

## Sociocultural Model Lesson Template (Warford & White, 2010)

LOTE Topic (i.e. 'Meal-taking, food and drink', 'Personal ID'...).

See NYS LOTE Resource Guide: <http://accelerateu.org/resourceguides/lote/lote.html>

The LOTE topic is "Community and Neighborhood, with a sub-topic of Meal-taking, Food, and Drink. The text examined offers an informative and humorous breakdown of the cultural and socio-pragmatic "lingo" of the "mate" in Rioplatense popular culture of Argentina.

<http://culturarioplatense.blogspot.com/2009/12/el-mate-un-emblema-de-adhesion-popular.html>

<input type="checkbox"/> 1) Personal ID	<input type="checkbox"/> 9) Education
<input type="checkbox"/> 2) House & home	<input type="checkbox"/> 10) Earning a living
<input type="checkbox"/> 3) Services	<input type="checkbox"/> 11) Leisure
<input type="checkbox"/> 4) Family life	<input type="checkbox"/> 12) Public and private services
x5) Community/neighborhood	<input type="checkbox"/> 13) Shopping
<input type="checkbox"/> 6) Physical environment	<input type="checkbox"/> 14) Travel
x7) Meal taking/food/drink	<input type="checkbox"/> 15) Current events
<input type="checkbox"/> 8) Health & welfare	<input type="checkbox"/> 16) Other (for non-NYS LOTE). Please indicate:
	<input type="text"/>

**Common Core-Aligned Student Learning Objectives:** For NYS teachers, phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- "Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities (topic).

For ACTFL-alignment to Common Core, go to:

[http://www.actfl.org/sites/default/files/pdfs/Aligning\\_CCSS\\_Language\\_Standards\\_v6.pdf](http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf)

For NYS Common Core, go to:

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nysp12cclsela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf)

" For more on writing good instructional objectives, go to:

<http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm>

CCLS Strand: Listening and Speaking / LOTE Standard 1.1. Students will be able to...

...comprehend, interpret and make use of specific lexicon employed when describing different types of Mate (LS4 for Listening and Speaking Standard 4).

CCLS Strands: Reading, Writing / LOTE Standard 1.2. Students will be able to...

...read and write about the various types of Mate and how they vary by region. (RI2- for Reading for Information Standard 2).

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LOTE Standard 2.1 (cross-cultural comparisons. If specific CCLS Strand applies, put in parentheses).  
Students will be able to:

...compare, if possible, the practices surrounding the tradition of the Mate to any popular traditional beverages in the US.(RI2- for Reading for Information Standard 2).

CCLS Strand: Language. Students will be able to (be sure to phrase in terms of actual language usage)...

...describe, both in written and oral form, the various types of Mate using authentic lexicon(L5- for Language Standard 5)

**Standards addressed: check all that apply. For ACTFL standards-CCSS alignment go to:**  
[http://www.actfl.org/sites/default/files/pdfs/Aligning\\_CCSS\\_Language\\_Standards\\_v6.pdf](http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf)

<p><b>COMMUNICATION: Communicate in Languages Other Than English</b></p> <p><input type="checkbox"/> <b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions x<b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><input type="checkbox"/> <b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>CULTURES: Gain Knowledge and Understanding of Other Cultures</b></p> <p><input type="checkbox"/> <b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied x<b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p><b>CONNECTIONS: Connect with Other Disciplines and Acquire Information</b></p> <p><input type="checkbox"/> <b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><input type="checkbox"/> <b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through</p> <p><b>COMPARISONS: Develop Insight into the Nature of Language and Culture</b></p> <p><input type="checkbox"/> <b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own x<b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES: Participate in Multilingual Communities at Home &amp; Around the World</b></p> <p>x<b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><input type="checkbox"/> <b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
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**I. Activation of schemata** (lexically and morpho-syntactically simple top-down (i.e. Kramersch, 2003; Wiley, 2000) and bottom-up leading questions about cultural conventions (in L2) that pertain to the text students are about to explore. The teacher then collects students' comments, translating them into L2 if offered by students in L1.

<p><b>Top-down activation</b> (leading questions about students' (C1) experiences of the symbolic capacity in question, preview text (freeze frame, if video is involved) generate and record for further discussion some hypotheses about content.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>¿Cómo preparamos el té en EE.UU? ¿Dónde podemos encontrar y disfrutar un té en EE.UU.? ¿Qué creen ustedes que es el enfoque del texto? En EE.UU., ¿mandamos mensajes amorosos a según de cómo preparamos un té o cómo lo queremos?</p> </div>	<p><b>Bottom-up activation</b> (Address unfamiliar lexical, idiomatic items that may undermine comprehension of the text vis-à-vis a glossary and or, students to scan for and present unfamiliar terms for clarification.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Matear:</b> tomar mate <b>Criollo:</b> nacido en Hispanoamérica, pero descendiente de padres europeos. <b>Cebadura:</b> cantidad de yerba que se pone en la infusión de mate. <b>Mesopotamia, Formosa, Chaco, La Rioja, Catamarca, San Luis, Córdoba, Chubut:</b></p> </div>
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¿Creen ustedes que el té tiene connotaciones hasta religiosas en EE.UU.?	regiones y/o ciudades de la Argentina.
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## II. Text Interpretation: Combine bottom-up and top-down leading questions to process text

<p><b>Top-down strategies (in L2):</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of ____? Is it to ____? Etc.</li> <li>• What is the emotional state of person A/B?</li> <li>• What are the interactants trying to accomplish?</li> <li>• Do they accomplish the task?</li> <li>• What are the phases of this discourse/speech event? (beginning, middle, end?)</li> </ul> <p>¿Qué posición social aporta el mate en la cultura rioplatense?  ¿Creen ustedes que el mate se puede comparar con el té en nuestra cultura?  ¿Qué similitudes o diferencias ven ustedes entre las prácticas culturales alrededor del mate en la zona rioplatense y aquellas alrededor del té en EE.UU.?</p>	<p><b>Bottom-up strategies (in L2):</b></p> <ul style="list-style-type: none"> <li>• What do you think ____ means? Is ____ a cognate or false cognate?</li> <li>• What do you think of when you picture __?</li> <li>• What does person A ask? How does person B respond?</li> </ul> <p>What form of the verb does person A/B use in addressing the interlocutor?</p> <p>¿Qué piensan ustedes que significa la palabra “ritual”?  ¿Es “ritual” un cognado del inglés? O, ¿un <i>falso amigo</i>?  ¿Creen ustedes que hay más verbos o más léxico en el texto?  ¿Notan ustedes que la mayoría del léxico empleado en el texto tiene que ver con ingredientes o sabores?</p>
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## III. Sociocultural interpretation: Lead learners through an examination of the points raised in the activation stage. Sample leading questions include:

- What similarities do you see between the way native speakers approach ‘X’ and our approach to ‘X’ (for examining L1 and C1 assumptions).
- Which of our assumptions about this text were correct? ...incorrect?
- What are the rules for carrying out this speech event in the L2? (address relevant grammatical, lexical, discourse & socio-pragmatic elements)

<p>¿Cuáles son las reglas más importantes para presentar lo que nos brinda el texto a una audiencia?  ¿Les parece curioso el hecho de que un mate preparado con determinados ingredientes puede comunicar un mensaje bien definido?  ¿Qué significa todo esto para comprender el nivel de importancia del mate en la cultura rioplatense?</p>
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## IV. Sociocultural presentation: Students develop an adaptation/recreation/response related to the presented text(s). Directions (in L2)

<p>El profesor traerá mate, pava y bombillas para los estudiantes, además de varios ingredientes mencionados en el texto. Los estudiantes tendrán que actuar mediante la preparación del mate en maneras específicas, y el resto de la clase tendrá que averiguar el mensaje “oculto” del mate preparado en cierta manera.</p>
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## V. Sociocultural debriefing: Teacher and students examine appropriateness of students’ simulations against the linguistic and cultural elements identified at Stage III and the assumptions generated at Stage I. There may be some lingering transference of L1 and C1 to the L2 and C2 features imbued in the text. Write your leading questions below:

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¿Qué mensaje “oculto” nos ofrece el mate con miel? ¿Podríamos decir que un chico o una chica que toman mate con miel son de Santiago del Estero?

¿Si vos quisieras indicar “indiferencia” con tu mate, cómo lo prepararía?

¿Si vos tomaras tu mate con cáscaras de naranja, cómo se interpretaría?

¿Si vos tomaras tu té con cáscaras de naranja, tu novio (o novia) entendería que vos querrías que él (o ella) te venga a buscar?