

El referendum de Chile: en 1988 y hoy (Zoom Format)

Context/Theme: The referendums of Chile in 1988 and today; Chilean sociopolitical history; discussion of past events in Spanish using the preterite; target forms: preterite, descriptions, vocabulary of social and political events; audiovisual and visual analysis

Cultural Content:

- [Plebescito de 1988](#) , *BBC* (video at the end)
- [Plebescito de 2020](#), *The Guardian*
- Photos from news reports of the 1988 referendum and the 2020 referendum

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

- Discuss two major events in Chile’s sociopolitical history and relate it to the experience of voting today
- Practice and use preterit forms to talk about past events
- Evaluate and analyze historical images and mini-documentaries, using Spanish

Instructional Stage	Learning Activities
Activities #1 + 2: Warm-up	<p>a. Students will complete a poll responding to the following questions about their voting habits: <i>¿Votas en esta elección?</i> <i>¿Cuándo fue la primera vez que votaste? ¿Ya ocurrió o vas a votar este año?</i> <i>¿Tienes una memoria de otra elección? ¿Qué sucedió?</i> <i>¿Qué hiciste ese día?</i> <i>¿Crees que es importante votar? ¿Porqué si o no?</i></p> <p>b. Students will be shown the poll results via Zoom and asked to comment on what they see.</p> <p>c. Students will do a flash review of preterit forms by responding to the fill-in-the blank sentences on their worksheet and aloud with the class. Through this activity they will practice saying the vocabulary from the chapter about past historic events (eg. <i>manifestación, discurso, conquistadores, libertad</i>).</p>
Activity #3: Cultural Context	<p>a. Students will watch two videos, one about the referendum of 1988 in Chile and the other about the referendum of 2020. As they watch, they will be encouraged to take notes on their answers to the following questions, all using preterit forms: <i>¿Qué sucedió en el año 1988 en Chile?</i> <i>¿Quiénes fueron los dos grupos votando en el referendun de 1988?</i> <i>¿Cuál lado ganó la elección?</i> <i>¿Cómo se sintió la gente después de oír los resultados?</i> <i>¿Qué pasó en Octubre de 2020?</i></p>

	<p>Students will then discuss their answers to these questions with the class.</p>
Activity #4: Analysis	<p>a. Students will be paired and given a number 1, 2, or 3. In pairs, students will then discuss what they see in their assigned photo, each of which come from news articles on the referendums. Ideally, students will describe what they see in the photo and how this may relate to the historic events of the referendums.</p>
Activity #4: Applying Concepts	<p>a. In pairs, students will then take the person circled in their respective photo and recreate the schedule of events that happened to that person the day the photo was taken. Students will use the preterit to describe the events in the past tense, and put the events in chronological order, basing the schedule on the analysis they just completed of the photos. They will discuss and fill in the table on their worksheet.</p>
Activity #5: Remixing + Reapplying Concepts	<p>a. Students will then work individually to write a story using the preterit forms, from the perspective of telling a story of the day of the referendum to their grandchildren. Students will be encouraged to include descriptive details and connectors that they've been learning to give stylistic and grammatical cohesion to their story. They will then share their stories with the class as a way of activating their oral proficiency.</p>