

America Ferrera y la representación latina en Hollywood

Context/Theme: Describing ourselves and others; employing adjectives and qualities; discussing representation in Hollywood

Cultural Content: Article: “America Ferrera habla sobre ser Latina en Hollywood: ‘Mi identidad es mi súper poder,’” from *Hola!USA*

Lesson Objectives: *Students will be able to...*

- Identify descriptive adjectives and use them to describe qualities of people
- Discuss and describe representation of different communities in Hollywood in Spanish
- Write a letter describing the qualities of someone close to them using descriptive language forms

Instructional Stage	Learning Activities
Warm-up	<p>a. Students brainstorm and discuss icebreaker questions about representation in Hollywood. This can be a good review for them of forms like <i>gustar</i> or other verbs to express opinions. It also gets them thinking about descriptive words, which is the focus of the lesson.</p> <p>b. Questions: <i>¿Crees que la representación diversa es importante? ¿Porque?</i> <i>¿Cómo son las personas en Hollywood ahora?</i> <i>¿Cuáles cualidades crees son importantes para ver en Hollywood? ¿Porque?</i></p>
Reading:	<p>a. Students will read through the article “America Ferrera habla sobre ser Latina en Hollywood” to themselves silently for 5 minutes. While they read, they will highlight or underline all adjectives that they see.</p> <p>b. Comprehension check: At the end of the 5 minutes, instructor will announce that they have 3 minutes to think about and write down their answers to the following questions: <i>Según el artículo ¿qué crees que significa las palabras negritas (bolded)? You can write this in English. Después de leer el artículo, ¿qué cualidades crees que America Ferrera tiene?</i></p> <p>c. Students will silently write their answers and then share with the class. The instructor will facilitate by asking questions</p>
Hypothesizing	<p>a. Students will then work in small groups to pair adjectives with their corresponding qualities. After this group exercise, students will discuss the patterns they see between the adjectives and their corresponding qualities, initiated by instructor questions.</p>

Establishing Relationships	<p>a. Students will work in pairs to discuss the following questions and draw connections between adjective forms and the qualities to which they correspond. Students will also discuss the functions of adjectives in the article.</p> <p><i>¿Qué crees que significan las palabras demasiado y poco?</i></p> <p><i>Después de leer el artículo ¿qué cualidades crees que tiene America Ferrera?</i></p> <p><i>¿Qué nos cuenta el artículo sobre la importancia de las cualidades?</i></p> <p><i>¿Porque son importante los adjetivos en este artículo?</i></p> <p><i>Students will then discuss and share what they spoke about in pairs with the class.</i></p>
Applying Concepts	<p>a. Students will then write a letter to a production company that is soliciting people to go on its new reality show. Students will write about and describe someone close to them based on the adjectives and qualities covered in class. Through this activity, students will apply what they have learned about adjectives and qualities to describe someone. If there is time left in the class period, they will share their letters with the class.</p> <p>b. In pairs, students will take turns asking each other questions to get each other to describe their person without saying what relation they have to the student. Each student in the pair will try to guess who their partner wrote about for their application.</p>