

Students will research an assigned country (or self-selected) to consider questions from Parts 2, 3 & 4. They will use printed library materials and also sources from Internet, if available. This part can be expanded to include Hypercard Folders, for example, or World Wide Web Homepages, or a combination of many activities. As a final activity, the students will complete and or compile their interviews of community members to share what they have learned throughout the module.

Students will use inquiry to pose questions and propose answers about the world, and test answers with real data, leading to knowledge, skills and perspectives. Ideally, this unit would be taught in cooperation with a geography teacher, but could be taught totally by just a Spanish teacher, or just a geography teacher. *This writer's* expectation is that the synergy of the team approach would enhance the teaching and the learning!

Time Needed

For the entire unit, students will spend 3-4 weeks (15-20 50-minute periods) identifying the problems associated with rapid urbanization and urban growth using data to identify reasons why urban centers are growing rapidly.

Example 1: Teaching Urbanization Unit in Spanish & Geography classes as a Team

Example 2: Teaching Urbanization Unit just in Spanish (or Geography) class

Part 1: Urbanization-An Advanced Organizer / Introduction to the Unit

Students have many perceptions and some prior knowledge of why cities are growing. The United States population itself is very mobile, so many students have lived in other parts of the country or know people who have moved in or out of their community. Even if students have not lived in large, urban areas, they have seen television accounts of urban life, or seen films about urban and immigrant cultures. All students come to this unit on Urbanization with preconceived ideas about the causes of and concerns about urban growth and its impact on their personal future.

This first lesson is a series of activities which draw upon some of their prior knowledge about urban growth and migration, and begins to expand their inquiry. After first examining their personal experience and thoughts about migration, they will view the film *El Norte*, and begin their inquiry into various factor effecting urban growth.

Time Needed

Recommend Activities A, B, C: 1 day

Activities D, E: 1 day

Complete film: 2 days

Activity F: 1 day

Activity G: variable

Materials

Film *El Norte*; VCR & TV

Chalkboard/Chalk or Overhead /Transparencies

Photocopies of Worksheets 1 & 2 (1 per student), and Worksheet 3 (1 per group)

Procedures

Activity A:

1. Hand out Worksheet 1 (one per student).

Students will individually write 5 responses (one or two words) in each category:

2. In groups of 3-4 students, have them compare and add to their own ideas, eliminating or changing their ideas.

You could begin by having the class as a whole contribute ideas for #1, so that students have a clear indication of possible responses. Consider, for example, the response: rural people, poor, to get more money or street people, dirty, they don't want to work or refugees, oriental, to flee from war.

Activity B:

To develop vocabulary related to urban growth, use overhead projector or chalkboard to create a unit vocabulary list which can be expanded throughout the unit.

Using the same categories (make an overhead from the copy master), ask students to contribute useful words, copying them onto their vocabulary worksheet, Worksheet 2.

Be sure to emphasize to your students that they are responsible to maintain this list and add to it throughout the unit. *Let them know for what follow-up activities you will use this vocabulary (journal entries, vocabulary quiz, research paper, etc.).*

Activity C:

Using the vocabulary from Activity B, and the bottom portion of Worksheet 1, students will write a short paragraph/statement (5 sentences or other required length) explaining their thoughts about why people move or migrate to large urban centers.

It is reassuring to students if you explain that they may not have enough information yet to make informed opinions, but that they are just beginning to think about the topic. Be sure to tell them how you intend to use these paragraphs, considering Activities D, E, and F, or your own activities.

Activity D:

Call on several students (as time permits, perhaps 5 or 6) to read their paragraphs aloud to the class. The central themes will be summarized on the overhead or chalkboard. (20 minutes)

Remember, that as you and your students begin to explore this theme, that all ideas will be considered. Leave time for open questions by the group. Review the *unit as a whole* so that you know what questions will be answered along the way. You might want to have the students keep a list of questions along with their vocabulary list!

Activity E:

Begin the film EL NORTE. Ask the students to consider the three questions on Worksheet 1 while they view the film. *Think* about how the film *supports* or *contradicts* their statement/ paragraph. What did they learn in the film that was new or unusual to them? What surprised them?

Activity F:

Using the students' journals, ask them to write a summary of the film in Spanish. They should underline any vocabulary from their word list in color (optional).

Another approach would be to have students in small groups draw the story and give a one sentence synopsis of each sketch, then read several to class. See Worksheet 3.

Activity G:

At this point, prior to beginning Part 2, you may want to do some interviewing activities using individuals from your community. Consider contacting recent immigrants, a journalist, an employee from the INS, and resettlement services. You could begin with one interview, an immigration worker, for example, and then intersperse the other interviews throughout the various portions of the unit. Also, consider videotaping these interviews to create a longer production of the entire series. The students can combine their personal investigations (Part 5) with research into media coverage on why people move. The completed video could be put on Public Access Television in your community, or could be combined with a student display in your school or public library.

CAUTION: this activity must be very carefully planned and developed. Use the *Cultural Reporter* chapters "interviewing" and "responsible research" to develop questions and techniques.

Worksheet 1 for Activity A & B, Urban Growth: Part 1

Nombre / Name _____

A.

Objective: Student will learn about the causes of urban growth.

WHO MOVES TO
BIG CITIES?

WHAT ARE THESE
PEOPLE LIKE?

WHY DO THEY
MOVE?

QUIEN SE MUDA
A LAS CIUDADES
GRANDES?

COMO SON ESTAS
PERSONAS?

POR QUE
SE MUDAN?

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

B.

Paragraph/ Parrafo

Objective: Student will learn to write persuasively about immigration and urban growth.

Worksheet 2 for Activity C, Urban Growth: Part 1

Nombre / Name _____

Vocabulary List

Objective: Student will learn vocabulary related to urban growth and migration.

Worksheet for Activity F, Urban Growth: Part 1

Nombre / Name _____

Film *El Norte* : Story Boxes

Objective: Student/s will synthesize major events in film, correlating the film to the 3 questions in

Worksheet 1, Activity A

[illegible]

Bibliography

Anthony, Harry Antoneades. The Challenge of Squatter Settlements: with Special Reference to the Cities of Latin America. Vancouver: University of Columbia Press. 1979.

This book offers some case studies of squatter settlements of Latin America, Cleveland, Alice Ann, and Craven, Jean, and Danfelter, Maryanne.

"Universals of Culture." Global Perspectives in Education, Inc. May, 1979: 92-93.

Offers an approach to the study of cultures using conceptual tools called the "universals of culture," in categories such as material culture, arts and recreation, communication, social organization and control, conflict, economics, education and world view.

"Continent on the Move: Migration and Urbanization." Americas Series. The Annenberg/Columbia Public Broadcasting Collection. 1993.

This VHS video explores the causes and effects of one of the most important forces transforming the Americas: the migration of people within the region. Focuses on Mexico and rural-urban migrations, particularly one family. Aimed at grades 9-12.

"El Norte." film, 1985.

This film is available in video. The compelling story of two siblings who are forced to flee their Maya village in the highlands of Guatemala due to war. They head for "el norte" in search of "Paradise Lost" but, instead, run into continuous difficulties and cultural confrontation.

Falk, Lisa. "Interviewing" and "Responsible Research." Cultural Reporter. Watertown, MA: Tom Snyder Productions, 1995.

"Interviewing" offers practical and useful ideas on how to develop appropriate questions when creating an oral history. "Responsible Research" gives invaluable information and techniques on respectful and ethical questioning of people from other cultures.

Hill, A. David and Dunn, James M. and Klein, Phil. "Urban Growth." BRITANNICA GLOBAL GEOGRAPHY SYSTEM, GIGI (Geographic Inquiry into Global Issues). Chicago: Encyclopedia Britannica Educational Corporation. 1995

This is the central component to this unit of study. The student lessons are in English or in Spanish, as is the videodisc support material, allowing for its use in a team-teaching of Spanish and Geography classes. The entire system consists of 20 multimedia modules and themes which can be taught in English or Spanish. The module includes a teacher's guide with lessons and assessments, student data books, and mini-atlas maps.

I, Rigoberta Menchu, An Indian Woman in Guatemala, ed. Elisabeth Burgos-Debray. Translated by Ann Wright. New York: Verso. 1983.

1992 Nobel Winner's life story in which her activism on the part of indigenous rights developed. The book gives a glimpse of her Maya family and heritage. Portions of this could be used as readings, either in English or from the Spanish edition, to generate discussion or debates.

Institute for Global Communications/igc URL: <http://igc.apc.org>

Internet site providing access to news from the Interpress News Service from Latin America.

Jones, Hew. Population Geography, 2nd Ed. London: Paul Chapman Publishing, 1990.

This book incorporates modern perspectives of population geography, concentrating on population dynamics, patterns of fertility, mortality and migration, the processes that fashion them, problems and remedies using themes of cause and effect. Many useful case studies.

Jordan, Terry G., and Rowntree, Lester. The Human Mosaic: A Thematic Introduction to Cultural Geography, 5th Ed. New York: Harper and Row. 1990.

A useful text for exploring a variety of themes related to cultural geography which could be used to develop other units for combining foreign language and geographic study.

Latin America Data Base, URL: <http://ladb.unm.edu>

An electronic news digest service covering political and economic issues on Mexico, Central America, and South America. A full-text service, It can be searched by topic from gopher and WWW sites. An excellent on-line resource for current and recent article on topics/themes related to Latin America, updated on a weekly basis.

ERIC Clearinghouse on Information & Technology, New York: Syracuse University.

Provides unrestricted Internet access to ERIC database, searchable by author, title, descriptor, etc. Can be accessed online via gopher and www.

New Mexico State University Library. URL: <http://lib.nmsu.edu>

Internet site for Internet Resources for Latin America guide along with information about other electronic journals related to Latin America.

University of Texas Institute of Latin American Studies. URL: <http://lanic.utexas.edu>

The University of Texas Institute of Latin American Studies web site is the primary gateway for Latin American information on the Internet. Provides access to library catalogs, specialized databases, tools and info, and more. Includes Usaid Latin American & Caribbean Economic & Social Data, a source of current statistics covering many economic and social indicators, including education, environment, health, poverty and trade.

"We are Guatemalans." Maryknoll, NY: Maryknoll World Productions. 1995.

This video narrated by E.G. Marshall documents a group of 2000 Guatemalans who returned in 1994 to the Ixcán jungle region of Guatemala after 12 years in exile. This film features the people of one town, Cuarto Pueblo, where the army massacred over 300 people in 1982. 28 minutes. Could be used in conjunction with *I, Rigoberta Menchu*, as a visual support.

Why do People Move?: Migration from Latin America. SPICE, Stanford Program on International and Cross-Cultural Education Institute for International Studies, Stanford, CA.

Interactive group activities examine the concept of migration through case studies from Latin America. The audiotape uses poetry, music, drawing and personal testimony to transmit the flight of political refugees and the quest for economic opportunity. This packet is aimed at middle school, but can be revised for high school.