

7-2012

La Guerra Civil [8th grade]

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Trinity University

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: La Guerra Civil

Grade Level: 8th grade

Subject/Topic Area(s): Spanish 1

Designed By: Merida Elizondo

Time Frame: 16 class days

School District: Leander ISD

School: Cedar Park Middle School

School Address and Phone: 2100 Sun Chase Blvd Cedar Park, TX 78613 (512) 570-3100

Brief Summary of Unit : In this unit, students will explore the events and repercussions of the Spanish Civil War. Students will focus on how art illustrates world events and how an artist can be influenced by the world they occupy. Students will also take a look at how propaganda is used during war time and its effect on the population. This unit builds upon students' knowledge of basic Spanish grammar and Spanish history. With the performance task, students will create a propaganda poster in the target language. The subject of the poster can be any issue students feel strongly about: the environment, politics, school policy, world issues, etc. Students will be assessed on the clarity of their message, grammar, content, and attractiveness of the poster. Poster will include target language command and supporting sentences. In addition to the poster students will take a unit test which covers the imperative and preterite more in depth.

La Guerra Civil

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>(1) Communication.</p> <p>(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;</p> <p>(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and</p> <p>(C) present information using familiar words, phrases, and sentences to listeners and readers.</p> <p>(2) Cultures.</p> <p>(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</p> <p>(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Create a propaganda poster in the target language. The subject of the poster can be any issue students feel strongly about: the environment, politics, school policy, world issues, etc.</p>	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art can reflect, clarify and criticize the times and places it portrays. • An artist’s work can give us an understanding of the world the artist inhabits. • Propaganda has a profound effect on past and modern societies. • Propaganda exists in many aspects of life, including art. </td> <td style="width: 50%; padding: 5px;"> <p>Essential Questions</p> <ul style="list-style-type: none"> • How can we use artwork to help understand a culture? • What can we learn about Spain's history through its art? • How does an artist share his/her experiences through a work of art? • How does art reflect a culture's identity/history/politics? • How has propaganda affected past and modern societies? • Where can we find propaganda in our lives? </td> </tr> </table>	<p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art can reflect, clarify and criticize the times and places it portrays. • An artist’s work can give us an understanding of the world the artist inhabits. • Propaganda has a profound effect on past and modern societies. • Propaganda exists in many aspects of life, including art.
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Acquisition		
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<p>(3) Connections.</p> <p>(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and</p> <p>(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.</p> <p>(4) Comparisons.</p> <p>(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;</p> <p>(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.</p>		
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)					
T	<table border="1" style="width: 100%; text-align: center;"> <tr><td>Attractiveness</td></tr> <tr><td>Clarity of Message</td></tr> <tr><td>Spanish Grammar</td></tr> <tr><td>Content</td></tr> </table>	Attractiveness	Clarity of Message	Spanish Grammar	Content	<p>Performance Tasks</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Using the target language, students will create a propaganda poster. The subject of the poster can be any issue students feel strongly about: the environment, politics, school policy, world issues, etc.</p> <p>Students must keep the following in mind while they are planning their posters:</p> <ol style="list-style-type: none"> 1. Must use Spanish, specifically at least one command. 2. The audience of the message- Who are they addressing and how does this change the way the poster is written and illustrated? 3. What elements of propaganda make for a strong message? What are some elements from Spanish Civil War posters, U.S. War posters, Picasso's work, or Miró's work that made them so memorable?
Attractiveness						
Clarity of Message						
Spanish Grammar						
Content						

T		<p>Grammar Test</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <p>Starters</p> <p>Command Review</p> <p>Monitor discussions</p> <p>Check Activities</p> <p>Web Quest</p> <p>Angelito v. Diablito</p> <p>Crossword</p> <p>Exit Slip</p>
Stage 3 – Learning Plan		
CODE (A, M, T)	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p style="text-align: center;">Starter: Answer these questions in your notebook: What is a civil war? How many civil wars have you heard of?</p> <p style="text-align: center;">Command Review worksheet</p>	
<p>A</p> <p>T</p> <p>T</p> <p>A</p>	<p>Learning Activities</p> <p>*document available at the end of the written unit</p> <p>Day 1</p> <ol style="list-style-type: none"> 1. Starter: Answer these questions in your notebook: <ol style="list-style-type: none"> a. What is a civil war? b. How many civil wars have you heard of? 2. Introduction to Spanish Civil War– Who was fighting and why? <ol style="list-style-type: none"> a. Republican side: Manuel Azana, Francisco Largo Caballero, and Juan Negrin, the Second Spanish Republic army and foreign volunteers in the International Brigades b. Nationalist side: Francisco Franco, Nationalist Spanish army, Fascist Italy, and Nazi Germany. c. The division of the country economically, socially, religiously, politically, and culturally <ol style="list-style-type: none"> i. Centralists v. Regionalists (people who wanted their states to have independence from Spain) ii. Catholics v. Atheists iii. Conservatives v. Liberals iv. Rich v. Poor 3. Review affirmative informal commands <ol style="list-style-type: none"> a. Quick re-teach of affirmative informal commands. Put the verb in the tú form and drop the “s”. Don’t forget the irregular commands! b. Closing: Play “Simón dice”. Teacher begins game giving commands to do simple tasks in or around their desks. Give students 5 minutes to write down their own commands. Draw a name for the next student to be “Simón”. c. Homework: Command Review Worksheet* <p>Day 2</p> <ol style="list-style-type: none"> 1. Starter: Put these commands in order. What does the recipe make? <ol style="list-style-type: none"> a. Pon las frutas en un plato hondo. b. Mezcla las frutas con azúcar (sugar). c. Corta las frutas. d. Sirve la ensalada de frutas. e. Lava las frutas. 	<p>Progress Monitoring (e.g., formative data)</p> <p>Pre-assessment</p> <p>Simon Says and Command Review</p>

A	<ol style="list-style-type: none"> 2. Continue Spanish Civil War lesson – Give students a brief timeline of the war with accompanying maps that illustrate how Spain was taken over by the Nationalists over time. 3. Commands affirmative informal commands with direct object pronouns <ol style="list-style-type: none"> a. Read from Gramática en Acción box on page 216 of Exprésate textbook. b. Complete activities 34 and 36 as a class. c. Watch Gramática en Acción video 	
M,T	<p>Day 3</p> <p>Continue Spanish Civil War</p> <ol style="list-style-type: none"> 1. Starter: Answer these questions in your notebook. <ol style="list-style-type: none"> a. What do you think it would have been like to live in Spain during the civil war? b. How do you think it would have been different depending on your age? c. Which side of the war do you think you would have supported? d. What would you do if your side lost? 	
M,T	<ol style="list-style-type: none"> 2. Project images on screen of children’s artwork from http://library.thinkquest.org/trio/TTQ05090/vika/vikasite/meanguer.htm 3. Facilitate discussion about what we can learn from Spanish history through these drawings. Use modified chain note protocol. <ol style="list-style-type: none"> a. As slides of the artwork go by pass several envelopes around with the following questions written on them <ol style="list-style-type: none"> i. In general, how can we use artwork to help understand a culture? ii. What can we learn about Spain's history from these drawings? iii. How did these children share his/her experiences through their drawings? iv. How does this art reflect Spain’s identity/history/politics? b. As the envelopes go by students are making responses on smaller sheets of paper and dropping them into the correct envelope. c. As a class look for commonalities and overarching themes in responses. 	Monitor discussion
A	<ol style="list-style-type: none"> 4. Affirmative informal commands with direct object pronouns <ol style="list-style-type: none"> a. Complete activities 35 and 37 with remaining class time or as homework 	Check activities
M,T	<p>Day 4</p> <ol style="list-style-type: none"> 1. Starter: No starter today. Meeting in the computer lab. 2. Introduce Picasso’s <u>Guernica</u> - In computer lab have students visit http://library.thinkquest.org/trio/TTQ05090/vika/vikasite/meanguer.htm and complete Guernica Web Quest* 3. Affirmative informal commands with reflexive pronouns 	Web Quest
M,T	<p>Day 5</p> <ol style="list-style-type: none"> 1. Continue with Guernica – Project the painting on the screen and pose the following questions/prompts pulled from http://www.allenandunwin.com/uploads/BookPdf/TeachersNotes/9781741759945.pdf : <ol style="list-style-type: none"> a. Guernica was painted in grief in response to an appalling act of war. Today, the painting is used as a call for peace. Discuss why people 	Monitor discussion

A	<p>might use a painting of war (and this painting in particular) when rallying for peace.</p> <p>b. Imagine you are a journalist attending the initial unveiling of Guernica at the Paris International Exhibition, held only a few weeks after the bombing of Guernica. Write a newspaper report describing the crowd’s reaction to the painting.</p> <p>c. Guernica was painted using only black and white and shades of gray, making it very different to so many of Picasso’s other colorful works. Discuss what effect the lack of color has on the impact of the painting on the viewer? On page 29 we are told that Picasso experimented with including red for blood, but then removed it. How would the effect on the viewer be different if there were other colors in the painting? A display of some of Picasso’s colored works on a whiteboard or projector can help in this discussion.</p> <p>2. Introduce demonstrative adjectives– Go over Demonstrative adjective notes*</p>	
M,T	<p>Day 6</p> <p>1. Starter: Fill in the missing demonstrative adjective</p> <p>a. This or These</p> <p>i. Libro</p> <p>ii. Revista</p> <p>iii. Cartel</p> <p>iv. Zapatos</p> <p>b. That or Those</p> <p>i. Mochila</p> <p>ii. Bolígrafo</p> <p>iii. Pantalones</p> <p>iv. Collar</p>	Monitor discussion
A	<p>2. What is propaganda? Adapted from http://www.propagandacritic.com/articles/references.html and http://www.propagandacritic.com/articles/index.html</p>	
M	<p>3. Pull articles about different elements of propaganda from website. Divide class into groups and jig saw the material with each group sharing out a different element of propaganda. In the end, make sure each student has a copy of the articles to reference for the rest of the unit.</p> <p>4. Show “Duck and Cover” and “Make mine freedom” videos to the class to promote a discussion of elements of propaganda. Have students find concrete examples from the video.</p>	Collect example sheets
A,M,T	<p>Day 7</p> <p>1. How was it used during the Spanish Civil War?</p> <p>a. Show Spanish Civil War Propaganda Posters from http://libraries.ucsd.edu/speccoll/visfront/vizindex.html</p> <p>b. Choose three and have students identify elements of propaganda</p> <p>c. Answer these questions for each poster</p> <p>i. What was the message?</p> <p>ii. Was it effective?</p> <p>iii. What is your response to the poster?</p> <p>2. Show examples of propaganda posters in our history</p> <p>a. “I want you”</p> <p>b. “We can do it”</p> <p>c. “Someone talked”</p> <p>d. Answer these questions for each poster</p> <p>i. Had you seen this poster before?</p>	Collect work from propaganda analysis

	<ul style="list-style-type: none"> ii. What was the message? iii. Was it effective? iv. What is your response to the poster? 	
A	<p>Day 8</p> <ol style="list-style-type: none"> 1. Negative informal commands – Notes over negative commands* 2. Students will fill out command flipbook that can be used as a resource for the rest of the unit and on the test (at teacher discretion). 	Command FlipBook
M,T	<p>Day 9</p> <ol style="list-style-type: none"> 1. Students will take out a sheet of paper and fold it in half. Label one column “Angelito dice” and the second column “Diablito dice”. Put up the following scenarios and ask students to creat affirmative and negative commands for each scenario. What would the Angelito say versus what would the Diablito say. <ul style="list-style-type: none"> a. Comer las verduras b. Estudiar el español c. Tener miedo d. Ver mucha televisión e. Dormir muy poco f. Escribir en las paredes g. Hacer yoga h. Estar contento i. Ser perezoso j. Hacer la tarea k. Venir al colegio todos los días l. Ayudar a los compañeros de clase m. Acostarte temprano n. Despertarte tarde o. Ponerse pantalones muy cortos para ir al colegio 	Angelito Diablito paper
M,T	<p>Day 10</p> <ol style="list-style-type: none"> 1. Starter (from Exprésate): What do parents tell their children? <ul style="list-style-type: none"> a. Come/No comas verduras b. Compra/No compres muchos dulces c. Sal/No salgas tarde para el colegio d. Haz/No hagas tu tarea e. Pon/No pongas los pies en la mesa 	
M A	<ol style="list-style-type: none"> 2. Choose issue – Hand out research sheet and propaganda planning sheet* Brainstorm topics as a class/group/on their own 3. The preterite tense – Give preterite notes* 	
A,M	<p>Day 11</p> <ol style="list-style-type: none"> 1. Starter: No starter today. Meeting in the computer lab. 2. Research issue in the computer lab. Finish filling out research sheet and propaganda planning sheet*. 3. The preterite tense – Hand out preterite verb chart* during last ten minutes of class and fill in subject pronouns, endings, and irregulars as a class. 	
A	<p>Day 12</p>	
M	<ol style="list-style-type: none"> 1. Starter: The preterite tense – Finish filling in preterite verb chart on your own. 	Check verb chart
M,T	<p>Create poster – In class provide half poster board, large construction paper, or legal size paper for students. Other necessary supplies may include: markers, colored pencils, crayons, construction paper, scissors, and glue.</p> <p>Day 13</p>	

T	<p>Work day for poster</p> <p>Day 14</p> <p>1. Starter: Take out your poster and lay it on your desk. Take out a sheet of paper and divide it into two columns. Title them “Wows” and “Wonders”. After you have done this, please sit quietly at your desk. We will begin the gallery walk soon.</p>	Gallery Walk
T	<p>2. Present poster – Gallery Walk</p> <p>a. Have students rotate around the room in small groups looking at the different propaganda posters created by their peers.</p> <p>b. Students will write wows (things they were impressed with) and wonders (questions that were brought up as a result of viewing the work) as they rotate around the room.</p> <p>c. When everyone has made it through the posters have students return to their own posters to reflect and discuss as a class.</p> <p>i. Why did you choose this topic? What influenced your viewpoint? Imagine you lived 50 years ago would you have chosen a different topic? Imagine you lived 50 years in the future would your topic still be relevant?</p>	
M,T	<p>3. The preterite tense – as students are leaving class pass out assessment for learning exit slip* that covers the preterite tense.</p> <p>4. Homework – Crossword with different command forms and study preterite verb chart</p>	Exit Slip Check crossword
M	<p>Day 15</p> <p>1. Starter: Find your name on the list and have a seat at the correct grouping of desks.</p> <p>2. Review day for assessment- Play a variation of numbered heads</p> <p>a. Split class into groups of 3-4 and within the group they number off</p> <p>b. Handout review sheets that have been pre-portioned for the game with 3-4 questions per sheet.</p> <p>c. Teacher gives students short amount of time to come up with answers for review sheet students cannot write anything down.</p> <p>d. Teacher picks random number between 1-4 that will have to answer questions for that round.</p> <p>e. Play continues until review sheet has been done.</p> <p>f. Handout individual copies of review sheets and have students fill them out with remaining class time or for homework.</p> <p>Day 16</p> <p>1. Starter: Put these words in order. Start with the date farthest in the past.</p> <p>a. Anteayer</p> <p>b. Mañana</p> <p>c. Hoy</p> <p>d. Ayer</p> <p>e. Pasado mañana</p> <p>f. Este viernes</p>	Run review game Check review sheet
T	<p>2. Grammar Assessment* - assessment covers different types of commands and the preterite tense. Students may use command flipbook to complete second page of the test.</p>	Test



J. Howard Miller's "We Can Do It!" poster from 1943



Hoy más que nunca. VICTORIA Signed: Renau, 1938



Al front! Carles Fontseré. C.N.T.

El Cartel de Propaganda

Using Spanish, you will create a propaganda poster. The subject of the poster can be any issue you feel strongly about: the environment, politics, school policy, world issues, etc. Remember, keep it school appropriate!

Students must keep the following in mind while they are planning their posters:

1. In addition to illustrating your poster you must also include some Spanish! At least one command and another sentence in Spanish defending your position on the poster.
2. The audience of the message- Who are you addressing and how does this change the way the poster is written and illustrated?
3. What are some of the common elements of propaganda? *Name Calling, Glittering Generalities, Euphemisms, Transfer, Testimonial, Plain Folks, Fear, Band Wagon* How can you incorporate at least 3 of these elements into your poster?
4. What are some elements from Spanish Civil War posters, U.S. War posters, Picasso's work, or Miró's work that made them so memorable?

	Great!	Acceptable	Needs Work	Unacceptable
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Message	Message is clear and strong. There is no confusion as to what student is promoting/defending/arguing against.	Message is clear, but not as effective as it could be.	Message is unclear. There is confusion about what student is promoting/defending/arguing against. There are mixed messages.	There is no message. Student does not take a stand for or against anything.
Spanish Grammar	There are no grammatical or spelling errors. All commands are formed correctly.	There are 1-3 grammatical or spelling errors. All commands are formed correctly.	There are 3-5 spelling or grammatical errors. Commands are formed incorrectly.	There are more than 5 grammatical or spelling errors. Commands are not included or are formed incorrectly.
Content	Includes at least 1 command. Covers at least 3 different elements of propaganda. Includes 4-5 sentences supporting viewpoint. Uses a variety of adjectives and vocabulary.	Includes at least one command and covers at least 2 different elements of propaganda. Includes 3-4 sentences supporting viewpoint. Sentences have little variety/are very similar.	Includes at least one command and includes at least one element of propaganda. Includes at least 2 sentences supporting viewpoint.	Does not include a command and there is no clear use of any of the elements of propaganda. There are no support sentences included on the poster.

Review of Affirmative Informal Commands

1. When do we use affirmative *informal* commands?

2. How do we form affirmative informal commands?

3. Practice with these verbs!

a. Cantar _____

b. Escribir _____

c. Comer _____

4. Don't forget about stem-changers! Verbs that have a stem-change in the tú form will also have a stem-change in the command form.

a. Jugar _____

b. Dormir _____

c. Empezar _____

d. Pedir _____

5. What were the irregular affirmative commands we learned in Chapter 6?

Come	Say	Leave	Do/Make	Have/Be	Go	Put	Be
Venir	Decir	Salir	Hacer	Tener	Ir	Poner	Ser

6. Give the following people commands to help them solve their problems!

a. Quiero algo para comer, pero no puedo comer carne.

b. Quiero hacer ejercicio, pero me duelen los pies.

c. Quiero ir al colegio temprano, pero necesito dormir más.

d. Quiero buenas notas en mi clase de ciencias, pero no sé mucho de ciencias.

e. Quiero ir al centro comercial, pero no tengo dinero.

Nombre: _____

Guernica Web Quest

Go to the following websites and fill out the information by exploring the different pages.

<http://tinyurl.com/7ra5wo5>

When was Guernica bombed?

Who bombed Guernica?

How many people died because of the bombing?

What was the motivation for this attack?

Where was Pablo Picasso born?

For what event was Guernica created?

What is the size of the painting?

What happened to people if they were found in possession of copies of Guernica?

Now that you have some background information take a closer look at Guernica, and answer the following questions.

<http://tinyurl.com/7mqlgwz>

What was your first impression of this painting?

What imagery do you see?

Why did Picasso use this?

How has Picasso interpreted the events of Guernica?

DEMONSTRATIVE ADJECTIVES

Demonstrative adjectives point out things.

Use forms of *este* (*este, esta, estos, estas*) for things close to you.

Use forms of *ese* (*ese, esa, esos, esas*) for things that are farther away.

			Masculine	Feminine
close	this	singular	<i>este</i>	<i>esta</i>
	these	plural	<i>estos</i>	<i>estas</i>
far away	that	singular	<i>ese</i>	<i>esa</i>
	those	plural	<i>esos</i>	<i>esas</i>

Close

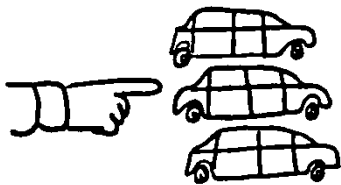


este carro

Farther away



ese carro



estos carros



esos carros

Practice

Fill in the missing demonstrative adjective.

THIS or THESE

- _____ blusa
- _____ abrigo
- _____ calcetines
- _____ pantalones cortos
- _____ botas
- _____ bolsa
- _____ vaqueros
- _____ camisetas
- _____ sacos
- _____ sombrero

THAT or THOSE

- _____ suéter
- _____ sombreros
- _____ chaqueta
- _____ camisas
- _____ traje de baño
- _____ vestidos
- _____ sandalias
- _____ zapato
- _____ pulsera
- _____ collar

C7G2: Negative Commands!



An affirmative command tells someone what to do.

The affirmative informal command form of most verbs is the tú form without the final “s”.

Come bien y duerme lo suficiente.

Eat right and get enough sleep.

A negative command tells someone not to do something. To form the negative informal command of -ar verbs, drop the final “o” of the yo form and add “es”.

Fumar= to smoke

fumo → fum + es → fumes → No fumes

No fumes= Don't smoke.

To form the negative informal command of -er and -ir verbs, drop the final “o” of the yo form and add “as” .

(yo) vengo → no vengas

(yo) como → no comas

(yo) duermo → no duermas

These verbs have **IRREGULAR** negative informal commands.

Dar → no des

Ir → no vayas

Ser → no seas

Estar → no estés

Practice!

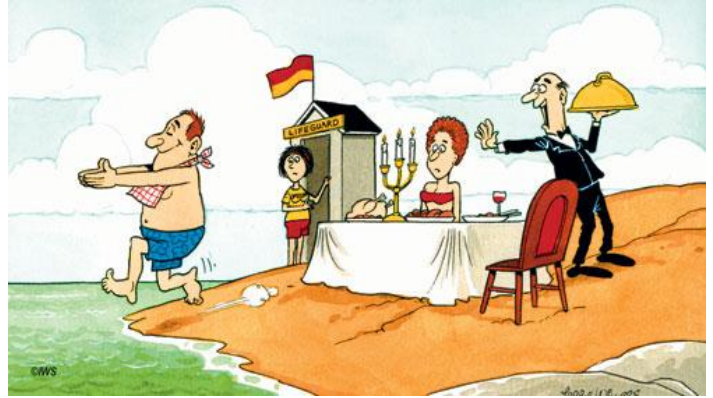
A. Put these verbs into the informal negative command form.

Verb Infinitive	Verb in the YO form	Informal Negative Command Form
cantar		
caminar		
escribir		
abrir		
leer		
comer		
hacer		
poner		
ser		
ir		
dar		

Practice Continued!

B. Choose the correct translation.

1. Don't order the salad.
 - a. No pide la ensalada.
 - b. No pidas la ensalada.
 - c. No peda la ensalada.
2. Don't run with scissors.
 - a. No corres con tijeras.
 - b. No corra con tijeras.
 - c. No corras con tijeras.
3. Don't do the homework.
 - a. No hagas la tarea.
 - b. No hace la tarea.
 - c. No hacas la tarea.
4. Don't swim after lunch.
 - a. No nades después del almuerzo.
 - b. No nado después del almuerzo.
 - c. No nadas después del almuerzo.
5. Don't go to bed late.
 - a. No te acostas tarde.
 - b. No acuestes tarde.
 - c. No te acuestes tarde.
6. Don't rent them.
 - a. No los alquiles.
 - b. No alquíalos.
 - c. No alquiles.



C. Conjugate the verbs to the negative command form.

7. patinar en el colegio _____
8. poner los pies en la mesa _____
9. comer mucha pizza _____
10. ser mal estudiante _____

D. Translate these negative informal commands into SPANISH.

11. Don't open the door. _____
12. Don't talk. _____
13. Don't go out. _____
14. Don't be mean. _____

Preterite Notes: -AR,-ER, -IR verbs

Use the preterite tense when talking about specific events that occurred in the _____.

Use these endings to conjugate -AR verbs in the preterite tense.

Yo	Nosotros/as
Tú	Vosotros/as
Él, ella, Ud.	Ellos/as, Uds.

Example - Conjugate Hablar

Yo	Nosotros/as
Tú	Vosotros/as
Él, ella, Ud.	Ellos/as, Uds.

Regular -ER and -IR verbs have the _____ endings in the preterite.

Use these endings to conjugate -ER and -IR verbs in the preterite tense.

Yo	Nosotros/as
Tú	Vosotros/as
Él, ella, Ud.	Ellos/as, Uds.

Example - Conjugate Comer

Yo	Nosotros/as
Tú	Vosotros/as
Él, ella, Ud.	Ellos/as, Uds.

Example - Conjugate Abrir

Yo	Nosotros/as
Tú	Vosotros/as
Él, ella, Ud.	Ellos/as, Uds.

Stem-changing AR verbs (DO / DO NOT) stem-change in the preterite.

Stem-changing ER verbs (DO / DO NOT) stem-change in the preterite.

Since _____ endings are the same in present and preterite tense, you can use one of the following to clarify:

Present Tense	Past Tense
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Choose the correct verb in the parenthesis.

Armando y sus padres (salimos/salieron) muy temprano para la casa de sus abuelos para el cumpleaños de su abuelo. Armando (vio/vimos) a sus tíos que viven lejos. Primero, todo la familia (comí/comió). Armando y su primo menor (bebiste/ bebieron) cinco refrescos. Después de la comida el abuelo de Armando (abrió/abrieron) los regalos (gifts).

Translate the following sentences to Spanish.

1. Last Saturday we played baseball.

2. Yesterday I sang and danced.

3. Did you talk with the salesclerk?

4. My best friends swam at the pool last weekend.

5. I opened the door for my teacher.

Preterite Notes: The Verb "ir"

One of the most-used preterite verbs is _____. It is _____ in the preterite tense.

We use the verb _____ in the preterite to say where someone went at a certain time in the past.

Here are its forms:

Yo	Nosotros/as
Tú	Vosotros/as
Él, ella, Ud.	Ellos/as, Uds.

Choose the correct verb in the parenthesis.

Ayer (fui/fuimos) con mi familia al centro commercial. Mi hermana Delia (fuiste/fue) a comprar pantalones. Mis padres (fuisteis/fueron) a comprar libros y mi hermano (fui/fue) a comprar un disco compacto. Por fin, nosotros (fuimos/fueron) a un restaurante para comer.

Choose a word or phrase from each column to make a logical sentence.

A	B	C	D
yo	fue	al cine	a leer libros
tú	fuimos	a la biblioteca	a comer la comida mexicana
mi familia y yo	fuiste	al estadio	a ver un partido de fútbol
mi mejor amigo(a)	fueron	al restaurante	a nadar con amigos
mis padres	fui	a la playa	a ver una película de ciencia ficción

- _____
- _____
- _____
- _____
- _____

Mixed Practice: Preterite

A. Write if the sentence is written A. In the present tense or B. In the past tense.

- ___ 1. Yo fui a la frutería para comprar unas manzanas.
- ___ 2. Ellos quieren pasear por el parque.
- ___ 3. Nosotros hablamos por teléfono ayer y el lunes pasado.
- ___ 4. ¿Cuándo trabajaron ustedes?
- ___ 5. Juan se levantó a las seis esta mañana.
- ___ 6. Juanita y yo vamos a preparar la ensalada.
- ___ 7. Jorge se acuesta todos los días muy temprano.
- ___ 8. Anoche tú escribiste unas cartas.
- ___ 9. No comprendisteis la tarea.
- ___ 10. Yo corro todos los días.

B. Write the form of the verb given in the preterite form to match the subject of the sentence.

1. Ana, Diana, y Lola _____ leche anoche. (beber)
2. Tú no _____ mucho en la fiesta. (comer)
3. Nosotros _____ a clase después del almuerzo. (ir)
4. Yo _____ la falda anaranjada. (comprar)
5. Mi tía _____ a Corpus Christi el verano pasado. (ir)

C. Write the word in English

1. Ayer _____
2. Anteayer _____
3. Anoche _____
4. El viernes pasado _____
5. La semana pasada _____

RESEARCH AND PLANNING SHEET

THIS PAPER IS DUE WITH YOUR PROJECT.

Topic	
Viewpoint	
Questions I have about the topic	
Possible keywords to use while searching in the computer lab	
Four facts about the topic that I find interesting	

COMMON ELEMENTS OF PROPAGANDA - COULD YOU APPLY THESE ELEMENTS OF PROPAGANDA TO YOUR WORK AND RESEARCH?

	Yes	No	How? Visually? Written word (in Spanish)? Command? Supporting Sentences?
Name-calling			
Glittering Generalities			
Euphemisms			
Transfer			
Testimonial			
Plain Folks			
Bandwagon			
Fear			

Preterite (Past Tense) Verb Chart – Regular Verbs

Subject Pronouns							
		Yo	Tú	Él, Ella, Ud.	Nosotros/as	Vosotros/as	Ellos/as, Uds
AR ENDINGS							
ER ENDINGS							
IR ENDINGS							
Infinitive	English	Yo	Tú	Él, Ella, Ud.	Nosotros/as	Vosotros/as	Ellos/as, Uds

Preterite Verb Chart – Irregular Verbs

Infinitive	English	Yo	Tú	Él, Ella, Ud.	Nosotros/as	Vosotros/as	Ellos/as, Uds

Nombre: _____

Preterite ASSESSMENT FOR LEARNING Exit Slip

Write if the sentence is written **A. In the present tense** or **B. In the preterite (past tense)**.

- _____ 1. Ellos quieren escuchar música en clase.
- _____ 2. ¿Cuándo fueron a la playa?
- _____ 3. Nosotros hablamos por teléfono anteayer.
- _____ 4. Juan se lava las manos antes de cocinar.
- _____ 5. Ayer yo fui al centro comercial para comprar una blusa.

Choose the correct preterite verb in the parentheses.

- 6. Ayer yo (fui/ fuiste) al centro comercial con mi hermano para buscar una bolsa.
- 7. ¿Tú (comiste/ comí) un sándwich de atún ayer?
- 8. Mis hermanas (compré/ compraron) unos pantalones blancos y un saco rojo.
- 9. El almuerzo (costó/ costaron) cinco dólares.
- 10. Lázaro y yo (tomé/ tomamos) un refresco en la plaza de comida.

Nombre:

Commands and the Preterite Tense

A. Listen and write if the speaker is talking about an event in the (A) present or (B) past.

- 1.
- 2.
- 3.
- 4.
- 5.

B. Read the sentences and write if the speaker is talking about an event in the (A) present or (B) past.

1. Tomás y Fernando jugaron videojuegos ayer por la tarde.
2. A Delia le gusta ir de compras con sus amigos.
3. ¿Compraste una camiseta?
4. Mi familia vamos a alquilar películas de terror.
5. El martes pasado fui a la playa.

C. Choose the correct form of the preterite verb.

1. Yo (a. patiné / b. patinó) en el parque.
2. Carmen (a. se levantó / b. se levantaron) a las seis esta mañana.
3. Los estudiantes de español no (a. fueron / b. fuiste) a España.
4. Carlos y yo (a. estudiamos / b. estudió) anoche.
5. ¿Tú (a. caminaron / b. caminaste) al colegio ayer?

D. Write the correct form of the verb in the preterite tense.

1. Pablo y Mila _____ (dibujar) en la clase de arte.
2. Tú _____ (ir) a la casa de Rosalita.
3. Luis _____ (pasar) la aspiradora anteayer.

Please turn this section of the test in and pick up the next section from your teacher. You may use your command flipbook to complete the next part of the test.

E. Conjugate the verbs to the **affirmative (+)** informal command form.

1. Cantar _____

2. Beber _____

F. Conjugate the verbs to the **negative (-)** informal command form.

1. Caminar _____

2. Poner _____

3. Volver _____

G. Conjugate these irregular verbs to the **affirmative (+)** informal command form.

1. Decir _____

2. Salir _____

H. Conjugate these irregular verbs to the **negative (-)** informal command form.

1. Ser _____

2. Ir _____

I. Conjugate these verbs with direct objects to **affirmative (+)** informal commands with direct object pronouns.

1. Mezclar la ensalada _____

2. Calentar el café _____

J. Conjugate these verbs with direct objects to **negative (-)** informal commands with direct object pronouns.

1. Alquilar los videos _____

2. Hacer la tarea _____

K. Conjugate these reflexive verbs to **affirmative (+)** informal commands.

1. Vestirse _____

2. Bañarse _____

L. Conjugate these reflexive verbs to **negative (-)** informal commands.

1. Lavarse _____

2. Despertarse _____