

TITLE:

Exploring a Sense of Place by Understanding Geographical and Outdoor Terms in Spanish

Overview:

Upon completion of this lesson, students will be able to read, write, and discuss novice geographic terms (in Spanish) related to observing very specific components of an outdoor setting. Students will then be able to compare that setting to another place within a state or region in which students have a desire to live or visit.

National Geography Standards:

- 1.4. The use of geographic representations to ask and answer geographic questions.
- 2.1 The locations, characteristics, and patterns of physical and human features are the basis for mental maps at local to global scales
- 6.1. People's different perceptions of places and regions are influenced by their life experiences.

Oregon Geography Content Standards:

Please note: while this lesson is intended for students learning Spanish 1 and 2 who are middle or high school Spanish language learners, the following standard is appropriate to this lesson:

- 5.7. Identify, locate, and describe places and regions in the United States.

National Standards for Learning Languages (American Council on the Teaching of Foreign Languages/ACTFL, www.actfl.org):

1.2 Interpretive Communication (Key Ideas and Details)-

Demonstrate comprehension of content from authentic audio and visual resources.

3.2 Connections- Acquiring new information from other content areas using authentic sources.

5.1: Communities- Beyond the School Setting: Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).

Objectives:

The desired outcomes of this activity are tri-fold:

1. Students will experience and learn in an outdoor location, which is completely different than learning within a classroom setting. The primary goal is that students are outside and ideally, in a green space setting: park, trail, or outdoor school camp; somewhere that takes students away from that which is familiar. However, this lesson may also be performed in an urban setting, as long as it is outdoors!

2. Students will expand their Spanish language skills by asking and answering geographic questions related to the outdoor setting, gaining novice geographical vocabulary knowledge, and further develop observation and map reading skills.

3. Students will expand their spatial awareness related to experiencing an outdoor setting and then use an atlas to identify specific features of an area (within a state or region), as a point of comparison. This step will be especially helpful for students to try to accurately identify where desired geographical features are located, and possibly why these features are personally appealing.

By completing this activity, Spanish language learners will gain many vocabulary terms in the target language. Students will experience and also be able to compare an outdoor environment to a state or region in which s/he would like to live based on personal perception and/or experience with that particular place.

Grade Levels: 7 and 8 (or Spanish levels 1 and 2, which means grade levels could also include high school students taking beginning Spanish, grades 9-12).

Time: Four to five class periods, with options to extend.

Materials for each student in class:

- Paper/pencil
- Clip board
- Students' journals/notebooks
- For Oregon teachers--Student Atlas of Oregon, hard copy and/or online:

<http://www.pdx.edu/geography-education/student-atlas-of-oregon>

- El Atlas de Oregon para Estudiantes, hard copy and/or online:

<http://www.pdx.edu/geography-education/%C3%ADndice-el-atlas-de-oregon-para-estudiantes>

- For teachers outside of Oregon, locate and use an atlas for your state or region.

(Materials, con't.)

- Glossary of key terms in 11 languages

http://www.pdx.edu/geography-education/sites/www.pdx.edu.geography-education/files/PSU_OGA_24x36_translatedTerms_1212.pdf

- “Think Like a Geographer” (Appendix A.)
- Vocabulary assessment (Appendix B.)
- Rubric (Appendix C.)
- Dictionary of English to Spanish Key Terms (Appendix D.)
- Leave No Trace principles- teacher to decide whether to print Appendix E. to give students, or go over these ideas via the website:
<https://lnt.org/learn/7-principles>
- Access YouTube to watch a short (less than 10 minutes) video, produced by National Park Service on the Leave No Trace practice:
<https://www.youtube.com/watch?v=jXO1uY0MvmQ>
- “Stop, Look, Listen” for sensory observation activity (field observation activity, Appendix F.)
- Making Comparisons Grid (Appendix G.)
- Writing assessment (Appendix H.)
- Writing assessment rubric (Appendix I.)
- Student-created dictionary or list of key terms
- Snacks/lunches, in order to maximize time outdoors

Background:

- Students will already know and understand basic map reading and key terms in English.
- Having the ability to transfer map reading skills into a second language-learning setting is expected, as one of the primary goals of this lesson is to expand Spanish vocabulary while observing and comparing an outdoor/natural environment.
- Students have had practice making inferences about new word meanings based on other context clues within text, understanding and using cognates (words that look and sound alike, with same meaning in two or more languages) and should be comfortable using various resources, in this case, an atlas from which to pull new information.
- Students will have background knowledge of different types of ecosystems and what attributes make these systems unique and/or considered a desirable place to visit/live.
- Students will have background knowledge of terms and ideas associated with environment, and conservation practices due to earlier units of study.
- Students will already have knowledge of question words and how to ask questions in Spanish.
- Students will have had practice knowing and using prepositions (here, there, above, below, etc.).

Procedures:

Days 1-2, in the classroom setting:

1. Hook: Tell students they will become expert observers and that no one else on the planet will be able to fully describe, the way they will, the spot that will be exclusively “theirs” upon spending time in “their” outdoor

place! Further explain that the upcoming outdoor experience is intended to help establish a sense of physical place by identifying what makes a particular place unique. Help students understand that the focus outside will be to **develop observation skills** and **be able to use geographical terms**, using the target language as much as possible.

2. Class discussion in English or Spanish, depending on your class. Initially, English is suggested, due to the unique aspect of this lesson being partially conducted outdoors. If in Spanish, use props to avoid confusion and discuss **ideas of place**. If possible, work with social studies teachers, so that students may already be thinking about the following types of questions:

How would you describe the world in which you live? Which geographic areas are wet vs. dry, mountainous vs. flat, etc.? Where would you most likely find lush vegetation and/or edible plant life? Where would you find birds of prey or songbirds? What does riparian mean? What types of life comprise a riparian area? What does arid mean? What type of life exists in high (greater than 10,000 feet) elevation areas? Etc.

3. Brainstorm what makes a physical place **desirable** to visit or live. Address different opinions; ask if the preferences are due to actually visiting these places, or due to seeing them in other forms (magazines, movies, online, etc.). During the discussion, keep track of a possible theme or key words/phrases that may consistently arise and begin creating a list of these words for the class to later use in the target language. (Do not allow students to view this list, prior to taking the pre-assessment.)
4. Distribute: "Piensa Como Un Geógrafo/Think Like a Geographer" to discuss some key ideas that will help guide students on their sensory observation field activity. (Appendix A.)
5. Pre-assessment: vocabulary quiz on geography/outdoor terms to initially identify students' knowledge level in target language. (Appendix B.) Rubric for this assessment is Appendix C.
6. If in Oregon, distribute El Atlas de Oregon para Estudiantes, (if not, distribute your state's atlas) having students peruse through various pages, reminding students to pay attention to cognates, and make inferences about words with which they're not familiar.

(Days 1-2, con't.)

7. Have students choose 20 words from pages 13-30, copying/defining them wherever they keep their Spanish vocabulary notes. (For teachers in other areas, decide which pages from your atlas are most applicable.) The idea is to add more terms, over time and in future lessons, in order to create a geographical terms dictionary. Be sure to address this, when making decisions on where to keep this information.

8. Merge students together in groups of four, allowing them to discuss each other's lists and ask each other clarifying questions regarding possible translations. They may also begin to see some similar words from each other's lists and have conversations about these terms, in the target language.
9. Bring the class back to a full group and give students the **geography dictionary** (Appendix D.), in order to further practice and study prior to going into the field. Advise students to focus on cognates, as the dictionary is quite comprehensive. You may also want to focus on words specific to site you will be visiting. You may end up adding or taking away from this dictionary, based on what ideas were brought up during the earlier brainstorm session. Be sure to address any vocabulary questions that may still be lingering from small-group work. Make sure students know that they aren't expected to know all of the terms/ideas for the field activity, but that you want them familiar with these and where to access words when needed.
10. Discuss expectations regarding **Leave No Trace principles** and when traveling as a full class, each individual is responsible for limiting personal impact to the outdoor location. Show and discuss various points of the Leave No Trace website, watch the video from YouTube and the National Park Service, and/or give each student a brochure to be used as a small pocket-reminder. (Appendix E.)
11. Discuss appropriate clothing, according to whatever weather conditions exist at the time of year you plan to take your students in the field. Remind students to bring snacks/lunches.

Day 3, in an outdoor setting:

1. Students should have and bring their own pencils and journals/notebooks, geographical terms dictionary, hard copy of the Spanish atlas, snacks or lunches, and appropriate clothing.

(Day 3, con't.)

2. Take students to an outdoor setting that works best for your location. (If such a setting is not in walking distance or near your school, be sure to obtain a bus and prepare for all of the associated details, well in advance.)
3. Have students offer reminders about the key principles of the Leave No Trace philosophy. Fill in on what they may miss.
4. Distribute the "**Stop, Look, Listen**" **observation activity** (you have already copied it, back-to-back, hole punched, etc.), extra paper, and

clipboards, with instructions explained that this exercise is a key component for being able to perform a comparison to a different state/region. (Appendix F).

5. Give students parameters for where they need to spread out, away from one another, and allow for what may seem like longer than needed; give at **least** 15 minutes for students to do this activity **individually and silently** as they gather as much detailed information as possible. The longer this exercise occurs, the deeper the observations made. When doing this activity, students should write as many words in Spanish, as possible. Instruct students to write everything they can, so if they can't remember a word in Spanish, write it in English. They will be able to use their dictionaries and atlases later, to incorporate the Spanish vocabulary.
6. Transition from writing observations into allowing time for students to sketch the area they chose to observe, using the extra paper or in their journals/notebooks. Be sure to have them label as much as they can in Spanish. Again, if students struggle with the vocabulary, have them write in English so they're able to go back and implement the Spanish labels.
7. Maintaining the sense of calm established from both the sensory and sketching activities, students quietly pair up with a partner to compare observations, paying attention to similarities and differences. This will allow them to use and remember words/phrases, as a result of comparing with a partner. Consider assigning partners prior to this exercise, to avoid excessive talking in the field.
8. Gather as a group to identify and discuss common features, observations, and themes that were observed from both the observation form and the student sketches. Have students incorporate as much Spanish as possible, showing the various items as discussed. Example: "En mi dibujo, hay muchas piedras y un montículo de hormigas allá." (In my drawing, there are a lot of rocks and a mound of ants there.) As students talk, have them try to show various items that are being talked about; in the example, rocks would be shown, and possibly a demonstration a mound of ants crawling around.
(Day 3, con't.)
9. If time allows, while remaining in the same outdoor setting, have students individually sketch a **mental map** that shows a state or region that is viewed, by the student, as a desirable place to live or visit. Express that they need to focus on specific components that make the place on their sketch desirable. Again, encourage students to label in the target language, but if accessing vocabulary is a struggle, label in English. They may use their language resource, if time allows. If time does not allow for this activity, do it once you have returned to the classroom setting.
10. Upon returning to the classroom, or as an out of class assignment: students will bring together multiple sources of information in order to

compare and do some **analytical thinking** regarding “place.” Have students use the Spanish atlas, vocabulary lists/dictionary, mental map created in the field, and observation information to fill in the grid (Appendix G.) from all sources that comprise the following:

- General features found on: mental map and actual map (at least 5-10)
- Adjectives to describe unique and favorable features (at least 5-10)
- Perceptions on why features stand out (at least 3)
- Unfavorable features

11. Be sure to encourage students to study their individually created geography terms dictionary, dictionary list, and utilize the online atlas in order to be prepared for their upcoming post-assessment.

Day 4-5, Assessments and Wrap-up:

From the following, choose assessments that work best for your particular classes:

1. Vocabulary post-assessment: give the same pre-assessment vocabulary quiz of map and key vocabulary terms to identify growth in target language. (Appendix B.) Use the rubric for guidance on identifying growth. (Appendix C.)
2. Without any vocabulary or other resources, have students draw a map of the natural outdoor setting that they individually observed, paying close attention to the features that they label. Opt for at least 10-15 features labeled in the target language. Depending on the range of students, you may adjust this requirement, as appropriate. They must include a key, show the cardinal directions, and create a legible product. (Appendix H). Either rubric will work for this assessment (Appendix C or Appendix J).
3. For a written component to this lesson, have students write two paragraphs in the target language about their experience in the field and (Days 4-5, con't) why a particular region/state/country is deemed as a desirable place to visit or live (Appendix I). Hold students accountable for incorporating new geography and outdoor vocabulary, in the target language. Modify for lower level students, having them focus on adjectives that make an area a desirable place to visit or live. Use rubric for assessing written work (Appendix J).
4. Offer time for **reflection through class discussion**, using as much Spanish as possible. Talk about why slowing down and being silent in the setting was critical for being able to generate observations. Discuss highlights of being in an outdoor setting to not only practice and use new Spanish vocabulary, but also to think about what comprises “place,” and

how we interact and form relationships to these places. Try to use as much Spanish as possible for this reflective discussion.

Extensions and/or Adaptations:

Extension Activity Focus:

- ethnicity,
- population
- movement and migration.

Use maps on student atlas, pages 52-58 to discuss movement and migration. Ask questions such as: *What makes a group of people move and/or congregate? Which states have a growing population of Spanish speakers and why?*

Collaborate with social studies teachers regarding concepts surrounding the theme of push-pull factors, so students have a basic understanding in English of these terms and ideas.

The following websites are useful resources:

“What language is spoken in your state?”

http://www.slate.com/articles/arts/culturebox/2014/05/language_map_what_s_the_most_popular_language_in_your_state.html

“Hispanics in the United States”

http://www.economist.com/blogs/johnson/2011/01/hispanics_united_states

“Push and Pull Factors of Migration”

<http://www.nationalgeographic.com/xpeditions/lessons/09/q68/migrationguidestudent.pdf>

<http://nationalgeographic.org/activity/introduction-human-migration/>

(Extensions, con't.)

Additional idea to extend ideas regarding migration and human movement:

Assign an “investigation” to your students; they will explore their family history, where they will develop a map that traces their ancestors and their travels to other states, regions, or countries. Students should label in Spanish, using their own dictionaries, as well as other resources from this overall lesson. Students need to research the motivations behind the movement by interviewing or looking at old letters, diaries or journals of family members. Students should try to investigate whether or not language was a barrier to the family members’ movement.

Sources:

Blatt, Ben. "Tagalog in California, Cherokee in Arkansas."
Http://www.slate.com/articles/arts/culturebox/2014/05/language_map_what_s_the_most_popular_language_in_your_state.html. N.p., 13 May 2014. Web. 15 Aug. 2016. What language does your state speak?

Teresa Bulman. Think Like a Geographer. Portland: Teresa Bulman, n.d. Print.
Spanish added by Sarah Cochran Fri. 19 Aug. 2016

L., G. "Spanish Moves North." N.p., 3 Jan. 2011. Web. 15 Aug. 2016.

Hunter, Nancy. "Introduction to Human Migration." Introduction to Human Migration. National Geographic Society, n.d. Web. 18 Aug. 2016.

NPSWilderness. "Leave No Trace Outdoor Ethics." YouTube. YouTube, 2011.
Web. 10 Aug. 2016.

"Performance Indicators for Language Learners." Can-Do Statements. American Council on the Teaching of Foreign Languages, 2015. Web. 18 Aug. 2016.
(https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf)

"The Leave No Trace Seven Principles." Home. N.p., n.d. Web. 11 Aug. 2016.

Appendix A : Think Like a Geographer! ¡Piensa como un Geógrafo/una Geógrafa!

Directions to teachers: You may use this as an anticipatory set of questions, or when you get to your site. Select various questions from the following list to help guide your discussion with students:

1. **Location:** Where is the place? ¿Dónde está el lugar?
2. **Condition:** What is the place? ¿Qué es el lugar?
3. **Connection:** How is the place linked to others? ¿Cómo está relacionado el lugar a otros?
4. **Region:** What nearby places are like this one? ¿Qué son lugares cerca de aquí que son similares a este lugar?
5. **Analog:** What far-away places are like this one? ¿Qué son lugares lejos de aquí que son similares a este lugar?
6. **Aura:** How does one place affect its neighbors? ¿Cómo le afecta este lugar a sus vecinos?
7. **Pattern:** Are there groups, sets or other patterns? ¿Hay grupos, colecciones, o otras tendencias/patrones?
8. **Correlation:** How are some of the patterns alike? ¿Cómo son similares algunas tendencias?
9. **Gradient:** What is it like in transition places? ¿Cómo es este lugar en lugares de transición?
10. **Diffusion:** How do things spread out in the land? ¿Cómo se dispersan cosas en la tierra?
11. **Hierarchy:** How does the place fit with other places (town/state/country)? ¿Cómo encaja este lugar con otros lugares como un pueblo, ciudad/estado/país?
12. **Comparison:** How are the places alike and different? ¿Cómo son los lugares similares y diferentes?

Pre and Post Assessment: Appendix B.

Geographical and Outdoor-Related Terms: Spanish

Teachers: Options for this assessment include, but aren't limited to the following: give the entire assessment at once, pull various terms and offer a smaller assessment, give as a verbal assessment—you say the word in Spanish, students write the translation in English, etc.

Students: Choose the best option for each Spanish word's translation. Remember to consider cognates (words that look and sound similarly, and have the same meaning, in two or more languages), and other context clues:

1. fluir
A. ocean B. country C. volcano D. to flow
2. la inundación
A. flood B. forest C. island D. freshwater
3. la llanura
A. mountain range B. volcano C. plain D. (earth) tremor
4. agua salada
A. valley B. salt water C. flow D. cliff
5. el acantilado
A. sea bed B. cliff C. flood D. hill
6. el pico, cumbre
A. jungle B. wood C. mountain range D. peak, summit, top
7. el borde del mar, costa
A. fresh water B. jungle C. coast/shore D. (earth) tremor
8. el mar
A. sea B. peak, summit, top C. flow D. wood
9. el bosque (grande)
A. cliff B. flow C. forest D. plain
10. el valle
A. valley B. jungle C. stream D. forest
11. el campo, en el
A. mountain range B. in the countryside C. flood D. west
12. el bosque pequeño
A. river B. wood C. flood D. saltwater
13. el río
A. coast, shore B. rain forest C. earthquake D. river
14. la jungla
A. plain B. sea C. jungle D. peak, summit, top
15. la campiña, el paisaje
A. in the countryside B. field C. hill D. countryside, landscape
16. la selva tropical
A. field B. earthquake C. rainforest D. wood
17. el cañón
A. slope B. canyon C. stream D. river
18. este
A. west B. south C. here D. east
19. el lago
A. pond B. lake C. water D. river

20. la colina, la loma
 A. sea B. hill C. country D. flow
21. sur
 A. here B. there C. south D. east
22. el océano
 A. field B. plain/flatland C. earthquake D. ocean
23. el lago
 A. reef B. lake C. cliff D. jungle
24. el barro
 A. dirt B. sand C. stone D. west
25. el norte
 A. above B. there C. direction D. north
26. la piedra
 A. hill B. rock C. state D. country
27. la montaña
 A. volcano B. freshwater C. mountain D. reef
28. el longitud
 A. canyon B. tree C. latitude D. longitude
29. El desierto
 A. beach B. desert C. dirt D. air
30. el oeste
 A. north B. south C. east D. west
31. el latitud
 A. lateral B. hemisphere C. longitude D. latitude
32. la naturaleza
 A. globe B. nature C. negative D. nature
33. la playa
 A. desert B. arid C. jungle D. beach
34. el arroyo
 A. stream B. river C. pond D. lake
35. La cordillera, la sierra
 A. earthquake B. mountain range C. field D. rainforest
36. los animales
 A. mammals B. reptiles C. species D. animals
37. la hierba
 A. sand B. dirt C. dust D. grass
38. el agua dulce
 A. fresh water B. salt water C. water D. hydrogen
39. afuera
 A. here B. there C. inside D. outside
40. el país
 A. city B. Paris C. town D. country

Appendix C. Rubric for either vocabulary assessment and/or written assessment at the end of the lesson.

Nombre _____ Hora _____

2.5	You do not seem to understand, and... <ul style="list-style-type: none">• no response is given, leaving many answers blank.
3	You seem to understand, and... <ul style="list-style-type: none">• can answer/respond with one-word answers.
3.5	You seem to understand and respond... <ul style="list-style-type: none">• but answer incorrectly.• with lots of guidance and support.• in broken sentences or with English interference.
4	You understand and respond... <ul style="list-style-type: none">• appropriately, but minimally.• with some repetition.
4.5	You understand fully and respond... <ul style="list-style-type: none">• appropriately and correctly, most of the time.
5	You understand fully and respond... <ul style="list-style-type: none">• appropriately and correctly, nearly the full time.• elaborate and extend with your response.

Appendix D.

Diccionario de Geografía (Inglés al Español)

A

age- era

Africa- África

agricultural- agrícola

airport- aeropuerto

ancestry- antepasados

Antarctica- Antártica

Asia- Asia

atlas- atlas

Australia- Australia

average annual- promedio anual

B

basin- cuenca

bay- bahía

beach- playa

birds- aves

boundaries- fronteras

boundary- frontera

C

canyon- cañón

cape- cabo

cartographer- cartógrafo

choropleth- coropletas

city- ciudad

climate- clima

climograph- climograma

coast- costa

color patch- paleta de colores

continent-continente

coordinates- coordenadas

country- país

countryside- campo

county- condado

county seat- capital del condado

crop- cultivo

cross section- sección transversal

D

dam- presa

desert- desierto

direction- dirección

defining a region- definir una region

direction- dirección

distance- distancia

distortion- distorsión

dot density- densidad de puntos

E

Earth- tierra

earthquake-sismo, terremoto

east- este
economy- economía
ecoregions- eco-regiones
elevation- elevación
elevation cross section- elevación en sección transversal
employment -empleo
energy production- producción de energía
environment- medio ambiente
equator- Ecuador
Europe- Europa
European- europeo(a)
expansion- expansión
exports- exportaciones

F

farm- granja
farm product- producto agrícola
federal land- territorio federal
fish- pez
flood- inundación
forest- bosque
forest fire risk- riesgo de incendio forestal
fruit crop- cultivo de frutas

G

general reference map- mapa de referencia general
geographer- geógrafo
Geography- geografía
geothermal potential- potencial geotérmico
ghost town- pueblo fantasma
glacier- glaciar
globe- globo
golf- golfo
graduated circles- círculos graduados
growth- crecimiento

H

harvest- cosecha
hatchery- criadero de peces
hemisphere- hemisferio
highway- carretera
hill- colina, loma
historic- histórico
human geography- geografía humana
human systems- sistemas humanos

I

immigrants- inmigrantes
industry- industria
island- isla

isopleth- isopleta

J

jungle- jungla/selva

K

key- clave

L

lake- lago

land- tierra

land ownership- propiedad de la tierra

landforms- accidente geográ

landscape- paisaje

latitude- latitud

Lewis and Clark Trail- Ruta de Lewis y Clark

longitude- longitud

M

map- mapa

map component- componentes de los mapas

map skills- habilidades para interpretar mapas

mapping- hacer un mapa

meadow- prado/pradero

metropolitan areas- áreas metropolitanas

migratory- migratorio

mineral deposit- depósito mineral

minerals- minerales

mountain- montaña

mountain range- cordillera

N

native americans- indígenas

natural hazard- riesgo natural

natural resources- recursos naturales

north- norte

North America- Norteamérica, América del Norte

O

ocean- océano

ocean current- corriente oceánica

orchard- huerto

Oregon Community Foundation- Fundación Comunitaria de Oregon

Oregon Trail- Ruta de Oregon

P

peninsula- península

physical geography- geografía física

physical systems- sistemas físicos

place name origins- origen del nombre del lugar

plain/plateau- plano/lano/llanura

planet- planeta/mundo

plate boundaries- límites de placa

plate tectonics -placas tectónicas

plateau- meseta, altiplano, mesa

pond- estanque, charca

population- población

population density- densidad de población

population distribution- distribución de la población

population pyramid- pirámide poblacional

port- puerto

precipitation- precipitación

prime meridian- primer meridiano

private land- terreno particular

product- producto

projections- proyecciones

R

race- raza

railroads- vías férreas

ranchland- rancho

recreation- recreación

regions- regiones

renewable energy- energía renovable

reservation- reserva río

river- río

river bank- orilla

S

scale- escala

sea- mar

sector- sector

settlement- asentamiento

society- sociedad

solar potential- potencial solar

south- sur

South America- Sudamérica, América del Sur

spatial- espacial

state- estado

state land- territorio estatal

stream- arroyo

student- estudiante

Student Atlas of Oregon- Atlas de Oregon para el Estudiante

swamp- pantano

symbol- símbolo

T

Table of Contents- Índice de Contenido

temperature thematic map- temperatura mapa temático

title- título

topography- topografía

tourism- turismo

town- pueblo (población- population)

transportation- transporte

tree- árbol

tree branch- rama del árbol

tribal land- territorio tribal

tsunami- tsunami

U

universe-universo

unusual place names- nombres de lugares poco comunes

urban area- área urbana

Using Data: A Cartographer's Dilemma- Uso de Datos: El Dilema del Cartógrafo

V

vegetation- vegetación

vegetation zone- zona de vegetación

valley- valle

vineyard- viñedo

volcano- volcán

W

waterfall-cascada/catarata

watershed- cuenca

weather extremes- extremos climatológicos

west- oeste

Where do we come from?- ¿De dónde venimos?

wild and scenic river- río salvaje y paisajístico nacional

wildlife- vida silvestre

wind pattern- patrón del viento

wind potential- potencial de vientos

Z

zone- zona

Appendix E:




Teachers: Make sure you and your students are clear on the principles of Leave No Trace, PRIOR to visiting your site! Decide if you print some of these reminders for students to have in their notebooks, and/or use other resources in class. Offer the following types of reminders:

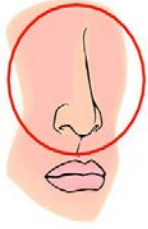
“When visiting any place, leave it in the same, or BETTER, condition than you found it!! While we are visiting our outdoor site, please remember and follow these principles!”

- . **Know Before You Go-** Be prepared for where you’re visiting!
- . **Choose The Right Path-** Stay on the trail to protect habitats!
- . **Trash Your Trash-Pack it in, pack it out!**
- . **Leave What You Find-** Let everyone else enjoy the things you found to be unique and beautiful!
- . **Respect Wildlife-** Observe and enjoy it from a distance and do not ever approach or try to feed any wild thing!
- . **Be Kind To Other Visitors-** Avoid loud voices, yield to others who are on the trail, be courteous!

Discuss and answer: As a visitor of any wild (or not wild) place, why is it important to follow the Leave No Trace ideas?

Appendix F: Sensory Observation Activity

<p><u>¡Párate, Mira, y Escucha!</u> <u>STOP, LOOK, LISTEN!</u></p>	<p>Teachers: Help students understand that by slowing down and being very quiet, they will notice a LOT about their specific location. Regardless of grade level, the act of slowing down has many benefits, especially when in the field. Say something along these lines: “Too often, we rush by, not noticing the world around us. Take ample time to use all of your senses and make the following observations:”</p>
<p> <small>The Ear</small></p> <p><u>¡La OREJA!</u></p> <p>1. ¿Cuales son los sonidos que pueden oír? ¿El silbido de una rama o hoja, el sonido del agua en la distancia? Escribe palabras o frases que describen lo que oyes. No te olvides usar onomatopeya (la imitación de los sonidos en palabras).</p> <p>What sounds do you hear? The swish of a branch or leaf, the distant sound of water? Write as many words or phrases that describe what you hear. Don't forget about using onomatopoeia (imitation of sound in words)!</p>	



The Nose

¡La NARIZ!

2. Toma una respiración profunda por la nariz. ¿Qué hueles? Escribe tantos adjetivos como puedes. Take a nice, deep breath through your nose. What do you smell? Write as many adjectives as possible.



Streamline

¡Los DEDOS/La MANO!

3. Encuentra algo cerca de ti para tocar. Describe cómo lo siente. Find something near you that you can touch. Describe how it feels.



¡LOS OJOS!

4. Usando los ojos, mira alrededor del lugar. ¿Qué ves y qué es interesante o te preguntas? Presta atención en **TODAS** cosas—**VIVOS** o **MUERTOS**!
- Using your eyes, look around!
What do you see that is interesting, or makes you wonder?
Focus on **ALL** things, living or not!



¡EL CEREBRO!

5. ¿Qué piensas que vive aquí? Piensa en cualquier cosa desde el más pequeño al más grande.
- What do you think lives here?
Think of anything from the smallest of creatures, to the biggest!



6. ¿Lo que hace especial o único a este lugar? What makes this place unique and special?

La Gente y el Medio Ambiente
(People and the Environment)

7. ¿Cómo se benefician las personas de este lugar? How do people benefit from this place?

Nombre: _____ Hora: _____

Haciendo Comparaciones/Making Comparisons:

Student Directions: Using the Spanish atlas, vocabulary dictionary, sketches, mental map (created in the field), and sensory observation details, please fill in this grid, in Spanish. You are creating a list of factors from all sources that comprise the following:

- General features found on: mental map and actual map (at least 5-10)
- Adjectives to describe unique and favorable features (at least 5-10)
- Perceptions on why features stand out (at least 3)
- Unfavorable features

Características generales de mi mapa mental	Características generales de un mapa en mi atlas	Adjetivos: únicos y positivos de las características	Percepciones: ¿Por qué las características destacan?	Características desfavorables

Appendix H.


Nombre: _____ Hora: _____

Outdoor Site: Map Making Assessment

Teachers: Modify this assessment for your students, as needed.

Student Directions:

Part 1: Without any vocabulary resources draw a map of the outdoor setting, where you were the one and only expert! While you individually observed your site, you paid close attention to many features through the senses, act of slowing down, and making inferences. **In Spanish, sketch and label at least 10-15 features that made your site unique. Do not forget to include a key, show the cardinal directions, and create a legible product.** If you need more space, use a separate piece of paper.



Turn over for Part 2!

Part 2: Answer, using as much Spanish as possible:

- How does “your” outdoor site benefit humans?
- How do humans use and interact with “your” site?
- What are the benefits to spending time outdoors, in order to learn?

Note to Teachers: Determine what is appropriate for paragraph requirements: length, how many paragraphs, modify for different abilities, etc.

Student Directions: On the back of this paper, write 2 paragraphs about your recent outdoor sensory observation and atlas experience, in Español.

- **Paragraph 1:** In Spanish, include as much information as possible about your experience in an outdoor setting and what you observed. Include details of what you:
 - ✓ heard
 - ✓ felt
 - ✓ saw
 - ✓ touched
 - ✓ smelled
 - ✓ your overall experience outside

You are a beginning Spanish language learner, so your paragraphs will be in the PRESENT tense! You will write sentences with, “I hear, see, touch, etc. ” Do not worry about writing in the preterite, or past tense! Focus on using your **new vocabulary** and write as much as possible!

- **Paragraph 2:** Write about where you want to live in the state or country. Include as many geography terms as you can and pay attention to the quality of your writing: try to focus on correct verb conjugations and remember that Spanish is spelled how it sounds! As always, try your best!

Interpersonal Writing, Level 1

	Exceeds Expectations Novice-High: 5	Meets Expectations Novice-Mid: 4.5	Approaches Expectations Novice-Low: 4	Below Expectations Novice-Low: 3.5, 3
Task How well do I complete the task?	I complete the task by using a variety of learned statements and/or questions.	I complete the task by using some basic learned statements and/or questions.	I complete the task by using memorized words and high frequency phrases.	I complete the task by using only a few very basic memorized words.
Comprehensibility How well does the audience understand me?	I can be easily understood. The message is clear.	I can be understood. The message is mostly clear.	I can be somewhat understood. The message is partially clear.	I can be understood only with great effort. The message is not clear.
Vocabulary Use How extensive and applicable is my vocabulary?	I consistently use extensive vocabulary learned to complete the task.	I use adequate vocabulary to complete the task.	I use limited and/or repetitive vocabulary.	I use extremely limited and/or repetitive vocabulary. My native language interferes.
Language Control How accurate are my grammatical structures?	I correctly use grammatical structures appropriate to the task, most of the time. Errors do not interfere.	I use grammatical structures appropriate to the task some of the time. Errors occasionally interfere.	I rarely use grammatical structures appropriate to the task. Errors frequently interfere.	I do not use grammatical structures appropriate to the task. Errors usually interfere.
Mechanics How accurately do I use correct spelling, capitalization, and punctuation?	I make no or almost no errors in spelling, capitalization, and punctuation.	I make occasional errors in spelling, capitalization, and punctuation.	I make frequent errors in spelling, capitalization, and punctuation.	I make little or no attempt to use correct spelling, capitalization, and punctuation.

5 x _____ = _____
 4.5 x _____ = _____
 4 x _____ = _____
 3.5 x _____ = _____
 3 x _____ = _____

Total = _____