

INTEGRATED GLOBAL COMPETENCIES

Content Standard(s): World Language- Communications 1.1, 1.2, 1.3 Cultures 2.2 Connections 3.1, 3.2
 Comparisons 4.1, 4.2 Communities 5.2

Students will: *present the artisanal items of a chosen Latin American country to classmates, understand the economic benefits of participation in cooperatives for some indigenous and poor communities*

Language Objective: *vocabulary related to artisanal items/skills, direct object pronouns, formal commands*

Global Competency Domains

Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	Apply Disciplinary/Interdisciplinary Knowledge
<p><u>Activities:</u></p> <p>a) In small groups, students choose a Latin American country and create a presentation of its artisanal products using the lesson vocab</p> <p>b) After students view the short youtube doc about a coffee cooperative in Costa Rica, students investigate cooperatives in their respective countries in relation to their artisanal crafts</p> <p>d) Exploring Kiva, in small groups, create a persuasive mini presentation for funding of a person looking to be supported in their artesanía business</p>	<p><u>Activities:</u></p> <p>a) How do the artesanías differ in cultural reflection from country to country?</p> <p>b) Class discussion: What is poverty? Might poverty be defined differently in the US vs. Latin America?</p>	<p><u>Activities:</u></p> <p>a) Students jigsaw and in new groups, share their “expert knowledge” of their country’s artesanías</p> <p>b) gallery walk</p> <p>c) Using target grammar, send a ‘virtual gift’ from Ten Thousand Villages to a classmate</p> <p>d) Share persuasive Kiva presentations with classmates</p>	<p><u>Activities:</u></p> <p>d) class vote on Kiva.org donation toward artisanal economic sustainability</p>	<p><u>Activities:</u></p> <p>b) Class discussion: What might be the business ethics in working with underdeveloped countries and profit making?</p>

