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**PENNSYLVANIA GOVERNOR'S INSTITUTE FOR WORLD  
LANGUAGES**

**JULY 2005**

***! BAILAMOS!***

**LINE DANCING IN ESPANOL!!!!**

*Jackson, Marion l.*

## **BAILAMOS. (LET'S DANCE)**

**DESIGN:** This lesson was designed to be used at Spanish level 1 or 2 at either a middle school or high school level. I have used it in level 2 Spanish for grades 9-11. I created this for the kinesthetic learner, thus diversifying my instruction in this unit. The entire lesson should be completed within 8 days.

**OBJECTIVE:** At the end of this lesson, students should be able to:

- a. give written and verbal instructions in Spanish
- b. Receive and follow written and verbal instructions in Spanish.
- c. Use the imperative verbs and position vocabulary (front, back, left, right, etc.) to choreograph a line dancing to Latin music.
- D. have enjoyed the activities!!!!

**MATERIALS REQUIRED:** Students will be required to have a list of the location words and action imperatives in Spanish. Each group will be asked to bring in a CD with about 3 minutes worth of Latin music that they will use to dance to. Teacher will allow time during the assignment for students to use the computer room in order to research web information and to write advertisement flyer. We will also use the school recording studio so that each group has the opportunity to video tape their presentation.

**Potential web sites:** [www.univision. Com](http://www.univision.Com)  
[www.batanga.com](http://www.batanga.com)

**Other helpful media sites: the local TV cable Latin music channel. (NOT MTV OR MUSIC VIDEO CHANNEL)**

### **AUTHENTIC TEXT USED:**

- a. Advertisements from the magazine titled People en Espanol.
- b. Using commercial clips from the Spanish channel to focus on key words that capture the attention of clients.
- c. Using Latino music to choreograph the dance.

## ***UNIT THEME.***

The theme of this unit is places in the community. Students name places in the community like la panaderia, (bakery), la zapateria, (shoe store), la tienda de musica, (music store), etc. Students also have to give directions to places in the community by using prepositions like: a la izquierda de; (to the left of); a la derecha de; (to the right of), cerca de; (close to) etc. Students are also presented with helper verbs in Spanish to say things like; *turn; look for; stop; keep going*. I carry these words into our community here in West Chester. There is a large Mexican population in West Chester so students understand that is it quite possible that they may have to direct someone to the local Catholic Church or other locations in Spanish.

As the Unit comes to a close, the students are given the following situation work sheet:

### ***BAILAMOS***

**You and your friends are opening a new Salon de Danzas, Dance Salon in your community. Your salon will offer line dancing that moves to a Latino music beat. In order to attract the Latino market, you and your friends will:**

- a) **Create an advertisement flyer in Spanish with the name of your Studio on it, directions on how to get there and reasons why people should come.**
- b) **You will also create a 3 minute commercial video that illustrates a line dance that you and your friends have choreographed using Latin music. 2 people in each group will be the dance directors calling out the steps and movements and directions in Spanish.**
- c) **At the end of your commercial, your dancers should give expletives in Spanish ( fantastico, que bueno, me encanta), in order to capture the attention of your TV audience.**

## **STUDENT RESPONSIBILITIES:**

- Students will work in groups of 5-6
- Each group will turn in one advertisement flyer in Spanish
- Each group will turn in a written choreographed dance using the 13 location preposition studied in the unit.
- Record an advertisement commercial (video) showing a line dance that is choreographed to Latin music with the steps called in Spanish.
- Each group is required to provide their own music.

## ***NATIONAL STANDARDS ADDRESSED:***

### ***COMMUNICATION***

- ***1.1 Students engage in conversation.***
- ***1.2 Students understand and interpret the knowledge by performing dance steps as they are called.***
- ***1.3 Students will present their information by filming and showing the performance to fellow students and parents.***

### ***CULTURE: STUDENTS MUST CHOOSE MUSIC WITH LATINO RYTHEM.***

- ***2.1 Students demonstrate an appreciation of Latin culture through product. The product here will be the Latin music that is chosen.***

### ***CONNECTION:***

- ***3.1 HEALTH/ PHYS ED.***
- ***LINE DANCING IS A GREAT EXERCISE. One of the goals in Health classes is to teach students healthy eating habits and the importance of establishing a fun exercise routine.***

### ***COMPARISONS:***

- ***4.1 Students demonstrate understanding of the concept of culture through comparisons between Hispanic culture and their own. STUDENTS WILL BE ABLE TO COMBINE THE AMERICAN IDEA OF LINE DANCING AND PUT IT TO A LATIN SWING, COMBINING BOTH CULTURES***

**COMMUNITY:**

- **5.2** *Students show evidence of using Spanish for personal enjoyment. .DURING OPEN HOUSE I WILL PLAY THE VIDEOS FOR THE PARENTS WHEN THEY COME IN.*
- *The parents will have a first hand view of how much their children enjoy Spanish class. (hopefully)*

**ASSESSMENT RUBERIC:**

**FLYER: POINTS**

- USE OF TARGET LANGUAGE;
- NAME AND DIRECTIONS TO ESTABLISHMENT
- 5-6 ADVERTIZMENT BLURBS IN SPANISH TO ATTRACT CLIENTS

**VIDEO: POINTS**

- WRITTEN SCRIPT OF DANCE MOVES
- 3 MINUTE LINE DANCE WITH STEPS CALLED IN SPANISH
- AT THE END OF VIDEO EXPRESS HOW MUCH FUN PEOPLE WILL HAVE DANCING AT YOUR SCHOOL.

**LESSON PLAN:**

Students will already be familiar giving directions and guiding people around the neighborhood in Spanish. They will know how to use queda and esta to say where a place is located. They will be familiar with the locations prepositions and will have the following grid:

a la izquierda de  
(To the left of)

a la derecha de  
(To the right of)

delante de  
(In front of)

detras de  
(behind)

entre  
(between)

enfrente de  
(across from)

al lado de  
(beside)

sobre  
(On top of)

debajo de  
(Underneath)

aca; aqui  
(here)

alli; alla  
(Over there)

cerca  
(Close)

lejos  
(Far)

a la vuelta de  
(Around)

Camina  
(Walk)

Resbala  
(Slide)

Brinca  
(Hop)

Mueve  
(move)

Para  
(stop)

Sigue  
(keep going)

Ensenar  
(Show)

## Day 1

- Activity 1: Students will be asked to get up and stretch prior to class. The teacher will call out direction words in Spanish and students will be asked to point in the direction. The direction words will also be written on the board.
- Activity 2: teacher will put on some music and ask students to stand and point using only their arms as the direction words are called out.
- Activity 3: In their assigned groups of 5 or 6, students will be given one or two direction words. They will be asked to make a sentence with the word, hold up the sentence and then act their sentence out.

## Day 2

- Activity 1: On the black board, teacher will write: camina; (walk); dobla (turn); ensena (point); brinca (jump); resbala (slide) TPR: teacher will give instructions to students: walk left, walk to the right, turn, jump to the front, point here, point there, slide to the left.
- Activity 2: After working with activity 1 for a few minutes, teacher will use Latin music, without words. (I use the Santana song, *Corazon Espinado*) and call out instructions to the class and they should move to my instructions. Teacher will write down the dance on paper so that students can follow if they would like:

CAMINA IZQUIERDA, DERECHA , DELANTE, DETRAS.  
PARA. DOBLA A LA IZQUIERDA, DERECHA  
DELANTE DETRAS. (2 X)  
BRINCA A LA IZQUIERDA, BRINCA A LA DERECHA.  
(2X).  
ENSENA CON EL DEDO ACA, AQUI, ALLI, ALLA.  
RESBALA IZQUIERDA, DERECHA.  
DA UNA VUELTA.  
SOBRE, MANOS ARRIBA, DEBAJO DE, MANOS ABAJO.

DOBLA ENFRENTE, DOBLA AL LADO. (2X)  
CAMINA A LA IZQUIERDA, DERECHA, DELANTE ,  
DETRAS.  
RESBALA LEJOS Y CERCA ( 2X)  
SOBRE, MANOS ARRIBA, DEBAJO DE,  
MANOS ABAJO.  
¡ EPA!

I will show students the dance while calling out the steps. Here is the English translation:

**Walk left, right, front back. Stop. Turn to the left, to the right, in front and behind. Jump to the left and jump to the right. (Twice)  
Show with your finger, her, here, there and there, slide to the left and to the right. Slide far, come closer. Spin around. Hands up, hands down. Turn front, to the side, slide, hands up, hand down, yeah!**

AFTER REPEATING THE DANCE A FEW TIMES, THE STUDENT ACTIVITY SHEET, BAILAMOS WILL THEN BE DISTRIBUTED TEACHER WILL PROVIDE FUTHER INFORMATION ABOUT THE ACTIVITY.

Activity 3: Students will be shown a line dance video from a local rhythm and blues line dance show with the sound muted. Students will be asked to use the steps practiced today and write them down to fit into the movements seen.

DAY 3:

Activity 1: We will repeat the line dance from yesterday

Activity 2: Students will be in their assigned groups. I will distribute an advertisement flyer in Spanish. Key questions will be put on the board in Spanish:

1. What is the item being advertised?
2. What are the words that attract you to the item?
3. Could you explain to a friend how to get to this place?

They will be asked to use this information in order to rough draft their flyer:

*Name and address of the studio along with directions to the location. Students should include 5 sentences telling the directions. We are located on Ave 5. to the left of the movie store, to the right, of the pharmacy, in front of the book store. Teacher will help each group. Why would people want to come; is it fun? Es divertido? Are the steps easy? Pasos faciles? Will they make new friends? Conoce a gente nueva. Is it great exercise? Can you lose unwanted pounds? All information on the flyer will be written in Spanish.*

After the flyer is finished, one student in each group will type the flyer and make 2 copies, one for me and one for the group.

Day 4:

Activity: We will start with the teacher dance. Student groups will write their choreography. I should have about 5 groups of 6. I will put the groups in different locations so that they can practice. Each group will have 2 callers who will lead the dance while the others will follow. I will check with our classroom coordinator to find empty areas where students can practice. Students will be asked to bring in their music between days 4-6. I will allow students to view once more the line dance video that I have taped from a local line dance show.

Day 5:

Activity 1: Students will view a few short TV commercial clips from UNIVISION, the Spanish network. Students will be asked to view the clips and document 6 key words or phrases that would interest them to purchase the product. Students will be encouraged to use these words in both their written advertisement and at the end of their dance video.

Activity 2: Students will continue to work on their choreograph steps with their music today. Space is always an issue. I have 2 groups in my own class room, 2 groups in another classroom and one in the hallway. We use 3 CD players so that all groups can practice in their location. Students will have all of day 5 and ½ of day 6 to perfect their dance steps and calls.

Day 6-day 7:

Activity: Students will perform their dance in front of the entire class. They will include a blurb at the end of the video. Like come visit us or First class free. Students will have the opportunity to complete their flyers and writing the steps to their dances

Day 8-day 9:

Activity: We will record the commercial in our school's recording studio. I usually allow 2 days due to absences or problems with equipment. Once each group has recorded in the studio, they will return to the classroom to work on a "Juego de refresco" a cool down game. This could be UNO, BINGO, and Jeopardy, played within the group using items from the Unit. Students will turn in the written copy of their dance after recording.

#### VARIATIONS:

1. If students are reluctant to dance, then I change the theme and called it a Kick- boxing exercise class. They still have to use Latino music, but instead of dance moves, they can dress in exercise gear and do kickboxing moves in unison. Kick left, (patea a la izquierda), punch front, (dale delante), strong turn. (vuelta fuerte). If students have trouble finding music, I have some CD's that they can use.
2. The dance portion could be an entire class activity. Students would work in groups of 5-6. I would illustrate my dance for them and the class would make a Latin CD choice. Each group would be given 2-3 direction words. Each group would then write 3-4 movements for the dance. I would ask a class choreographer to write down the steps as each group calls them and then we would distribute the list of steps to the class. I would ask that 2 students volunteer to be callers and the entire class would then film once all are familiar with the dance.

Jackson, Marion I  
August 2005

