

## Level: UN 2102 Intermediate Spanish II

## Clase 16: Vidas partidas por la frontera

**Objetivo:** ¿Qué es un coyote?

**Calentamiento:** Responde las preguntas de la tarea en el panel Linoit

**Trabajo de clase:**

- Canción “Clandestino”
- El Norte Segunda Parte en linoit
- [Audio El coyote](#)
- [Video sobre migración](#) (contestamos a las preguntas)
- Fronteras (Bardem)
- Leemos: Las vidas partidas por la frontera de EEUU (si hay tiempo)

**Tarea 16:**

1. Prepara la Parte 3 del análisis de la película El Norte
2. Lee la siguiente [entrevista](#) a Gregory Nava para comprender mejor las influencias en la película y haz una breve búsqueda para saber qué es el Popol Vuh.

**Procedure:**

In today’s session (unit 2, session 6), students will analyze the concept of “coyote” and how borders separate families, cultures and identities. They will have the chance to connect the knowledge they acquired from watching the movie El Norte (1983) and previous news article they read at home; and they will be able to observe that the problems presented in El Norte are very current. Students will be able to talk about immigration and use the present subjunctive to react to the multimodal documents that will be presented during the class.

Activities		Type	Time
Warm up activity: In linoit, students will answer Tarea 15	individual	Writing	10 min
Activating the topic: Manu Chao’s song “Clandestino”.	individual	Reading/listening	10 min
Analysis Part 2 El Norte	Groups	writing	15 min
Listening “El coyote”	Groups	speaking	15 min
Video immigration	Groups	writing	10 min
Discussion about Fronteras	Together	speaking	10 min
Exit activity	Online	Online	5 min
We read Las vidas partidas por la frontera de EEUU	individual	Reading	(si hay tiempo)

**Class materials:**

- Canción “Clandestino”
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**Pedagogical Goals:**

At the end of this session, students will be able to

- Talk about current immigrations issues
- Give their own point of view about the situations
- Recognize what a “Coyote” is and what his role in the immigrations process is.
- Listen to an authentic video that present the topic analyzed in today’s class.
- Use the vocabulary presented in Unit 2 to talk about immigration.