

Wisewire Spanish 1 – 8.3: Los heroes - Heroes

In this lesson –aligned to ACTFL standards– students **will demonstrate knowledge of vocabulary related to exploration and culture, apply knowledge of direct objects in Spanish, differentiate between "amar" and "querer," explore the uses of the personal "a," and examine the leaders, ideas, and government of the American countries in the Spanish-Speaking world.**

This lesson has five sections:

- Introduction: includes the goals to be achieved and a video that shows the Spanish vocabulary to be learned. Students are challenged to infer the meaning of each new term.
- Instruction: contains complete vocabulary and grammar themes that use an interactive glossary. Videos provide images and audio allows students to listen and practice to correct pronunciation. Encourage the students to use a self-recording tool to improve their oral skills. Videos should be used for review as frequently as possible. This component also offers thought-provoking Culture sections, which consist of interesting facts students will learn about Spanish-speaking countries: their food, their music, their customs, their history, their art, their music, and their literature.
- Practice (Exercises) and Review (Test Preparation): each lesson has two sets of question sections that provide the students with practice to reinforce the learning process. It also includes a self-recording tool to practice pronunciation.
- Quiz: after the activity section, students may take a 5-question quiz to test retention.

It also includes two videos that support the teaching of the vocabulary and the grammar of the lesson, one bilingual and one in Spanish. Beginners and advanced worksheets complement this lesson.

Additional Materials

- To fully complete the instruction process, students will need access to a recording device.

HS Spanish Semester 1A Unit 8

Unit Name: Nuestra historia/History of the Spanish-speaking World

Lección 8.3: Los héroes/Heroes

DAY 3 - Lección 8.3

Day 3 – Introduction

¡Comenzamos!

Today, continuing with Spanish-speaking countries' history, we will consider how ideas and leaders influenced the rise of separatist movements in Spanish America, and how Spanish territories in America changed from colonies to independent countries. In order to further explore this topic, we will learn new words that you can use to talk about exploration and culture. Our grammar objective will be to learn about direct objects and the similarities and differences among the Spanish verbs **amar** and **querer**, to express love or like. This will make it easier for you to express your feelings. Let's begin!

Objetivos

1. 8.3.1. Demonstrate knowledge of vocabulary related to exploration and culture.
2. 8.3.2. Apply knowledge of direct objects in Spanish. Differentiate between **amar** and **querer**. Explore the uses of the personal **a**.
3. 8.3.3. Examine the leaders, ideas, and government of the American countries in the Spanish-Speaking world.



Author: National Cancer Institute

Vocabulario

Today, we will learn the following Spanish words. Watch the video and write each Spanish word in your notebook. Then, jot down what you think the English meaning of each word might be. As you go through the lesson, go back and add the correct English word to your notebook.



Day 3 – Instruction

¡Listos para aprender!

Los héroes/Heroes

Vocabulario

Today, we are going to learn new words, phrases, and expressions about exploration and culture.

- **Expansion.** The history of humanity is marked by wars, where stronger countries managed to conquer, **conquistar**, other weaker countries and influence their culture and history. The history of the Americas isn't an exception. When the Spanish arrived, the conquest, la **conquista**, of the New World began. In the aftermath of their victories, they imposed their culture and religion, **la religión** on the conquered peoples. They also were able to found, **fundar**, a lot of cities all throughout the New World, which changed America forever.
- **The crash.** With the passage of time, the rise of nationalism, and the fall of the Ancient Regime, the people who inhabited the territories that once were loyal to the King saw their status as a Colony unfair and began to believe, **creer**, that they deserved something better. This was how colonial society divided, and tradition, **la tradición**, split, as new ideologies emerged. People started to love, **amar**, their country, what they considered their homeland, and wanted to be autonomous and self-governing.
- **The ones who changed everything.** Then, people decided to fight for their freedom. This is how the figure of the hero, **el héroe**, or **la heroína**, if a woman, appears. These heroes were national leaders who received a great amount of attention, were present in the everyday life, **la vida**, of the people, and saw the possibility of change. With time, as it frequently occurs, the great deeds of these heroes were eulogized and became a legend, **leyenda**.

Keep these words in mind when you read the culture section.

Watch the vocabulary section of the video only. Listen to the Spanish vocabulary words. After you listen to a word, repeat it aloud. Then, write the English meaning next to the Spanish word in your notebook.



Gramática

Práctica

Nombre _____

Carefully read each question, and choose the correct answer.



Credit: Emanuel Leutze

- 1. Los españoles _____ a los indios.**
 - a. conquistaron
 - b. fundaron
 - c. amaron
- 2. Which sentence has a similar meaning to *Yo quiero a Taylor*?**
 - a. Yo le gusto a Taylor.
 - b. Taylor me gusta a mí.
 - c. Yo me gusta a Taylor.
- 3. What was one result of the trend toward relying more on reason than on tradition and authority?**
 - a. greater privileges for nobles and kings
 - b. revolutions against colonial powers
 - c. the rise of the Catholic Church
- 4. The personal *a* in Spanish goes before what part of a sentence?**
 - a. the subject
 - b. the verb
 - c. the direct object
- 5. El año pasado, Kaden _____ a sus abuelos en Kansas.**
 - a. visito
 - b. visita
 - c. visitó

Práctica

Nombre _____

A. Use the work bank to complete the following sentences.

Word Bank	
la cultura	luchó
conquistan	creemos
fundaron	las



Credit: Lhb1239

- Los españoles _____ Buenos Aires en 1536.
- ¿Ustedes leen esas historias? No. No _____ leemos.
- _____ de estos pueblos es muy avanzada.
- Nosotros no _____ esas leyendas.
- El héroe _____ por la independencia del país.

B. Answer the following questions in Spanish using complete sentences.

- Yesterday, you and Paula visited Lidia. How would you answer the following question in Spanish: "What did you do yesterday"?

_____.

- How would you say in Spanish, "These teachers wrote the book 'Religion in Ecuador'"?

_____.