# **Lesson Plan – Bargaining in Oaxaca, Mexico.** Objective(s):

* Familiarize students with bargaining practices in the marketplace in Oaxaca.
* Be able to compare and contrast North American markets with Mexican markets.
* Be able to sell and purchase items in the TL.
* Be able to describe objects in the marketplace.

Standards:

* (S1.1) – *Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.*
* (S1.2) – *Students understand and interpret written and spoken language on a variety of topics.*
* (S1.3) – *Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics*.
* (S2.1) – *Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.*
* (S2.2) – *Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.*
* (S4.2) – *Students demonstrate an understanding of the concept of culture through comparisons if the culture studied and their own*.

Access Prior Knowledge & Preparation for Lesson: \*Pre-Assessment (Note: Students have some prior knowledge on cultural practices in the marketplace.)

* Prior to starting the class, place on the board a poster with a horizontal line drawn across with the far left side saying “Know nothing” and the opposite side saying “expert”. The title of the sign should read “Bargaining in Oaxaca in Spanish”. Students will place a sticker on the spectrum indicating their level of knowledge on the topic, both concerning culture and language.*\*Posterboard idea taken from Gail Collins’ workshops*
* Students will meet with collaboration partners and discuss what a typical trip to the market consists of in their community. What do they see in the store? What can be bought? Can they bargain for a better price? Students will create a **concept map of what they discussed with the center circle being “Oaxaca” and from their map out what components go into a city with the focus of the marketplace and local economy (stores, services, etc.) After a few minutes and observing progress, students will place their maps on the front board for all students to observe.** \**Concept Mapping taken from Jackie Gulino’s workshop.* (This pre-assessment will get students’ minds opened up to the wide impact of a local economy and what is connected to it since the market in Oaxaca is the main economic force.

Lesson:

* Introduce lesson topic and objectives for the day. [10 min]
	+ Make connection with preparation activity.
		- Remind students of the characteristics of our markets and to keep that in mind as they read the text in the textbook describing local markets in Oaxaca.
	+ Reading assignment:
		- Students will get back together with partners to read the short reading (2 paragraphs) in textbook, in our unit.
		- Students will read the text together to learn about the typical Oaxacan market and how bargaining works there.
		- Instruct students to do the following:
			* “Students, as you read about the marketplace in Oaxaca, think about what our markets are like and how they differ from one another.
			* “Also, with your partner compile a list of the following you would need when bargaining in the marketplace:”
				+ Verb expressions (i.e. comprar, dejar, costar, etc.)
				+ Vocabulary words related to marketplace items (i.e. handicrafts, jewelry, numbers, adjectives, clothing, food, and anything else you see necessary to use in the setting,
				+ What tense would you mainly use? (present tense)
				+ What grammar points could help you speak properly? (Matching in gender & number with adjective use, proper question format, and what else you need.
				+ “Students, remember to work well with your partner and keep the objectives in mind that we discussed at the beginning of class.”
				+ “Class, you have 15 minutes to read and compile the list. I will be walking around offering help if needed.”
			* Preparation for Presentational Task
				+ Students, you have been able to read about bargaining and shopping in a market in Oaxaca, Mexico. Let’s review a little of what you should have discussed with your partners and what might be on that list.

What is the market like down there in Oaxaca? (open-air, sell a wide variety of hand-made and factory made products, sell food, restaurants, street vendors, music playing, etc.)

What is bargaining in the marketplace? (Negotiating a lower price after the initial price is given.)

How do the markets compare, ours and theirs?

Have you ever bargained for a better price before in any setting?

Now we will all get that chance.

Students, I want you to come up with a short scene with your desk cluster (**Desk clusters were built at the beginning of the year. Cluster groups consist of 3 students with mixed abilities. In each group there is one student that demonstrates leadership and caring with a strong knowledge of the content, another student that falls in the middle of the spectrum, and thirdly, a student that is weaker on the content and responds well to the students in the group on a social level)** showing what it might look like to bargain for a good price for an item that you would want to buy if you were to visit Oaxaca. As you prepare a scene to present to the class, follow these steps: (*Desk cluster groups based on John Strebe’s cooperative learning strategies presentation)*

You have already learned and compared marketplaces, so you are familiar with the setting and words needed to communicate in such a situation.

Draft your script of the scene. One student will be the buyer and the other are both venders, but have different stores. As you write your scene, use the grammar points you listed and the vocabulary you saw as necessary to bargain and shop.

The scene should be a length of 12-15 lines total.

After drafting the scene, make sure to revise your work to improve any weak points. For example, check verb conjugations, gender and number agreement, have you been able to express yourselves in an understandable way.

Students, you may use any props or costumes from the class prop box.

When you have completed your script, call me over so I can give you feedback for any improvements needed.

Students, the following rubric will be used to evaluate the scene.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Traits | Score 5 | Score 4 | Score 3 | Score 2 |
| Content | I consistently use the appropriate structures and vocabulary to communicate. | I usually use the appropriate structures and vocabulary to communicate. | I sometimes use the appropriate structures and vocabulary to communicate. | I use few of the appropriate structures and vocabulary to communicate. |
| Comprehensibility | Listener understands all of what I am trying to say. | Listener understands most of what I am trying to say. | Listener understands less than half of what I am trying to say. | Listener understands little of what I am trying to say. |
| Accuracy | I use language correctly, including grammar and word order. | I usually use language correctly, including grammar and word order. | I sometimes use language correctly. | I seldom use language correctly. |
| Fluency | I speak clearly without hesitation. Pronunciation and intonation seem natural. | I have few problems with hesitation, pronunciation, and intonation. | I have some problems with hesitation, pronunciation, and intonation. | I hesitate frequently and struggle with pronunciation and intonation. |

* Students, you have 30 minutes to complete tasks. Any questions? Let’s begin!
* Presentational Task of Material [15-20 min]
	+ In order to assess the progress of student the students, each group will present their scenes in front of the class.
	+ Instruct the following:
		- Students, you will be presenting your scenes now in front of the class.
		- Make sure to speak loudly, slowly, and clearly so all can understand and be able to provide feedback at the conclusion to each scene.
		- Students listening to presentations will provide peer feedback of proper use of TL, both strengths and weaknesses.
	+ Materials:
		- Textbooks
		- Photos of Oaxacan Marketplace
		- Handicrafts and clothing props for scenes
		- Paper, pencils, pens, and erasers.

Check for Understanding: [Until end of class]

* Summative Assessment through a **Homework Menu** based on the experiences of today's class and prior knowledge taught in previous classes concerning the Oaxacan culture and language components necessary for communicating. Students will pick one assignment from one of the 3 columns in the homework sheet. Assignment is due the next day. \**Homework Menu strategy taken from Ian Linden’s workshop.*