

Soy Reportero

Unit EQ: How can we as global citizens better understand the world outside our borders? How can we use knowledge to protect and preserve the human rights of people everywhere and combat global injustice?

Project Overview

Over the next 4 weeks you will read and analyze the news coming from one Spanish speaking country.

Your goal is to become an expert in current events in that country, to be able to communicate the basic information about those events in Spanish, and to be able to analyze and use your knowledge to suggest how citizens can preserve human rights and combat injustice in the current situation.

You will read and analyze at least 6 articles from at least 3 different sources. You will produce a summary of each article in Spanish, an analysis of each article in English and a final interview, entirely in Spanish, summarizing the news and offering your analysis.

Products:

1. 6 news article analysis summaries: 50+ word summary in Spanish, 50+ word analysis in English
2. Written responses to 4 interview questions in Spanish
3. A video interview responding to the 4 interview questions in Spanish

Presentation Product:

Students will record an interview responding to the 4 interview questions in Spanish. It is required to have another student ask the interview questions.

Interview Questions (Student will Produce Written and Spoken Responses):

1. ¿Cual país estudiaste y en que evento te enfocaste?
Which country did you study and what event did you focus on?
2. ¿Qué está pasando ahora en este país?
What is happening right now in this country?
3. ¿Qué opinas de la situación en este país?
What do you think about the situation in this country?
4. ¿Cómo se puede proteger los derechos humanos en esta situación? ¿Cómo se puede combatir injusticia en esta situación?
How can human rights be protected in this situation? How can one fight injustice in this situation?

Project Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
November 4	November 5	November 6	November 7	November 8
"Soy Reportero" Project Launch	No Class WLE	"Soy Reportero" Article 1 & 2		FVR "Soy Reportero" Article 3
November 11	November 12	November 13	November 14	November 15
No School Holiday	No Class WLE	"Soy Reportero" Article 4 & 5		FVR "Soy Reportero" Article 6
November 18	November 19	November 20	November 21	November 22
"Soy Reportero" Analysis & Script Prep	No Class WLE	"Soy Reportero" Analysis & Script Prep		"Soy Reportero" Recording
November 25	November 26	November 27	November 28	November 29
No School -Thanksgiving				
December 2	December 3	December 4	December 5	December 6
"Soy Reportero" Recording/Editing	No Class WLE	"Soy Reportero" Presentations		FVR "Soy Reportero" Reflection

Key Vocabulary

Español	Inglés
La injusticia	Injustice
Los derechos humanos	Human rights
Las noticias	News
El análisis	Analysis
Los eventos	The events
La situación	The situation
Yo pienso que...	I think that...
Se puede proteger por...	 can be protected by...
Se puede combatir por...	 can be fought by....

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**Resource from Envision Education*

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Teacher Instructions

Notes:

- *This project is designed for Spanish students with ACTFL level intermediate low or above language proficiency.*
- *This project is designed to be completed over a period of approximately 3 weeks or about 15 class periods.*
- *The student facing documents in this guide are designed to be assigned as Google Docs in Google Classroom.*

Project Implementation:

	Activity	Materials
Day 1	Project Launch	• Project Description
Day 2	Initial research & topic selection	• News Source Resource • Topic, Country and Source Selection Worksheet
Days 3–8	Student research and article summary preparation	• Article Summary Example & Instructions
Days 9-11	Article analysis and interview script creation	• Interview Script Example • Interview Script Worksheet • Article and Interview Worksheet
Days 12-13	Interview recording & editing	
Day 14	Project presentations	• Peer Interview Viewing Rubric • Teacher Project Rubric
Day 15	Project reflection	• Project Reflection

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News Source Guide

[Latin American & Mexican Online News](#) from UTSA Libraries

Links to news sources in each Mexican state, all Latin American countries, international sources, as well as links to Spanish language TV and online news collection sources.

[Zona Latina: Links to Latin American Newspapers](#)

Links to very local papers (think small hometown newspapers) for all Latin American countries as well as in Regional (all of Latin America) sources. English and Spanish links.

[World News Guide: Latin America](#) from The Guardian

Links to news sources from every country, many English language sources.

[The Best Latin American Publications You Should Be Reading](#)

An opinion article listing 10 Latin American newspapers with the origin and a description of each one.

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Topic, Country and Source Selection

What is your name?	
What is your topic? Questions to consider: What issues are you concerned about? Where do you see human rights being violated? Where do you see injustice?	
What country are you researching?	
Identify <i>at least</i> 3 sources you will use to find information. Write the name of the source and paste the link in the box:	1. 2. 3.

Examples of Topics

- Racism against Afro-Latinos in Costa Rica
- The collapse of the peace agreement with the FARC in Colombia
- Catalonia's fight for independence from Spain
- Gang violence in Guatemala
- The migrant crisis in Mexico because of new US laws
- Anti-government protests in Chile

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Article Summary Example & Instructions

For each of the 6 articles you use in this project, you need to create a Spanish summary and a short English analysis. You will use all of these summaries and analyses for your final written and video products.

Spanish summaries must be 50+ words, English analysis must be 50+ words.

Watch [this video](#) for details on how to complete each part of the assignment.

Resumen del artículo 1:
“Experts urge action to reduce inequalities of black Latin American population” AFP and The Tico Times October 15, 2019 Autoridades quieren que Costa Rica adopte estrategias para eliminar la desigualdad de las 200 millones de personas Afro-latino en el país. Había una reunión de 100 representantes de 26 países y organizaciones internacionales en San José para discutir los problemas. La meta es eliminar la desigualdad antes del 2030 según los “Millennium Development Goals” de UN.
Source: https://ticotimes.net/2019/10/15/experts-urge-action-to-reduce-inequalities-of-latin-american-black-population
Analysis:
This article talked about how Costa Rica needs to eliminate inequality for Black people in the country, but it didn’t give a lot of details about how this is going to happen. This is really important for the 200 million Afro-descendants in Costa Rica and it is important that the UN is recognizing that governments need to do more to create more equality and work to undo the systemic racism that has affected Black people for so long.

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Interview Script Example

Write answers to each question in full sentences (5 or more words) in Spanish. Each question has a specific number of required sentences, stated in the "Answer" section. Each sentence must include a target structure from "Mi Diccionario", a key vocabulary from the project description or a past tense verb. **Highlight target structures, key vocab and past tense verbs****. Pay attention to grammar and spelling.

***"Target structures" and "key vocab" refer to the key vocab on the back of the project description (there are 9), OR any past preterit past tense verb, as we have been studying those all semester.*

***If you choose you may use words from "Mi Diccionario", but it is not required.*

Student Name: Ms. Lambert

Pregunta #1:

¿Cual país estudiaste y en qué evento te enfocaste?

Which country did you study and what event did you focus on?

Respuesta (1+ frase(s)):

Yo **estudié** los Estados Unidos. Yo **enfiqué** en la destitución (*impeachment*) del presidente Trump.

Pregunta #2:

¿Qué está pasando ahora en este país?

What is happening right now in this country?

Respuesta (4-6 frases):

Ahora en los Estados Unidos **la situación** con la **destitución** (*impeachment*) del presidente Trump está muy complicada. **Hicieron** muchas reuniones privadas y ahora están haciendo **audiencias** (*hearings*) públicas. Muchas personas **dijeron** que el presidente Trump **habló** con el presidente de **Ucrania** (*Ukraine*), y **pidió** que **investigaron** a Joe Biden. Las leyes de los Estados Unidos dicen que un presidente un puede pedir un favor a otro presidente, Trump **rompió** la ley. **Yo pienso** que presidente Trump va a ser **sacado** (*removed*) de su oficina.

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Interview Script

Write answers to each question in full sentences (5 or more words) in Spanish. Each question has a specific number of required sentences, stated in the "Answer" section. Each sentence must include a target structure from "Mi Diccionario" or a past tense verb. **Highlight target structures and past tense verbs.** Pay attention to grammar and spelling.

Student Name:

Pregunta #1:

¿Cual país estudiaste y en qué evento te enfocaste?

Which country did you study and what event did you focus on?

Respuesta (1+ frase(s)):

Pregunta #2:

¿Qué está pasando ahora en este país?

What is happening right now in this country?

Respuesta (4-6 frases):

Pregunta #3:

¿Qué opinas de la situación en este país?

What do you think about the situation in this country?

Respuesta (4-6 frases):

Pregunta #4:

¿Cómo se puede proteger los derechos humanos en esta situación? ¿Cómo se puede combatir injusticia en esta situación?

How can human rights be protected in this situation? How can one fight injustice in this situation

Respuesta (4-6 frases):

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Final article summaries and analysis

Final Interview Script

Student Name:

Unit Essential Question:

Section 1: Article Summaries and analysis

Resumen del artículo 1:

Source:

Analysis:

Resumen del artículo 2:

Source:

Analysis:

Resumen del artículo 3:

Source:

Analysis:

Resumen del artículo 4:

Source:

Analysis:

Resumen del artículo 5:

Source:
Analysis:

Resumen del artículo 6:
Source:
Analysis:

Section 2: Interview

Link to video interview:

Pregunta #1:
¿Cual país estudiaste y en qué evento te enfocaste?
Respuesta:

Pregunta #2:
¿Qué está pasando ahora en este país?
Respuesta:

Pregunta #3:
¿Qué opinas de la situación en este país?
Respuesta:

Pregunta #4:
¿Cómo se puede proteger los derechos humanos en esta situación? ¿Cómo se puede combatir injusticia en esta situación?
Respuesta:

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Peer Interview Viewing Rubric

Interview #1 Student Name:

Country:	Topic:
<i>After watching the interview:</i> • What is going on in this country? • What is something that can be done to make the situation more just or protect human rights? • What grade would you give this person for their video? (Circle one) 0 .33 .67 1 1.33 1.67 2 2.33 2.67 3 3.33 3.67 4 4.33 • Why did you give this grade? • Give this person a prop!	

Interview #2 Student Name:

Country:	Topic:
<i>After watching the interview:</i> • What is going on in this country? • What is something that can be done to make the situation more just or protect human rights? • What grade would you give this person for their video? (Circle one) 0 .33 .67 1 1.33 1.67 2 2.33 2.67 3 3.33 3.67 4 4.33 • Why did you give this grade? • Give this person a prop!	

Interview #3 Student Name:

Country:	Topic:
<i>After watching the interview:</i>	
• What is going on in this country? • What is something that can be done to make the situation more just or protect human rights? • What grade would you give this person for their video? (Circle one) 0 .33 .67 1 1.33 1.67 2 2.33 2.67 3 3.33 3.67 4 4.33 • Why did you give this grade? • Give this person a prop!	

Interview #4 Student Name:

Country:	Topic:
<i>After watching the interview:</i>	
• What is going on in this country? • What is something that can be done to make the situation more just or protect human rights? • What grade would you give this person for their video? (Circle one) 0 .33 .67 1 1.33 1.67 2 2.33 2.67 3 3.33 3.67 4 4.33 • Why did you give this grade? • Give this person a prop!	

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Teacher Rubric

0	1	2	3	4
Summaries				
Section is missing, or so poorly completed as to be irrelevant	- Includes 1 of the following: article title, date or source. - Section ineffectively summarizes the	- Includes the 2 of the following: article title, date and source. - Section somewhat summarizes the article	- Includes the 2 of the following: article title, date and source. - Section summarizes the article	- Includes the article title, date and source. - Section effectively summarizes the article
Section is missing, or so poorly completed as to be irrelevant	- Does NOT provides effective analysis evaluating the importance of the event - Does NOT make connections to	- Provides somewhat effective analysis evaluating the importance of the event - Does NOT make connections to	- Provides somewhat effective analysis evaluating the importance of the event - Makes connections to	- Provides effective analysis evaluating the importance of the event - Makes connections to other events or
Interview Script				
Script is missing, or so poorly completed as to be irrelevant	- Script contains more than 10 English words - Vocab is not highlighted 1 or less questions are answered with the appropriate	- Script contains more than 5 English words - There are at least 2 highlighted vocabs per question 2 or more questions are answered with the	- Script contains less than 2 English words - There are at least 3 highlighted vocab per question 3 or more	- Script is completely in Spanish - There is at least 4 highlighted vocab per question - All questions are answered with the appropriate
Video Link				
Link is missing	- Video link is included - Link address is not hyperlinked		- Video link is included - Link address is hyperlinked - Video link works (goes directly to interview)	
Formatting				
No text to evaluate	5 or less red underlines - Most font does NOT match in size and type - A lot of background	3 or less red underlines - Some font matches in size and type - Minimal background color (except highlighted	2 or less red underlines - Most font matches in size and type - No background color (except	- No red underlines - All font matches in size and type, - No background color (except highlighted vocab).

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Project Reflection

KNOW: Content

What new knowledge did you gain? What do you now know because of this unit/ artifact? Define terms, explain who/what things are, give a detailed summary of the text, prove how smart you are now!

Think about:

- Definitions/terms
- events/people
- equations, etc.

You also should discuss the academic skills you learned/practiced in this artifact (for example: annotation, finding evidence, multiple trials of lab, etc.) ACT LIKE A TEACHER

KNOW: Process

List AND explain the steps you took to complete the artifact. Remember, these steps often begin well before the artifact was officially assigned. Use your resources! Your notebooks, learning targets, strong starts, teacher handouts, planners, etc. can all help you to recreate your process!

KNOW: Evidence

What part of the artifact serves as evidence of you doing the competency, learning the content, or demonstrating a leadership skill? How does this evidence prove that you can apply the skill or the content?

KNOW: Competency

Define what the competency that you selected means. When you are “doing this competency” (analysis, creative expression, world language, inquiry, or research), what are you doing? How did you use this competency when completing the artifact? Be specific and give an example.

KNOW: Context

TELL THE STORY of the big ideas and themes that are connected to the artifact. Get inside the mind of your teacher. THINK LIKE YOUR TEACHER.

- What was the Essential Question for the unit/assignment? What were the big ideas/topics/themes of the unit?
- What did the teacher want you to learn and/or think about?
- What was happening in class leading up to the artifact? What were you covering in class?

DO: Connections
World • How can you use what you learned in this artifact (any part of the learning) to help you to figure out the real world? • How can you connect and apply learning from the artifact to an explanation of the world around you? Class • How can you use what you learned in this artifact (any part of the learning) in another class or area of the school (WLE, 0 Period, etc.)? • How can you connect and apply learning from the artifact from one area of study or academic class to another?
DO: Leadership Skills
How did you use one of the 21st Century Leadership Skills while completing this project? Make sure that you give SPECIFIC EXAMPLES of how you used/applied the Leadership Skill.
Reflect: Growths & Improvements
How did you grow as a student through this artifact? What are your next steps in order to continue to improve?