

Theme/Title of the Unit:

Affordable and sustainable housing in Argentina

General Information:

- **Targeted Learners:** L2 learners of Spanish (non-heritage)-Spanish-Higher education
- **Proficiency level:** Intermediate Low/Mid
- **Duration:** 2 weeks, 3 days a week, 50 minutes per class.
- **Methodological approach:** Flipped-model classroom
- **Overarching Social Justice Oriented Question:** Does everybody have access to affordable and sustainable housing?

Key Social Justice and Language Goal:

Learners will be able to describe, identify and compare the different types of housing and their parts to reflect on the issues of affordability and sustainability and the relationships between housing and social class.

Supporting Goals:

In order to accomplish this goal, learners will:

- Describe the different parts and objects of a house and their functions.
- Identify the main and secondary ideas of a fragment of the novel *La villa*, by César Aira.
- Compare and discuss the different types of houses and neighborhoods.
- Express doubt and denial about the future of affordable and sustainable housing.
- Reflect on who has access to specific types of housing and neighborhoods and the relationships between housing and social class
- Research the demographic distribution of the Hispanic communities in some USA cities.
- Write a proposal for a new set of housing subsidized by the government to promote equal and sustainable access to housing.

World Readiness Standards:

1. Communications:
Interpersonal: Learners will interact and negotiate meaning regarding the types of housing with a focus on affordability and sustainability in Argentina and their own country.
Interpretive: Learners will understand, interpret, and analyze the phenomenon

Products, Practices and Perspectives:

1. Products: different housing objects, types of housing, neighborhoods
2. Practices: Learners will be able to establish connections between the types of housing and their habitants.

<p>of the “villas miseria” in Argentina on a fragment of a novel and on some paintings.</p> <p><i>Presentational:</i> Learners will present information about other countries and their “villas miseria” to inform and explain the situation in other Spanish-speaking countries.</p> <p>2. <u>Cultures:</u> Learners will be able to investigate the types of housing (products) to explain who lives there (practices) and reflect on the relationships between housing and social class (perspectives).</p> <p>3. <u>Comparisons:</u> Learners will be able to compare the phenomenon of the “villas miseria” in Argentina with the same one in other Spanish-speaking countries and their own country.</p>	<p>3. <u>Perspectives:</u> Through the analysis of products and practices, learners will be able to reflect on the relationships between affordability, sustainability, housing and social class of Argentina as well as of their own countries.</p>
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WEEK 1	
DAY 1: Describe the different parts and objects of a house and their functions.	
Warming up – Prior Knowledge	In pairs, learners will discuss what is the most important part of a house and why according to their opinions.
Task 1. Provide input	Learners will be presented with a two-column table. On the right, they will find different rooms in a house. On the left, they will find a list of activities that take place in them frequently. In pairs, learners will match the room with the activities they do in each room of the house.
Task 2. Use of language	Learners will have to choose two rooms to describe three other activities they do in each room. Ex. En el salón yo juego a juegos de mesa con mis amigos los fines de semana.
Task 3. Provide input	Learners will match pictures of objects with their names and descriptions.

<p>Task 4. Critical thinking I</p>	<p>Using the vocabulary learnt in task 3, learners will discuss and divide them into three categories:</p> <table border="1" data-bbox="516 302 1414 527"> <thead> <tr> <th data-bbox="516 302 813 415">Objetos imprescindibles en un hogar</th> <th data-bbox="813 302 1117 415">Objetos prescindibles, pero muy útiles</th> <th data-bbox="1117 302 1414 415">Objetos innecesarios y, por lo tanto, un lujo</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 415 813 453"></td> <td data-bbox="813 415 1117 453"></td> <td data-bbox="1117 415 1414 453"></td> </tr> <tr> <td data-bbox="516 453 813 491"></td> <td data-bbox="813 453 1117 491"></td> <td data-bbox="1117 453 1414 491"></td> </tr> <tr> <td data-bbox="516 491 813 527"></td> <td data-bbox="813 491 1117 527"></td> <td data-bbox="1117 491 1414 527"></td> </tr> </tbody> </table>	Objetos imprescindibles en un hogar	Objetos prescindibles, pero muy útiles	Objetos innecesarios y, por lo tanto, un lujo									
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<p>Task 4. Critical thinking II</p>	<p>Using the vocabulary learnt in task 3 and 4, learners will discuss the following questions:</p> <ul style="list-style-type: none"> - Which of the necessary objects you described are affordable? - Are these objects sustainable environmentally? If they are not, are there sustainable options in the markets? If they are, are they affordable? 												
<p>Closure / Cool down</p>	<p>Individually, think about some objects you bought recently, and you did not really need them. What are they?</p>												

DAY 2: Identify the main and secondary ideas of a fragment of the novel *La villa*, by César Aira.

<p>Warming up – Prior Knowledge</p>	<p>Learners will be presented with different terms to refer to a house (ex. Casa, hogar, adosado, chalé, villa, cortijo, hacienda, etc.) and will be asked to do some research online about the different among them.</p>
<p>Task 1. Provide (cultural) input</p>	<p>Learners will discuss with their partners to deduce if the following statements are true or false. It is important that these statements are strongly related to the main and secondary ideas of the text (conditions of the villa, location, who lives there, etc.) and not superfluous information.</p>
<p>Task 2. Critical thinking</p>	<p>Learners will be presented with questions to be discussed with their classmates to raise critical thinking about the relationships between housing, sustainability, and affordability. For example:</p> <ol style="list-style-type: none"> 1. Can we find relationships between who lives in which types of housing? 2. Which factors do you think can impact these relationships? 3. What makes a house to be affordable? And sustainable? 4. Where can we find affordable and sustainable houses?
<p>Task 3. Provide (cultural) input II</p>	<p>Learners will be asked to look at the 3 graphics that are part of this article and make 5 inferences about the demographic information found on them.</p>
<p>Task 4. Use of language</p>	<p>Using the information discussed in tasks 1, 2, 3, learners will write an informative summary about the “villas miserias” in Argentina. This summary must include:</p>

	<ul style="list-style-type: none"> - Where they are located. - Their conditions (specific details) - Who lives in them. - Their historical evolution.
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Closure / Cool down	Learners will be asked to do research about “villas miseria” in other Spanish-speaking countries (Petares in Caracas, Venezuela; Comuna 13 in Medellín, Colombia; Campamento Manuel Bustos in Valparaíso, Chile; Ciudad(es) perdidas de México; La limonada in Guatemala) and to report the information they find in a discussion forum.
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DAY 3: Compare and discuss the different types of houses and neighborhoods.

Warming up – Prior Knowledge	Learners will be asked to briefly describe one neighborhood of their cities of origin.
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Task 1. Provide input	Learners will look at these two images and discuss whether the following statements are true or false (images from El País):
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Lujoso barrio de Puerto Madero. Villa 21-24 de Barracas

	Verdadero	Falso
El barrio de Puerto Madero está más limpio que la villa 21-24 de Barracas.		
El barrio de Puerto Madero tiene menos recursos que la villa 21-24 de Barracas.		
Los edificios de la Villa 21-24 son tan altos como los edificios del Barrio de Puerto Madero.		
El barrio de Puerto Madero tiene tanta seguridad como la villa 21-24 de Barracas.		
La villa 21-24 de Barracas es menos lujosa que el barrio de Puerto Madero.		

Task 2. Co-construction	Learners will look at the sentences provided in task 1 and will answer these questions to come up with the rules to compare:
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	<ol style="list-style-type: none"> ¿Qué estructura usamos para expresar superioridad? ¿e inferioridad? ¿e igualdad? A) Es más ... que B) Es menos ... que C) Es tan ... como Las frases “Los edificios de la Villa 21-24 son tan altos como los edificios del Barrio de Puerto Madero” y “El barrio de Puerto Madero tiene tanta seguridad como la villa 21-24 de Barracas” expresan igualdad. ¿Por qué la primera frase usa “tan ... como” y la segunda “tanta ... como”? En la frase, “El barrio de Puerto Madero tiene tanta seguridad como la villa 21-24 de Barracas”, ¿por qué escribimos “tanta” y no “tanto”?
<p>Task 3. Use of language</p>	<p>Learners will look at these two images from two different neighborhoods in Buenos Aires (Barrio San Telmo on your left, Villa Riachuelo on your right) and will write 5 sentences comparing both.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Image by ted McGrath on Flickr. Image by Rafael Estrella on Flickr.</p>
<p>Task 4. Provide input II – Co-construction</p>	<p>At the beginning of the article, we find the sentence: “Buenos Aires es la region más próspera de Argentina”. In pairs, discuss the following questions?</p> <ol style="list-style-type: none"> Is that a comparative sentence? How is it different from “El barrio de Puerto Madero está más limpio que la villa 21-24 de Barracas”? Can you explain its structure and when to use it?
<p>Task 5. Use of language</p>	<p>Part I: In pairs, complete the following sentences:</p> <ol style="list-style-type: none"> Estados Unidos es el país más ... _____ es el barrio más bonito de _____. El acceso a los hospitales es el _____ más _____ de todos. _____ no es _____ más importante de un barrio. La cocina es la parte más _____ de la casa. <p>Part II: In pair, answer the following questions:</p> <ol style="list-style-type: none"> What is the safest neighborhood in your city? And the most affordable?

	2. Is the most affordable neighborhood the safest one? Justify your answer.
Closure/Cool down	As a class, learners will discuss the question: What's the most important thing for you when choosing the neighborhood where you want to live?

WEEK 2

DAY 1: Express doubt and denial about the future of affordable and sustainable housing.

Warming up – Prior Knowledge	<p>The instructor will present the following sentence at the beginning of the class: “No creo que sea posible construir casas sostenibles para todas las personas”.</p> <p>As a class, students will discuss whether they agree or not with that statement.</p>
Task 1. Provide input	<p>Learners will watch this brief video where two people describe the sustainable housing they have built. After watching it, learners will discuss whether they agree or not with the following statements and justify their answers:</p> <ol style="list-style-type: none"> 1. Creo que este tipo de casas solo está al acceso de personas de clase media o clase alta. 2. No creo que los gobiernos estén interesados en apoyar (support) este tipo de viviendas. 3. Puede ser que en el futuro se construyan más casas sostenibles y más baratas. 4. Dudo que este tipo de construcciones sean viables para países con menos sol. 5. Creo que este tipo de viviendas es una buena solución para el calentamiento global y en el futuro todos tendremos acceso a ellas.
Task 2. Co-construction	<p>As a class, learners will learn how to express doubt or denial using the examples provided. Some questions the instructor may do to facilitate their comprehension may be:</p> <ol style="list-style-type: none"> 1. Can you describe the structure of those sentences? How many verbs can we find? How are they connected? 2. Which tense do we use for the first verb? And the second one? Pay attention to the difference between sentence 1 and the others. <p>**These questions will be provided in Spanish to learners.</p>
Task 3. Use of language	<p>Learners will write 5 sentences express their doubts or denials about the future of sustainable and affordable housing. For example:</p>

	<ol style="list-style-type: none"> 1. Creo que las casas sostenibles solo serán otro ejemplo de la división social entre pobres y ricos.
Task 4. Critical thinking	Learners will re-watch the video from task 1 and will compile two lists: one will include all the features that make this house sustainable; the other will include all the features that make this house affordable/unaffordable.
Closure / Cool down	As a class, learners will discuss the following question: En su opinión, ¿creen que las casas sostenibles son asequibles (affordable)?
DAY 2: Reflect on who has access to specific types of housing and neighborhoods and the relationships between housing and social class.	
Warming up – Prior Knowledge	Learners will be presented with these two images (same than task 3, day 3, week 1) and will be asked: Who do you expect to live on those neighborhoods? Think about age, gender, nationality, race, social class, etc.
Task 1. Provide input – Language use (focus on comprehension)	<p>Learners will read the first part of the article “Barrio rico-barrio pobre, dos mundos a pocos metros en Buenos Aires”. Then, in pairs, they will answer the following questions:</p> <ol style="list-style-type: none"> 1. What are the two main areas of Buenos Aires that the article focuses on? 2. What is the main topic of the article? 3. Which sentences of the article strongly support the main topic? 4. What are some of the conditions described in the article about the “villas”? 5. The article mentions that the “cicatriz” is caused by the last dictatorship. Which dictatorship is the article referring to? Feel free to do some research online.
Task 2. Language use – Critical thinking	<p>Learners will re-read the first part of the article “Barrio rico-barrio pobre, dos mundos a pocos metros en Buenos Aires”. Then, in groups, they will answer the following questions:</p> <ol style="list-style-type: none"> a) Who is Nilsa? Which information do you know about her? b) Where does she live and how do you think that affects/conditions her life? c) The article mentions some differences among the future for children/adults that live in a neighborhood such as Recoleta and those who live in ones such as Lugano, Soldati and Riachuelo. What are some of those differences?

	d) What type of shops can we find in downtown, but not in the south, where the villas are? Why do you think the author highlights that information?										
Task 3. Provide input – Language use (focus on comprehension)	Learners will read the second part of the article “Barrio rico-barrio pobre, dos mundos a pocos metros en Buenos Aires”. Then, in pairs, they will correct the following wrong statements: <ol style="list-style-type: none"> 1. Vanessa is an example of someone who lived in one of the “villas miseria” and were able to get out and get a better life. 2. Nowadays, Vanessa enjoys a healthy and varied diet. 3. Residents from the “villas miseria” are not affected by the changes of price regarding basic services because they do not pay for them. 4. “Changas” are well-paid jobs who afford them a way out of the “villas miseria”. 5. The government strongly supports the building of public installations to satisfy the needs of the residents of the “villas miseria”. 										
Task 4. Language use – Critical thinking	In groups, learners will discuss the following questions: <ol style="list-style-type: none"> 1. Does this phenomenon only happen in Argentina? 2. Can we find similar differences between neighborhoods in the USA? 3. Who is more likely to live in those neighborhoods in the USA? 4. Are there laws/projects that promote a more equitable distribution of resources among the different areas of a city in the USA? 										
Closure / Cool down	As a class, learners will discuss the following question: Can we do something to promote more affordable housing to low-income communities?										
DAY 3: Research the demographic distribution of the Hispanic communities in some US cities.											
Warming up – Prior Knowledge	As a class, learners will discuss if they know any Hispanic member of their community, where they are from, and where they live.										
Task 1. Provide (cultural) input	In groups of 3 or 4, learners will be asked to do some research online and complete the following table: <table border="1" data-bbox="513 1587 1416 1850"> <thead> <tr> <th></th> <th>Group 1: Miami</th> <th>Group 2: New York</th> <th>Group 3: Chicago</th> <th>Group 4: LA</th> </tr> </thead> <tbody> <tr> <td>¿Cuáles son los tres grupos hispanos más predominantes en esa ciudad?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Group 1: Miami	Group 2: New York	Group 3: Chicago	Group 4: LA	¿Cuáles son los tres grupos hispanos más predominantes en esa ciudad?				
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	<p>¿Cuáles son algunos de los rasgos demográficos más frecuentes de estos grupos? Piensen en clase social, nivel educativo, raza, etc.</p> <p>¿En qué barrios viven?</p> <p>¿Cómo son esos barrios?</p>				
Task 2. Provide (cultural) input II	New groups will be created. Each group will be composed of a learner that did research on one of the cities. Learners will share their findings with the other learners to have a more general view of Hispanic members and in which neighborhoods they live in the USA.				
Task 3. Critical thinking	<p>In groups, learners will analyze the information they compiled during tasks 1 and 2, and will answer the following questions:</p> <ol style="list-style-type: none"> 1. Are there patterns among where the Hispanic members live in the different cities in USA? If so, what are those? 2. Are there differences among the neighborhoods where Hispanic members live and other neighborhoods? If so, what are those? 				
Task 4. Use of language	Individually, learners will write a short summary about the main ideas their group discussed in task 3. It is important that learners include specific details to justify their opinions.				
Closure / Cool down	As a class, learners will answer the following question: Can we find other neighborhoods in the USA where we find other predominant demographic groups?				

FINAL PROJECT

Write a proposal for a new set of housing subsidized by the government to promote equal and sustainable access to housing.

Individually, **write a proposal** to request a new set of housing subsidized by the government to promote equal and sustainable access to housing. **This proposal must include:**

1. Proper address to the recipient of the proposal.
2. A clear introduction to the proposal.

3. A justification of the proposal. It may be useful to include some data about the situation to explain why this proposal is important.
4. What the proposal entails: number of housings, characteristics of the houses, etc.
5. Who will have access to those houses?
6. Willing to meet to discuss the importance of the project.