

## Donde en el mundo estas? (Where in the world are you?)

By: Susan E. Marquez  
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North White HS  
Monon IN

**Classroom sessions/estimated time:** 3 class periods of 52 minutes

**Purpose:** Students will learn to give & follow directions given in Spanish, using oral, written and graphics.

### Geography Standards Addressed:

- Standard 1 (WG H.S.): Students will use maps, globes, atlases, and ... remote sensing, GIS, and GPS to acquire and process information about ... places.

WG.1.3  
WG.1.5

- Standard 2: Students will acquire a framework for thinking geographically, including the location and unique characteristics of places.
- Standard 4: Students will identify and analyze the human activities that shape the Earth's surface, including ... rural and urban land use.

WG.4.9 Map the language distribution.

### Spanish Level II. Standards Addressed:

- Standard 1: Students engage in conversations, provide & obtain information.
- Standard 2: Students understand & interpret written & spoken language on a variety of topics.
- Standard 5:

2.5.4 Identify simple themes ...of the culture evidenced through geography...

- Standard 6: Students reinforce & further their knowledge of other disciplines through the foreign language.

**Objectives:** Upon completion of this lesson, students will be able to:

1. Give directions in Spanish
2. Identify 10 areas in Spanish
3. Write directions from points from A to B

4. Understand & follow directions by other students
5. Download a map from MapQuest of their neighborhood
6. Make a Power Point Presentation including a map, labeled areas & directions in Spanish

**Background:** Students have already learned vocabulary for N/S/E/W; R/L; forward, back, turn, blocks, miles, streets, highways, buildings.

### **Materials Required:**

- Juntos Dos textbook
- Example of work I want done ([my PPT](#))
- Computer lab with Internet access, Microsoft word and Power Point
- MapQuest.com website for downloading maps
- Spanish/English language dictionaries
- Vocabulary list in Spanish of related words for buildings, directions
- [List of "How to" do](#): Power Point, saving maps from MapQuest
- Rubric of how activity will be graded
- [Checklist](#) of "Your finished project will have..."
- MultiMedia Projector

### **Procedures:**

#### First Day

- 1) Students will go to the computer lab to download a map. (Teaching Tip: Pair students if possible with two from same neighborhood and also have 1 technology knowledgeable and one stronger in Spanish language.)
- 2) Students will copy & paste map of their Neighborhood into the Power Point.
- 3) Students will add "aerial view" from MapQuest.
- 4) Students will identify friends' homes, points of interest (5-10 points) and add shapes of those points in their Power PP.
- 5) Students will color & identify all of their points.
- 6) Students will write directions from a point A to a point B of their choosing from their map.

#### Second Day

- 7) Students will finish Power Point presentations, practice pronunciation, & get ready to present their PPP.
- 8) Students will present in pairs their PPP in this way: one student will read the directions in Spanish while giving the PPP and the other student, using the pointer pen option will show the route on the screen using a computer connected to a MultiMedia Projector.

#### Third day

- 9) The students that followed directions the previous day will now read the directions, choosing a random student from a different pair and give the directions.

**Assessment:**

Students will be graded on

a) participation, b) correctness of Spanish used, c) correct pronunciation, d) following of instructions in drawing what another student says, e) written test with similar directions written out: students will draw in a route and also write Spanish instructions for a pre-written map, f) Power Point presentation.

(Teaching Tips: see the following website for detailed grading for PP & other rubrics: <http://www.uni.edu/profdev/rubrics/pptrubic.html>, <http://www.school.discovery.com> to Kathy Schrock, to assessment & rubrics, to rubric generator.)

**Adaptations/Extensions:** German teachers would replace the vocabulary & directions in German & so forth. Geography teachers would be able to use it in English for its mapping, local environment and technology focuses. For Bonus: students owning GPS devices could go to some of these sites, “mark” the sites (which would give them exact coordinates), write down the coordinates & bring in for extra credit. After school several students could walk to one of the nearby sites, “marking” sites on a portable GPS device and then follow the route back.

**Resources:**

The following websites:

<http://www.mapquest.com>

<http://education.ssc.nasa.gov/ltp/LessonPlans/Grades9-12.htm>

<http://gislounge.com/ll/k12education.shtml>

<http://earth.jsc.nasa.gov/>

[http://archive.globe.gov/sda-bin/wt/ghp/tg97en+U+P\(GPS/LearningActivities\)](http://archive.globe.gov/sda-bin/wt/ghp/tg97en+U+P(GPS/LearningActivities))

<http://visibleearth.nasa.gov/>

<http://missiongeography.org/>

More websites but in Spanish:

Online Spanish lessons:

<http://www.studyspanish.com/>

<http://www.june29.com/Spanish/>

Free translations from Sp-Eng/Eng-Sp/more

<http://babelfish.altavista.com/>

NASA in Spanish

<http://www.nasa.gov/hqpao/espanol.html>