



Spanglish: a doble edged espada

****This is a working document, subject to change****

Time: Varies

Grade Level: 11-12

SLIDES THAT GO WITH THIS LESSON

Purpose (What will students learn from this lesson?):

- Students will learn about the varying perspectives related to Spanglish (the interwoven use of English and Spanish).
- Students will gain an appreciation and empowering perspective of their own language use, or community's linguistic capital.

Unit Enduring Understandings Alignment:

- Unit 1 - Self: *The story of my racialized intersectional identity.*
- Unit 2 - Stories: *The collective narratives of my people.*
- Unit 3 - Systems: *The experiences of my people with systems of power and oppression.*

Lesson Guiding Questions:

- What is linguistic capital and why is it important to understand?
- What are the dominant/oppressive perspectives of language use and acceptance?
Where do we see this take place?
- How can we resist or counter these perspectives?
- What does the linguistic capital look like in our communities?

Essential Skills:

- Critical reading, writing, speaking
- Analyzing texts

- Producing counter texts
- Celebrating personal/community cultural wealth (linguistic capital)

Cultural Wealth (Yosso, p. 78):

- **Linguistic capital:** includes the intellectual and social skills attained through communication experiences in more than one language and/or style.
- **Familial capital:** refers to those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition.
- **Social capital:** can be understood as networks of people and community resources.
- **Navigational capital:** refers to skills of maneuvering through social institutions.
- **Resistant capital:** refers those knowledges and skills fostered through oppositional behavior that challenges inequality.
- **Aspirational capital:** refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.

Ethnic Studies Principles Alignment:

- **Critique** empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
- **Challenge** imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels
- **Center** and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.
- **Conceptualize** imagine, and build new possibilities for post-imperial life that promotes *collective narratives of* transformative resistance, critical hope, and radical healing.

Standards Alignment:

RI.11-12.1: reading informational texts

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4: reading informational texts

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

W.11-12.3: text types and purposes

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.11-12.3: comprehension and collaboration

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used

Materials:

<p>Lesson: Computers, monitor, internet access</p>	<p>Artifact: Chromebook, paper, writing tools, art supplies (paint, colored pencils, markers, crayons, scissors)</p>
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Modifications, Accommodations, Resources for Multilingual Students :

<p>Texts: Printed copies of notes, translated texts as needed, use of visuals w/ subtitles and/or closed captioning.</p>	
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Cultural wealth	The array of cultural knowledge, skills, abilities and contacts possessed by marginalized groups.	review previously mentioned content
capital	the social assets of a person (education, intellect, style of speech, style of dress, social capital, etc.) that promote social mobility in a stratified society.	review previously mentioned content
Linguistic capital	“the intellectual and social skills attained through communication experiences in more than one language and/or style... Linguistic capital reflects the idea that Students of Color arrive at school with multiple language and communication skills. In addition, these children most often have been engaged participants in a storytelling tradition, that	review previously mentioned content

	may include listening to and recounting oral histories, parables, stories (cuentos) and proverbs (dichos)”	
Language purists	someone who expresses a desire to eliminate certain undesirable features from a language, including grammatical errors, jargon, neologisms, colloquialisms, and words of foreign origin	term used as a descriptor in the lesson
code-switching/ mixing/borrowing	the act of using words or phrases from different languages or same-language varieties when speaking	term used as a descriptor in the lesson
polyglossia	the coexistence of multiple languages (or distinct varieties of the same language) in one society or area	term used as a descriptor in the lesson
monologic	The use of or focus on a single language	term used as a descriptor in the lesson

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: “Careful” by Xiuhtezcatl

Description: music video in which the artist uses English, Spanish, and Nahuatl

How will you engage the students? This energizer brings attention to language use which is the focus of the lesson. This is a one-time cultural energizer.

We encourage Ethnic Studies lessons to start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement: Chumash (Ventureño) <i>*This can be modified to fit your location, purpose, etc.</i>	
Step 2	Ancestor Acknowledgement: Michele Serros <i>*This can be modified to fit your location, purpose, etc.</i>	
Step 3	Video: https://youtu.be/Z_3RonH4mA8 “Careful” by Xiuhtezcatl <i>*This can be modified to fit your location, purpose, etc.</i>	

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: Reading Excerpts about Spanglish

Description:

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide/ Step 1	<p>Excerpt from:</p> <p>Sánchez-Muñoz, A. (2017). Tempted by the Words of Another: Linguistic Choices of Chicanas/os and Other Latinas/os in Los Angeles. In J. Rosales & V. Fonseca (Eds.), <i>Spanish Perspectives on Chicano Literature: Literary and Cultural Essays</i> (pp. 71–81). Ohio State University Press. https://doi.org/10.2307/j.ctv3znwwz.9</p>	
Slide/ Step 2	<p>Excerpt from:</p> <p>Jonsson, C. (2014). Power and resistance: Language mixing in three Chicano plays. <i>The International Journal of Bilingualism : Cross-Disciplinary, Cross-Linguistic Studies of Language Behavior</i>, 18(2), 118–133. https://doi.org/10.1177/1367006912458392</p>	
Slide/ Step 3	<p>Excerpt from:</p> <p>Lopez, J. (2011). Language Policing in East Los Angeles: Ideologies of Value and Parenthood in Court-Mandated. <i>Issue: Berkeley Undergraduate Journal</i>, 24 (2): 86-92. http://dx.doi.org/10.5070/B3242011667</p> <p>Image: https://i.etsystatic.com/25587382/r/il/f0dd4f/3845368709/il_794xN.3845368709_db3i.jpg</p>	

Slide/ Step 4	<p>Excerpt from:</p> <p>Waltermire, M., & Valtierrez, M. (2019). Spontaneous Loanwords and the Question of Lexical Proficiency among Spanish-English Bilinguals. <i>Hispania</i>, 102(3), 409–422. https://www.jstor.org/stable/26867510</p>	
Slide/ Step 5	<p>Excerpt from:</p> <p>Burciaga, J. A. (1993). <i>Drink Cultura: Chicanismo</i>. VNR AG.</p>	
Slide/ Step 6	<p>Video discussion: Honoring Spanglish As Resource Eric Johnson TEDxRichland</p> <p>https://youtu.be/5kMDx6T3DmQ</p>	

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Spanglish signs/advertisements in the community

Description: This is a slide which shows examples of how Spanglish has been used by corporations and small businesses for advertising.

How will the students learn and apply the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

Students will analyze and discuss the advertisements in the slide. Students should focus on the function, purpose, intended audience, strategies, and other important details about the advertisements.

Make sure to include links to handouts and worksheets.

STEP	DESCRIPTION	TIME
Step 1	Show the advertisements.	
Step 2	Allow students to study the images.	

Step 3	Have students discuss the posed question in pairs/small groups. Share aloud.	
Step 4	Open the discussion to the class for deeper examination of the ads and their function, purpose, intended audience, strategies, and other important details.	

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	Students will write and share their answers to the following question: Thinking about what we have reviewed about language use, specifically Spanglish, how does that change or affect your personal views about language?
Assessment: How will the students be assessed?	Students will create the following: Your task is to inform and celebrate your language. You can create a poem, poster, or any text that explains to the audience how you use language and the power that it possesses.
Evaluation: How will the effectiveness of this lesson plan be evaluated?	The effectiveness of the plan will be measured by: the ideas and concepts shared by students during discussion, the written responses to posed questions, and their final artistic expression about the topic.

RESOURCES AND NOTES

- Resources:

-“Careful” by Xiuhtezcatl: https://youtu.be/Z_3RonH4mA8

-Excerpt citations:

Burciaga, J. A. (1993). *Drink Cultura: Chicanismo*. VNR AG.

Jonsson, C. (2014). Power and resistance: Language mixing in three Chicano plays. *The International Journal of Bilingualism : Cross-Disciplinary, Cross-Linguistic Studies of Language Behavior*, 18(2), 118–133. <https://doi.org/10.1177/1367006912458392>

Lopez, J. (2011). Language Policing in East Los Angeles: Ideologies of Value and Parenthood in Court-Mandated. *Issue: Berkeley Undergraduate Journal*, 24 (2): 86-92. <http://dx.doi.org/10.5070/B3242011667>

Sánchez-Muñoz, A. (2017). Tempted by the Words of Another: Linguistic Choices of Chicanas/os and Other Latinas/os in Los Angeles. In J. Rosales & V. Fonseca (Eds.), *Spanish Perspectives on Chicano Literature: Literary and Cultural Essays* (pp. 71–81). Ohio State University Press. <https://doi.org/10.2307/j.ctv3znwwz.9>

Waltermire, M., & Valtierrez, M. (2019). Spontaneous Loanwords and the Question of Lexical Proficiency among Spanish-English Bilinguals. *Hispania*, 102(3), 409–422. <https://www.jstor.org/stable/26867510>

Video discussion:

Honoring Spanglish As Resource | Eric Johnson | TEDxRichland

<https://youtu.be/5kMDx6T3DmQ>

- **Notes**

This lesson plan is a working draft that will be continuously modified to better its effectiveness to promote student learning about the lesson topic/content.

- **Worksheets and Handouts: Include links here.**

Include Links to Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.

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