



# Designing for Diversity

*Through Empathy, Expression, & Engagement*

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# Immersive language learning environments and experiences

**Contexts:**

**DLI**

**ESL**

**PCS**

**PBLL**

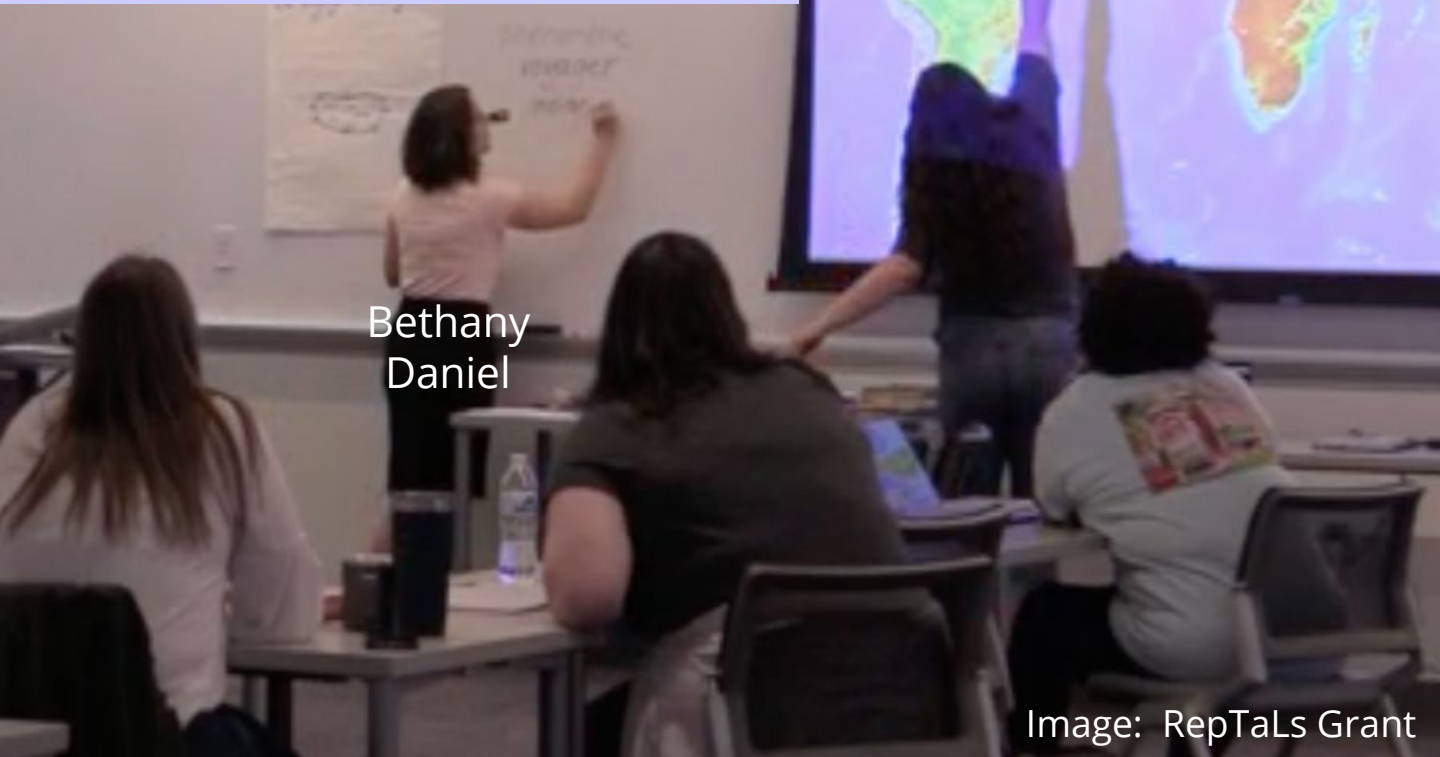


**Cherice  
Montgomery**

Image: Ashlyn Brown



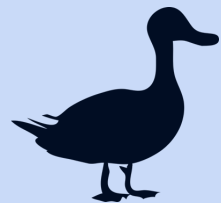
# Equitable access to language & content in elementary science classrooms



Bethany Daniel



**Improving  
education  
by  
optimizing  
technology  
use  
(special  
focus on  
Spanish  
& Math)**



**Katelyn  
Pickett**

**Image: Katelyn Pickett**

# I can empower learners to...



1) Empathize

2) Engage

3) Express



# Gathering Activity:

## What's your favorite bird?

*Post your answer in chat.*



**American  
Goldfinch**



**Blackbird**



**Cardinal**



**Dark-eyed  
Junco**



**Eurasian  
Collared Dove**



**House  
Finch**



**House  
Sparrow**



**Magpie**



**Red-winged  
Blackbird**



**American  
Robin**



**European  
Starling**



**Yellow-headed  
Blackbird**



Look for:

Language

Content

Culture

Pedagogy



**Let's go  
birdwatching!**



I see...

I think...

I wonder...







**I see, I think, I wonder...**



Image: Cherice Montgomery

**I see, I think, I wonder...**



Image: Cherice Montgomery

# Bird habitats are changing



Image: Chérice Montgomery


 Birds are having trouble getting their basic needs met...



Image: Alexas Fotos



**...because the resources they need  
are no longer available.**



# Human habitats are changing too



Image: Hartono Sobagio



# Habitat disruptions have affected our students' ability to get their needs met



Image: Андрей Сидоренко 

71 PASS.  
5,300 LBS

WATCH YOUR STEP

**Adaptation**

**Transition**

**Migration**



**School is a non-native  
habitat for all of our students**

Image: Kranich





# 1) We get overwhelmed by complexity, so we standardize to survive

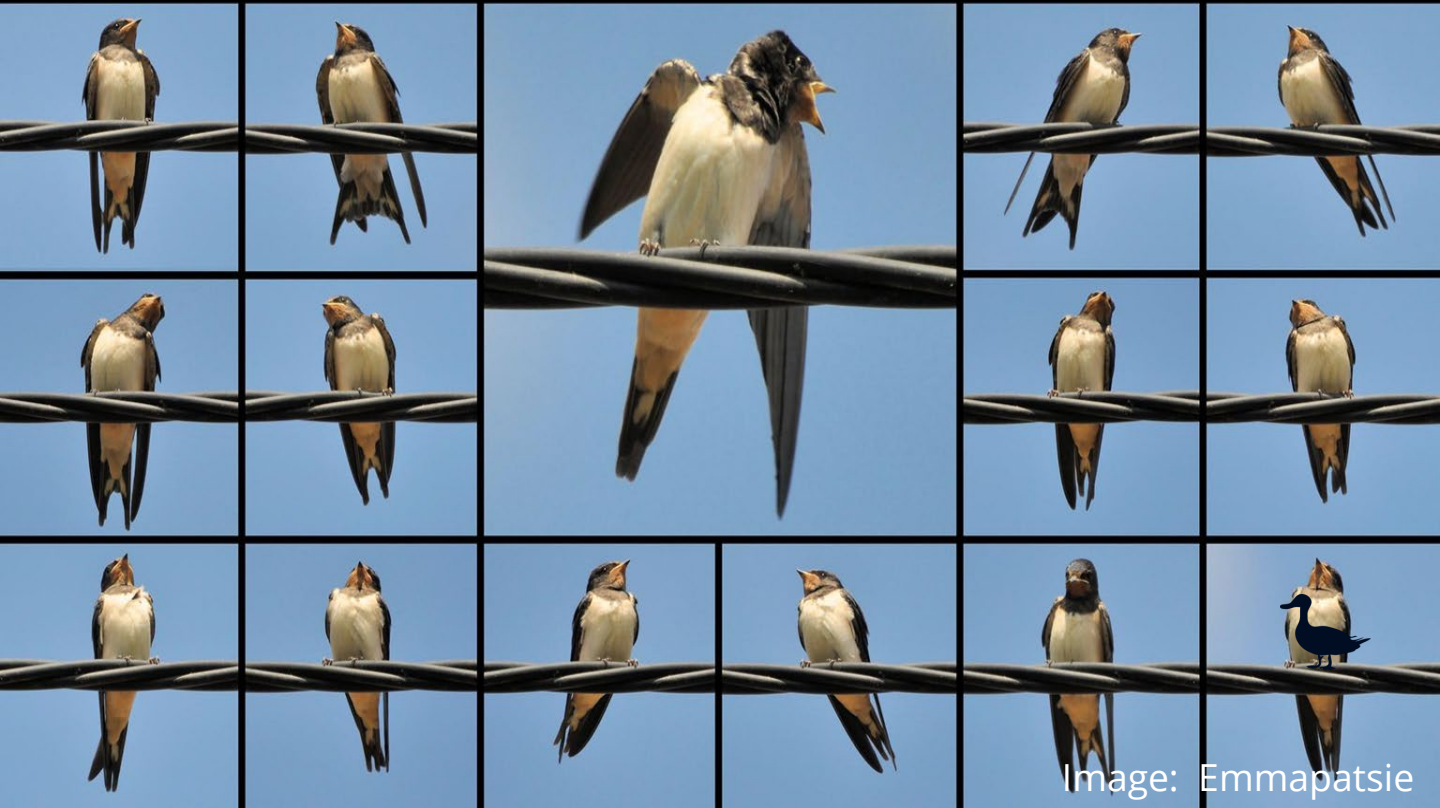


Image: Emmapatsie



# One-size-fits-all approach doesn't work for anyone

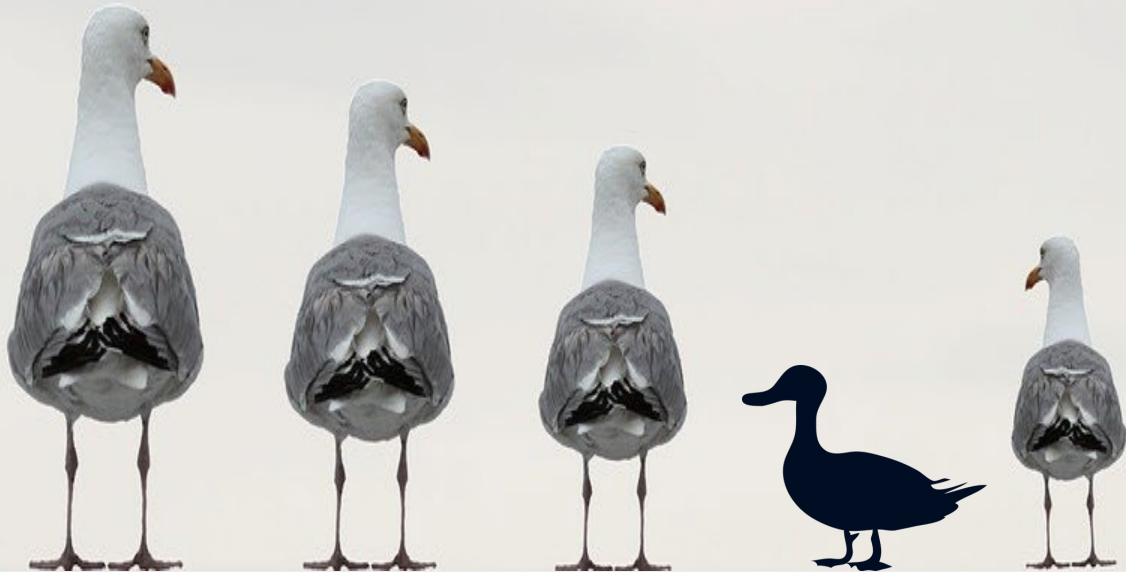


Image: S. Hermann & F. Richter

**Standardized**



**Essential**



**E  
N  
J  
O  
Y  
A  
B  
L  
E**

Images: Ivabalk, Roy Buri, Thomas Quinn



# trapped



Image Zoosnow

## 2) We try to individualize instruction



Image: Margarita Kochneva

# A single habitat can't meet ALL students' individual needs!



Generalist



Insect catching



Surface skimming



Mud probing



Grain eating



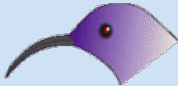
Coniferous-seed eating



Probing



Filter feeding



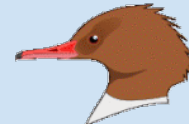
Nectar feeding



Fruit eating



Aerial fishing



Pursuit fishing



Chiseling



Dip netting



Scavenging



Raptorial



Image:  
Science Helpdesk



**Run out of time**



**and energy**



Image: Mysticsartdesign



Ultimately  
unsustainable



Image: Nicholas Demetriades



# 3) We try to change the system





**We drown  
in  
elements  
outside  
our  
control**



Image: Amir Boucenna



**What  
do  
learners  
really  
need?**



**Embodiment**

**Empathy**

**Engagement**





# How can we transform the non-native environment of our classrooms into a refuge for our students?



Image: Cherice Montgomery



**A single habitat can't meet all students' needs because their responses and behaviors are adapted to their environments**



# Don't differentiate!

## BECS D'OISEAUX



canard



goéland



aigle



bec-croisé



engoulevent



avocette



pic



perroquet



flamant



kiwi



spatule



pélican

www.inFovisual.info

## PICOS DE AVES



pato



gaviota



aguila



piquituerto



chotocabra



avoceta



pájaro carpintero



papagayo (loro)



flamenco



kiwi



espatulo



pelicano

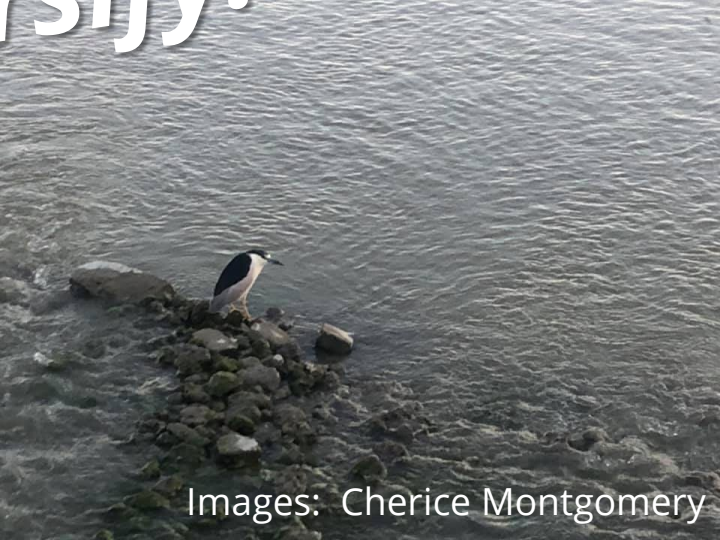
www.inFovisual.info

Partager l'image





**Diversify!**



Images: Cherice Montgomery



**Don't design  
for every  
individual  
bird**



**Design  
healthy habitats**



**Let learners  
gravitate to  
what they need**



**As internal  
and external  
factors  
change**



Images: Cherice Montgomery





# Create an immersive learning environment



Image: Cherice Montgomery



**Rethink  
your  
habitat**

Image: Jenna Flood



***Does it feel like home?***

Image: Mike6701

# Equity through Multiplicity

Multiple spaces for learning



Designing compelling  
Environments & experiences

Image: Jenna Flood



**Multiple perspectives**

**Empathy**



**Validate  
their feelings**

**Social & Emotional Learning  
(SEL)**

Image: Jenna Flood

**Multiple representations,  
texts, and genres**



**Multiliteracies**

**Expression**

Image: Jenna Flood



# How might learners engage within these habitats?

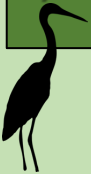


Image: Public Domain Images



# Describe & Draw Instructions

- 1) Find a partner.
- 2) Decide who is A and who is B.
- 3) A: Observe the picture.
- 4) A: Describe the picture.
- 5) B: Draw what you hear.



# Describe y diseña: A



Image: Steve Jenkins & Jennifer Ward



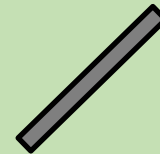
un huevo



salpicado



un nido



un palo



unas  
bayas

# Describe y diseñe: B



Image: Cherice Montgomery



# Describe y diseña: C



un  
pájaro



un pez



un  
árbol

Image: Steve Jenkins & Jennifer Ward

# Descreva e desene: A



Image: Steve Jenkins & Jennifer Ward



o covil



o tronco  
de árvore



o bico



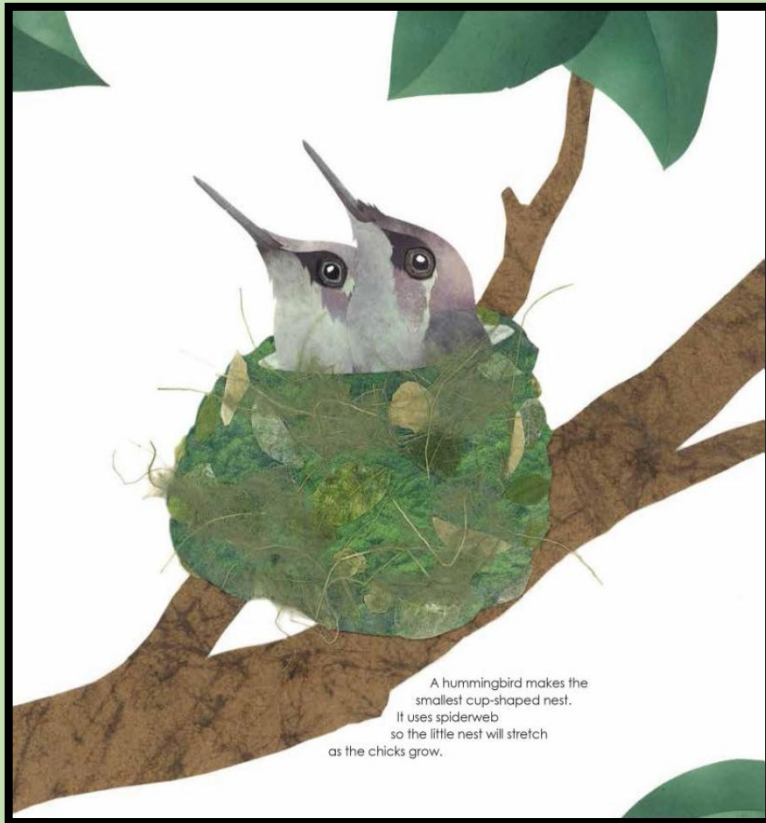
a asa



as  
garras



# Descreva e desenhe: B



a folha



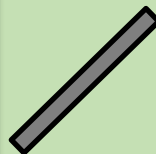
o colibri



o bico



o  
ninho



o galho seco  
/ o pau

Image: Steve Jenkins & Jennifer Ward

# Hear/Say Instructions

Helena Curtain

Look only at your  
OWN worksheet!



- 1) A: Find the MOUTH column and read what is next to the star.
- 2) B: Find the HEAR column and listen for what you hear.
- 3) B: Follow the row across and read what is under the SAY column.
- 4) A: Find the HEAR column and listen for what you hear.
- 5) A: Follow the row across and read what is under the SAY column.























# Hear/Say Model

for  
Mama Built a Little  
Nest by Jennifer  
Ward



## A

## B

			
	* 		
			
			
			





# Hear/Say Activity





for  
Mama Built  
a Little Nest  
by  
Jennifer Ward



## A

## B



			
And silky, cobweb rug.	*Mama built a little nest	She used her beak to <i>tap-tap-tap</i>	The perfect place to bunk.
Inside a sturdy trunk.	She used her beak to <i>tap-tap-tap</i>	With walls of moss and roof of sky	And silky, cobweb rug.
A cup so wee and snug,	With walls of moss and roof of sky	Mama built a little nest,	Inside a sturdy trunk.
The perfect place to bunk.	Mama built a tiny nest	Mama built a tiny nest	A cup so wee and snug,

Images: Congerdesign & Jennifer Ward

# Hear/Say: Look for....

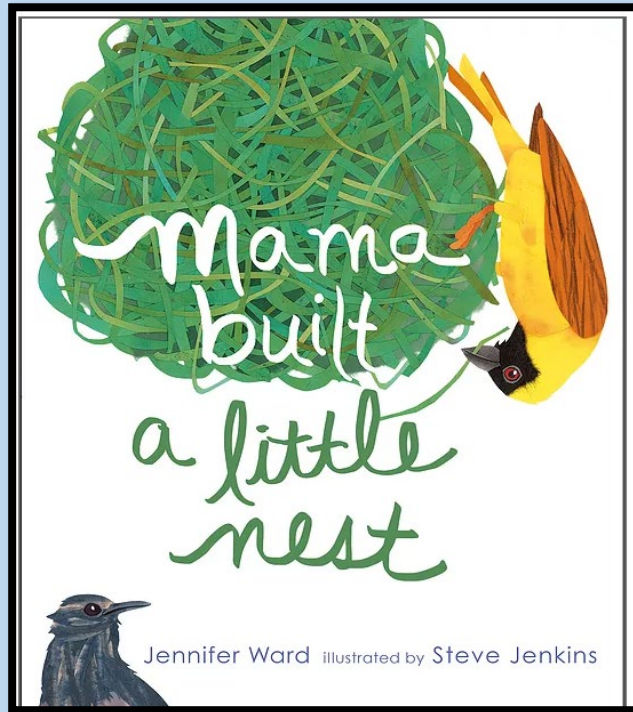


Language

Academic  
content

Culture

Images  
that make  
language  
clear



# Mama Built a Little Nest

by Jennifer Ward, Illustrated by Steve Jenkins



## Recycled language

Mama built a little nest  
inside a sturdy trunk.  
She used her beak to tap-tap-tap  
the perfect place to bunk.



Tree-hole nests,  
also known as  
cavity nests, are  
created by the  
male and female  
woodpecker.

Images: Steve Jenkins & Jennifer Ward



# Mama Built a Little Nest

by Jennifer Ward, Illustrated by Steve Jenkins



## Narrative

Mama built a little nest,  
a cup so wee and snug,  
with walls of moss and roof of sky  
and silky, cobweb rug.

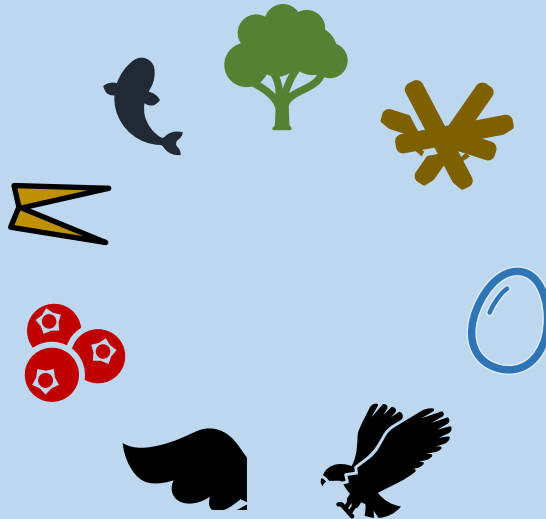
## Scientific

A hummingbird makes the  
smallest cup-shaped nest.  
It uses spiderweb  
so the little nest will stretch  
as the chicks grow.

# Picture Pop-up



- 1) Listen to the story.
- 2) Find the objects you hear.
- 3) Hold up the correct photos.





# Migration Simulation



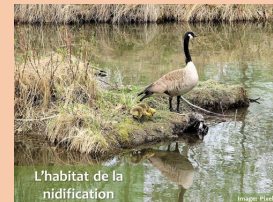
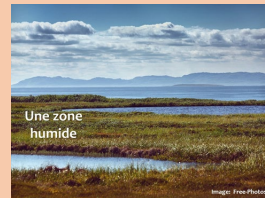
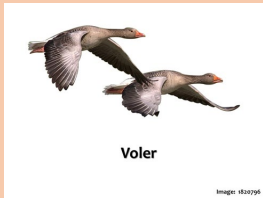
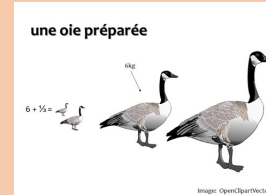
**Based on  
teaching  
demonstrations  
at Brigham Young  
University  
created by  
Anneliese Carter,  
Jarumi Casiano,  
Brenda Martinez,  
& Madeline  
Williamson**

# Voler avec les Oiseaux



Image: © Superbass / [CC-BY-SA-3.0](https://creativecommons.org/licenses/by-sa/3.0/) (via Wikimedia Commons)

# Simulation Preparation: Gallery Walk



Images: A Different Perspective; Mister Farmer; Black Lady; FLSoprani; Free Photos; Toivo Lagerweij; MillicanD; Mohammed Hassan; Jonathas Mikosz de Moura; Oimheidi; Open Clipart Vectors; Pixel1; Public Co; Public Domain Pictures; Rute6; TKRemmel; Skeeze; Brin Weins; 121071; 1820796





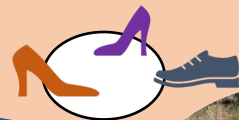
# Migration

## Simulation Instructions

*(Idea: Emily Overvliet)*

- 1) Make a beak with your potato chips.
- 2) Fly to your nesting habitat.
- 3) No more than three geese on each space.
- 4) Fly to your winter habitat.
- 5) If your habitat disappears, you die! 😞

# Migration Simulation Model



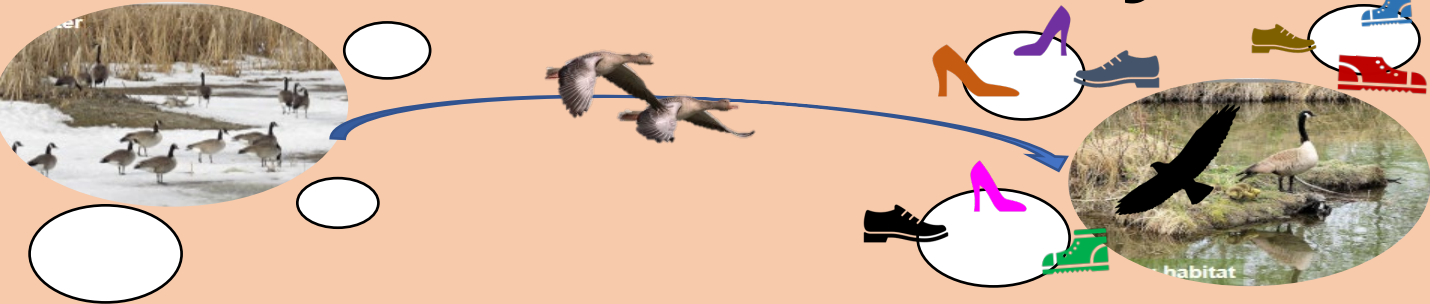
Images: MillicanD; Pixel1; MisterFarmer; 1820796



# Une sécheresse

Image: MisterFarmer

# Migration Simulation Activity



# Sentence Mapping



In the (season) (number) geese died because of (event).

FORMATIVE



10

20



30

40

50



ASSESSMENT



# Inside/Outside Circles

Asking ?s  
Hypothesizing

## Instructions:

- 1) A: Stand on an inside square.
- 2) B: Stand in front of a partner.
- 3) Look at the picture.
- 4) Ask your partner a question about the picture.
- 5) Answer your partner's question.



# During Reading: Inside/Outside Circles

*Shift proficiency from words to sentences*



# Inside/Outside Circles: Your Turn

**A) Question:** Why are there so many birds all in one place?

**B) Answer:** Maybe they are migrating.

gettyimages

Moment Open | penboy

Many skyscrapers and other buildings in Philadelphia will be going dark at night soon to help protect migrating birds. In the northern half of the world, many birds fly north in the summer and south in the winter.







Last October, Philadelphia got a sad reminder of the problems lighted buildings cause for birds. Over 1,000 birds were believed to have died in just one small area downtown. Just a few of the birds collected in downtown Philadelphia Oct. 2, 2020.

(Source: Stephen Maciejewski, via [Academy of Natural Sciences.](#))





In the spring and in the fall, the lights on many of Philadelphia's buildings will be turned off or dimmed at night for the Lights Out Philly program. Many of the city's best-known and tallest buildings will be taking part. Above, Philadelphia at night.

(Source: [Shannon O'Toole, via Flickr.com.](#))



# 3, 2, 1

**Write down:**

3 reasons birds need protection

2 things the article said you can do to help birds



1 interesting thing you learned from your partner



Lived  
experience in  
community  
Physical  
classroom  
experience

# Scavenger Hunt

Image: Steve Buissinne



# Classroom & community



Image: Weltwunderer

# NATURSPUR!

Im Wald

Kreuz die Dinge an, die du auf dem Weg durch den Wald findest oder tust!



ZAPFEN



BAUMSTUMPF



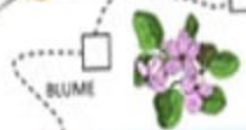
BAUE EINEN TURM AUS STEINEN



FEDER



PILZ



BLUME



STOCK



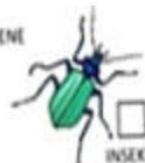
BEERE



30 VERSCHIEDENE BLÄTTER



AMEISE



INSEKT



HÖRE DEM VOGELGEZWIT SICHER ZU



MOOS



VOGEL



NADELN



FINDE ETWAS, DAS GUT RIECHT



EICHEL



SPINNENNETZ



Du brauchst die Dinge nicht zu pflücken oder zu sammeln - es ist am besten, nur zu schauen und nicht anzufassen!

© www.grapevine.de | Mitzgen Media AG

grapevine.de



Image: Grapevine.de



**Object:**

3 characteristics  
(adjectives):

1.

2.

3.

Purpose or  
function:

**F  
O  
R  
M  
A  
T  
I  
V  
E**

**eine  
Feder**

**weiss**

**weich**

**leicht**

**fliegen,  
warm bleiben**

**A  
S  
S  
E  
S  
S  
M  
E  
N  
T**





# Let's chat about it!

Share your  
biggest "ahas"  
from this  
segment in  
the chat



Image: Andrew Martin



How do we help learners  
to interact within  
different habitats?





# Proficiency

Interpretive

Interpersonal

Presentational



**Exposure to  
input does not  
guarantee  
uptake**



Image: nickfish03



# Learners need practice and scaffolding to internalize input



Image: Jörg Buntrock



# 5-Step Instructions

*(Developed by Cherice Montgomery)*



**1  
step  
per  
line**



**No more  
than  
5 steps**



**No  
more  
than  
7-10  
words  
per step**

Image: Mhoejte



# Modeling Cycle

Exercise wings before flying alone

You do

We do

I do



Image: MrGajowy3





*Which  
feeders  
make food  
accessible to  
students?*

**Pre-reading**  
*Comprehensibility*

**During  
Reading**

*Concreteness*

**Post-  
reading**  
*Creation*





# Get concrete with content!



Flamingo



Rockhopper Penguin



Emu



## WADING BIRDS

Large pink wading birds which live in huge colonies

Ibis bills are sensitive enough to let them feel their target

## PENGUINS

Super swimmers using their wings as flippers

Their coats are waterproof with oil and thick fat so they can survive in -60C temperature.

## OSTRICHES / EMUS

Biggest living bird

Have two toes on each leg

Big flightless bird





Learners  
need  
to perch  
to feed

**SCAFFOLDING**



Image: Hans Benn



# Scaffolding

Color-coding

Images

Sentence  
frames

Word banks





***How do we  
help  
diverse  
learners  
learn to  
fly?***



# *Emotional Attunement (Affective filter)*

Image: Wolfgang Ekert



**Feelings become valuable information about what learners need in their environment**

Image: Bernhard Stärck

 **Feed them...**



Emotional  
Attunement

Image: Gerhard G.



**Feed  
them  
attention**



Image: Rick Tremblay





Feed them  
acceptance



Image: Mabel Amber



# Feed them affirmation



Image: PaulBR75



**Listen**

**Validate**

**Provide  
emotional  
shelter**

**Encourage**



# Temperature Check (Class check-in)

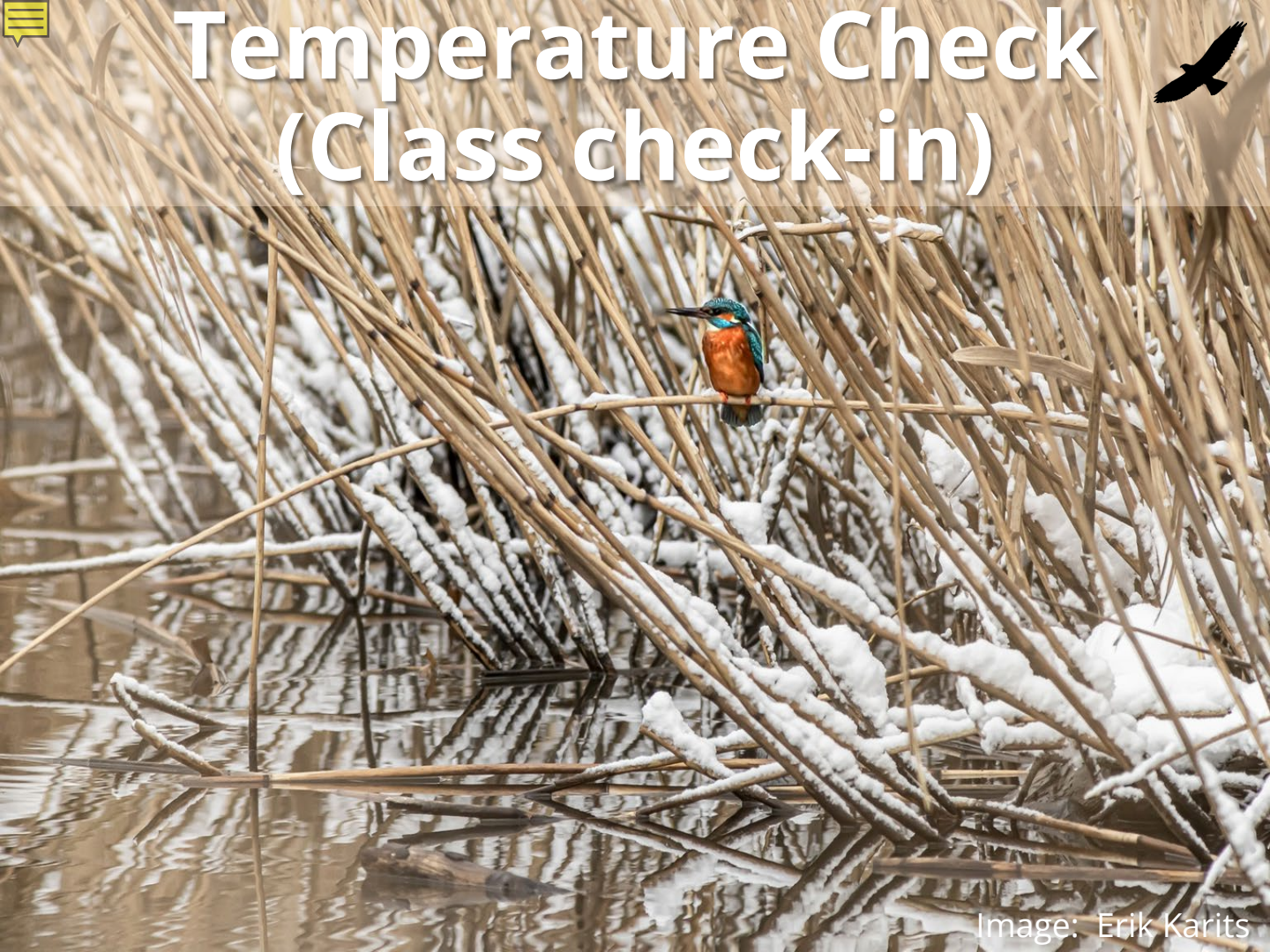
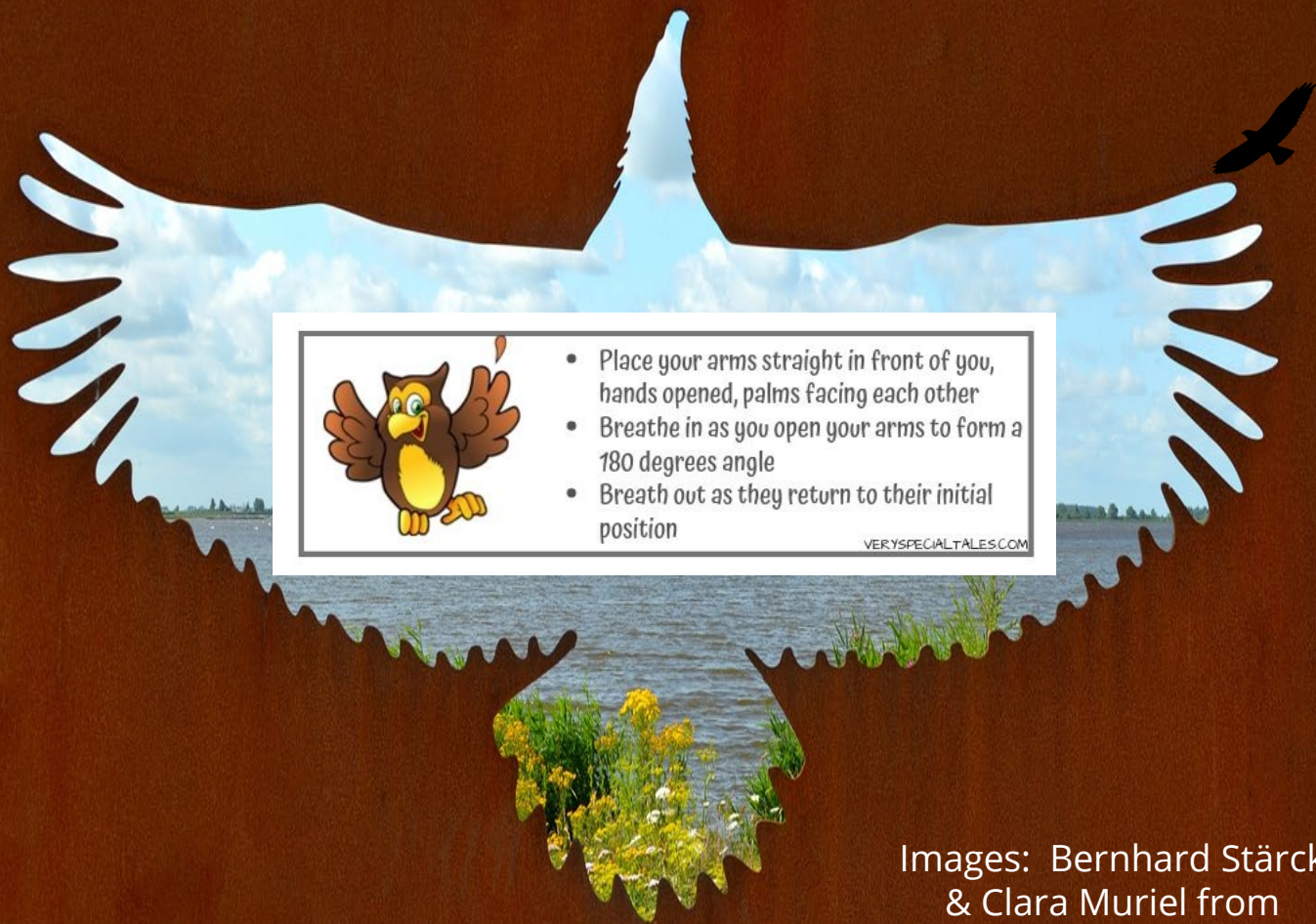


Image: Erik Karits



- Place your arms straight in front of you, hands opened, palms facing each other
- Breathe in as you open your arms to form a 180 degrees angle
- Breath out as they return to their initial position

VERYSPECIALTALES.COM

Images: Bernhard Stärck  
& Clara Muriel from  
Very Special Tales.com

# Bird Yoga



**OISEAU**



**OISEAU**

Sur mes orteils  
Bien haut perché  
J'ouvre mes ailes  
Pour m'envoler



**PAON**

Ma queue ouverte en grand écart  
Mes couleurs éclatent de toutes parts  
J'étire mes jambes  
Et aussi mon dos  
Pour vous dire à tous  
Bonjour!



**PAON**





# Bird Yoga



[0:40 - 0:50]

<https://youtu.be/2K5PINaaU7M?t=40>



Image: MiniPadMini (Yoga para Niños y Niñas)



# Guided Meditation

<https://youtu.be/IV8EXddwE6E>



Image: Méditation enfants





# Guided Writing



Reflection

# Guided Writing

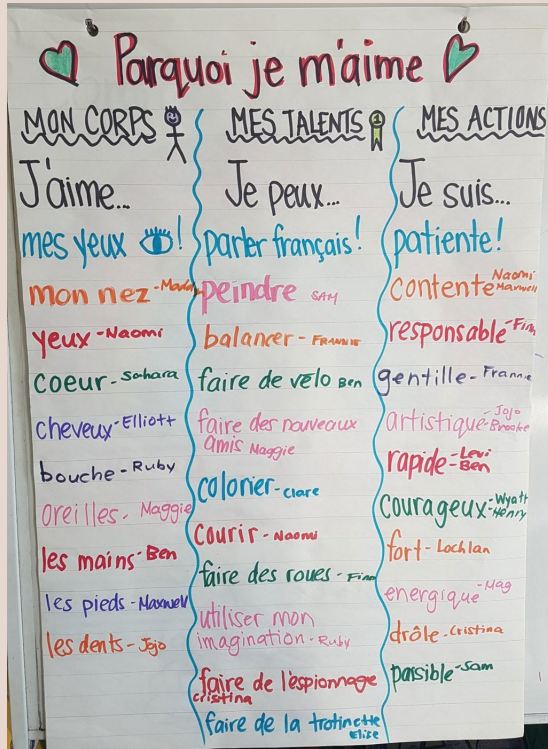


Image: Madame Land

## Les questions à se poser

Répondez honnêtement et de manière détaillée aux questions suivantes (mettez les choses par écrit pour une plus grande efficacité):

- Quels sont vos **plus grands talents** ou **compétences**? (que faites-vous avec plaisir, aisément, et qui vous distingue des autres).
- Quelles sont, parmi vos compétences et talents, ceux qui vous procurent la plus grande **satisfaction** ou **fierté**?
- Quels sont **les talents** et **compétences** que vous admirez le plus **chez les autres**?
- Quels sont **les talents** ou **compétences** que vous souhaiteriez **développer**? Appuyez-vous sur vos talents et compétences existants.

Image: Se-réaliser.com



Teach  
them that  
they  
**BELONG**



Image: HansBenn



Teach them the  
power of creative  
self-expression



Image: 1hrEvent



# Españolandia

A global passport during  
a global pandemic



Image: Pete Linforth



**We lost the  
freedom to  
“flap our wings”  
due to the  
pandemic**



# How do we meet social needs when we are all in physically separate spaces?



Image: Selver Učanbarlić

# We tend to limit learners' habitats to the 4 walls of our classrooms



**A ver si recuerdas...**

## Vocabulario Repaso

<p>el arte y los artistas el / la artista dibujar el estilo la estatua el museo pintar el pintor, la pintora</p>	<p>color y luz amarillo, -a naranja/ado, -a rojo, -a blanco, -a claro, -a gris fuerza morado, -a negro, -a oscuro, -a papel rojo, -a rojo, -a verde, -a vivo, -a</p>	<p>"Fiesta en los Piris" (1920), Pablo Picasso</p>	<p>materiales el oro el papel la piedra el plátano la plata</p>
<p>opiniones a mí también / tampoco creo que... estoy / no estoy de acuerdo me parece que... no gusta / no me gusta me estoy seguro, -a para mí, ti... ¿qué le parece?</p>	<p>descripciones aburrido, -a bueno, -a complicado, -a divertido, -a específico, -a fascinante feo, -a horrible interesante mejor moderno, -a peor realista semejante, -a serio, -a triste</p>	<p>"Fiesta en el pueblo de San Antonio de Chiriquí" (1937), José Antonio Wáskuez</p>	<p>comparaciones más / menos... mejor / peor... tan... como</p>

Images: Realidades 3 Textbook photo by Cherice Montgomery, Artem\_Apukhtin



Birds aren't meant  
to be kept in a  
cage





# Gather.town

*Physical distance*

*Social isolation*

*Physical  
& social  
presence  
in a virtual  
space*

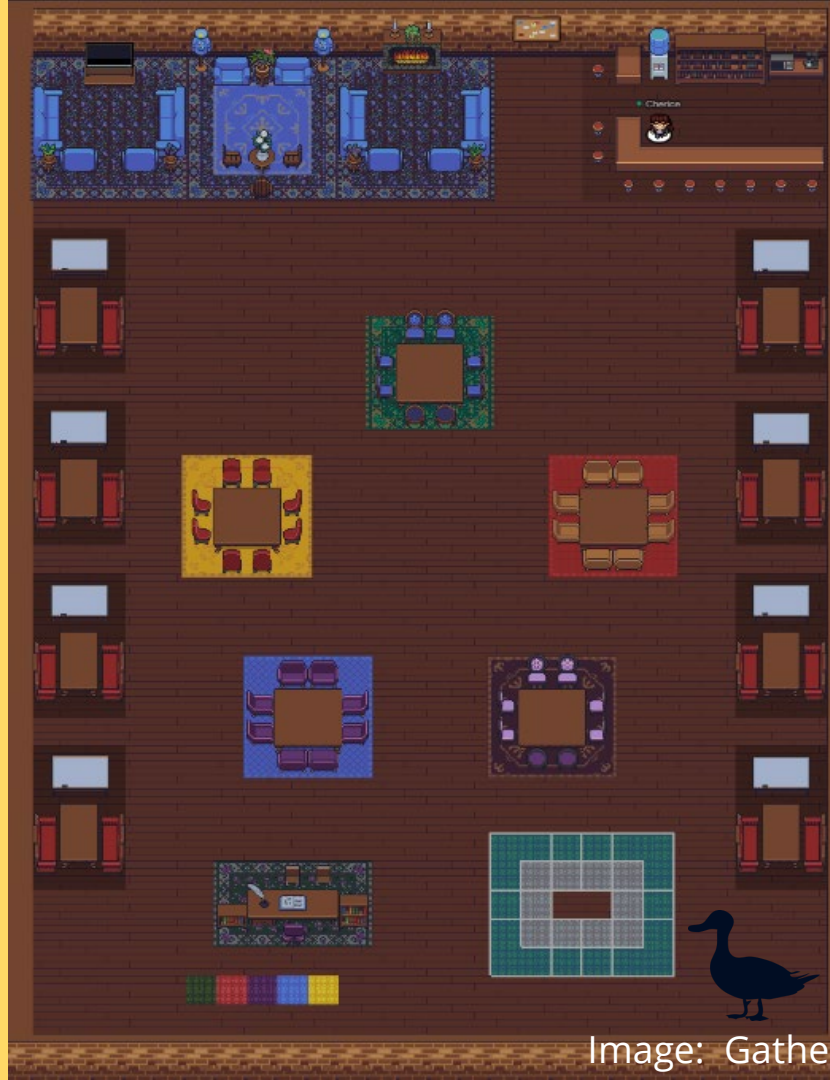
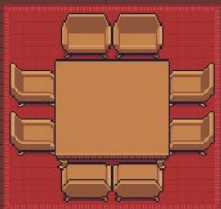


Image: Gather



# Las montañas



# El desierto



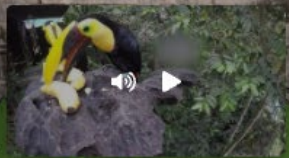
# El bosque



# La playa



# In a meaningful cultural context



Images: Gather, 495756



Dra. Montgomery  
Online





Cornell Lab | Panama Fruit Feed



# Shared Social Experience



Images: Gather, Katelyn Pickett, The Cornell Lab

 Dra. Montgomery Online 



## Los pájaros de Panamá

¿Cuántos pájaros miró?

¿De cuáles colores eran?

¿Cuáles otras cosas vió?

## Los pájaros de Panamá



Dibuje una foto del pájaro más interesante que vió aquí.



# Españolandia: Diversified Habitat

***Multiplicity supports  
diversity***

**Multiple  
Media**

**Multiple  
Choices**

**Multiple  
Representations**

**Multiple  
Cultural  
Narratives**

**Multiple  
Perspectives**



Image: Ibidayo Joel



How can we  
bring  
learners'  
native  
habitats  
into the  
classroom?



Image: Photosforyou



**Pedagogy  
& PBL**



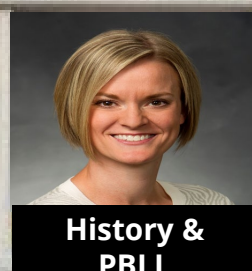
**Spanish Civ  
& Culture**



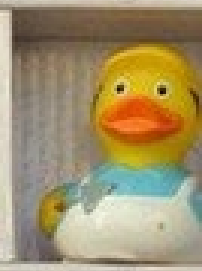
**Computer  
Science**



**English**



**History &  
PBL**



**Spanish Civ  
& Culture**



**Campus Community Partners**  
*BYU Augmented Learning Lab*

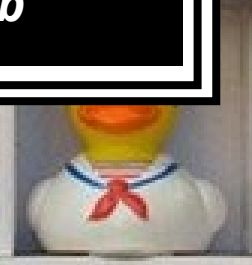
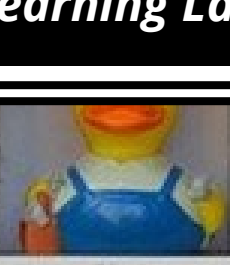
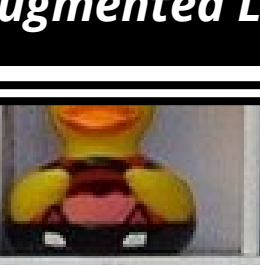
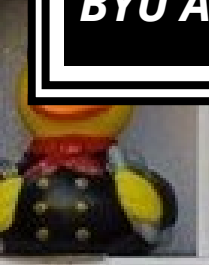


Image: Eveline de Bruin

# Help learners fly to higher proficiency levels in their OWN communities





Open Position: Assistant Curator  
Position type: Contract  
Location: Remote

The Museum of the Valley located in Madrid, Spain has an immediate opening for an assistant curator to design an online exhibit. The purpose of the exhibit is to educate secondary school students about the cultural impact of the Spanish Civil War on contemporary Spain.

**Primary Responsibilities and Duties:**

- Collaborate with assistant curators to assemble an online exhibit about the Spanish Civil War
- Communicate via email and video conference calls with museum personnel
- Negotiate with donors to acquire artifacts
- Meet with historians and subject matter experts to determine the historical context of artifacts
- Compose concise, historically accurate, culturally sensitive, regionally specific, and age appropriate descriptions of artifacts
- Provide prompt and thorough updates to the lead exhibit designer and museum curator

**Requirements and Qualifications**

The successful candidate will:

- **Communicate** effectively with colleagues both orally and in writing
- **Give professional presentations** in Spanish
- Provide an historically accurate, written overview of the Spanish Civil War that is developmentally appropriate for teenagers
- Select culturally authentic artifacts likely to interest teenagers
- Provide captions and descriptions that will **support teenage learners in critically interpreting culturally authentic artifacts** within their historical and cultural contexts
- Compare and contrast cultural products, practices, and perspectives
- **Collaborate** effectively with colleagues to accomplish your responsibilities

Knowledge and Education:

- **Conversational fluency in Spanish**
- At least **2 years of university-level Spanish** or history classes
- Background in democratic approaches to teaching and learning, museum curation, or **developing historical thinking** desired
- Understanding of cultural beliefs and practices of natives of Spain a plus

Please register for access to the Museum's intranet dashboard to apply.

# Job Announcements



Image: Abul Kashem

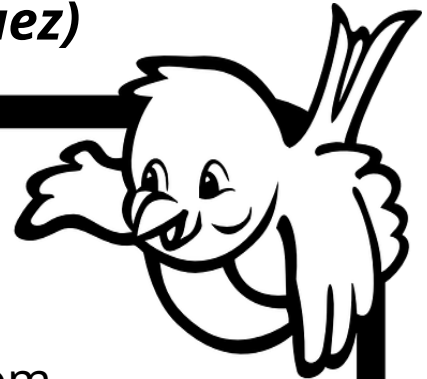


# Hashtag Your Nametag

(Activity by Julio Rodriguez)

**Strengths**

**# HireMe**



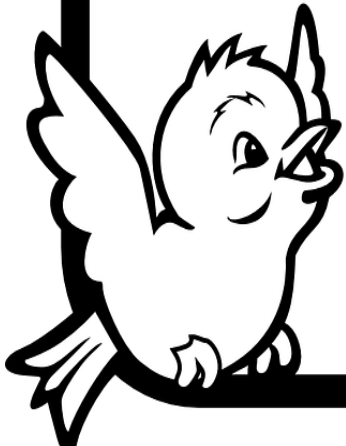
- 1) Hover over your name in Zoom.
- 2) Click the 3 dots and change your name:

# hobby

# professional interest

# skill

**Skills**





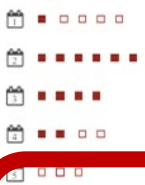
**Congratulations!  
You've been hired!**



Image: Dugeot

# Explore library

## Progreso



## Día 1 - Tareas

- Ver recibidos  
Lee el correo electrónico.
- Hacer una videollamada  
Haz una videollamada a Beatriz para...
- Empezar la investigación  
Averigua sobre el público meta de la investigación.
- Escribir a Susana  
Escribe a Susana, contándole lo que hiciste hoy y lo que piensas del público meta.

# Complete tasks

- Perspectivas diversas
- Arte
- Las brigadas internacionales
- Conexiones contemporáneas
- Cronología e historia
- Los documentos



Afroamericanos: Los héroes invisibles de la guerra civil Española [Video, 2:31]  
Un video sobre las contribuciones de los afroamericanos durante la guerra.

# Dashboard



# Zoom calls

¿Un biblioteca?    ¿Algo más?

No mucho, ¿me puede decir más sobre el cuadro?

¿Una biblioteca?



De: Susana Gómez  
Asunto: Investigar la pintura


¡Felicitaciones! Me parece que todo está saliendo de maravillas. Ahora que has ganado la confianza de nuestra tía, Carmen, espero que puedas obtener acceso a muchos de los tesoros históricos... misterioso e muy fascinante. Espero que sepas más...

Coo  
difer

Franc  
el hist

Espero  
Susana

**Respond to e-mail**



Responder

# Videoconference with museum curator and exhibit designer



Image: Dennis West





# Interview with an historian

Image: BYU Augmented Learning Lab



CC



# Interview with a donor

Image: BYU Augmented Learning Lab



# Interpretive Inquiry: Explore the library



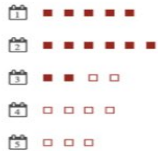
Image: Albert Dezetter

# Interact with & critically interpret culturally authentic visual texts



Museo del Valle

## Progreso



## Día 3 - Tareas

- Ver recibidos  
Lee el correo electrónico.
- Reunirte con el historiador  
Haz una videollamada al historiador, Jose Sánchez, informándole de tus avances de investigación en cuanto a las obras de arte.
- Videollamada a Francisco  
Haz una videollamada a Francisco para hablar con el historiador acerca del hallazgo que hiciste.
- Escribir a Susana  
Envíe un correo electrónico a Susana con una lista de artículos que incluirás en tu exhibición.

< el próximo día >

ACERCA NUESTRO EQUIPO BIBLIOTECA TELÉFONO CORREO TEST ACCOUNT

### LA GUERRA CIVIL EN IMÁGENES

La Guerra Civil en imágenes

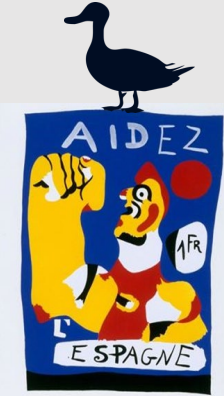
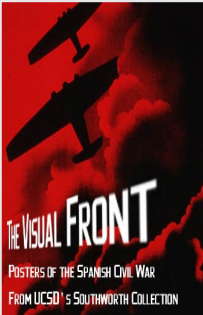
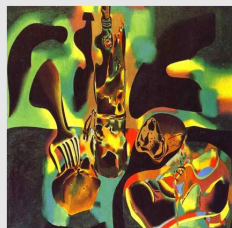




Image: BYU Augmented Learning Lab

# Interact with culturally authentic print texts



Una Torre de Babel antifascista: el papel de las lenguas en la guerra civil española

November 26, 2019 3:41pm EST

## «La caricia de los pájaros negros de Hitler»: así se salvó Cibeles de la Guerra Civil

- La diosa de la fuente más famosa de Madrid sufrió daños en su brazo derecho, su nariz y en el morro de uno de los leones por los bombardeos nazis y decidieron cubrirla en una especie de montaña artificial



Niños, en alto durante las obras de desescombro de la Cibeles en 1939, que estuvo protegida durante la Guerra Civil, nada más terminar la contienda - Martín Santos Yubero

LO MÁS LEÍDO EN ABC

- | Historia | ABC  |
|----------|--|
| 1        | El insólito hallazgo de las retorcidas cartas de amor de Enrique VIII a sus esposas antes de ejecutarlas |
| 2        | «Vete a la porra», «estar de Jauja» y otras expresiones populares con origen en la España imperial       |
| 3        | Dos consejos que Hitler despreció y podrían haber llevado a los nazis a ganar la Segunda Guerra Mundial  |
| 4        | Así conquistaron los Reyes Católicos las Islas Canarias, la antesala de la aventura en América           |
| 5        | La verdad más incómoda de la Guerra de Cuba: los cubanos que sacrificaron su vida por España             |

ro de 1937: «Las bombas estropearon ni los monumentos de Cibeles ha sufrido la caricia de los de Hitler», o « Ahora » en los años sufridos por la izquierda, su nariz y en el morro de los leones. El periódico de la más famosa de las fuentes, la misma que guarda memoria en la que el Real Ejército triunfos, entre las obras de la Guerra Civil. Medio año

NOTICIAS RELACIONADAS

- Las insólitas imágenes de Cibeles tapada en la Guerra Civil
- El catalán que casi asesina a Franco cuatro días antes de la Guerra Civil
- El intento de agresión en el Congreso por no gritar un «viva la República!» que anticipó la Guerra Civil

PODCAST | ESTAMOS EN LA HISTORIA



Escucha todos los capítulos del podcast de Historia de ABC

Image: NTIC

**Interact with multiple perspectives  
through multimedia texts:**  
*Afroamericanos: Los héroes invisibles  
de la guerra civil Española*



habían ido a masacrar  
al pueblo de Etiopía.



# Make videos more comprehensible by:

The image shows a YouTube video player interface. At the top left is the YouTube logo and a search bar. The video content is a black and white historical photograph of several African American men in suits and hats, some holding a banner that reads "SCOTTSBORO Boys". A red circle highlights the video settings menu, which includes options for Autoplay, Playback speed (Normal), Subtitles/CC (1) (Off), and Quality (Auto 480p). The video title is "En 1936, 85 afroamericanos viajaron a España para luchar en la guerra civil" and the video description is "Afroamericanos: Los héroes invisibles de la guerra civil española". The video has 1,274 views and was uploaded on Feb 26, 2018. The interface also shows like, comment, share, and save buttons.



Images: Business Insider España & YouTube



## Instructions:

- 1) Join your breakout room.
- 2) Click on the correct link:
- 3) Look at an image.
- 4) Group the images into categories.

# You could create your own library of texts for students to caption in Padlet



- Group 1: <https://bit.ly/ArtifactSort1>
- Group 2: <https://bit.ly/ArtifactSort2>
- Group 3: <https://bit.ly/ArtifactSort3>
- Group 4: <https://bit.ly/ArtifactSort4>



# Los pájaros de la Guerra Civil Española

Mapa del museo



Los nacionales



El G

## Introducción

Usualmente, la palabra "poesía" nos hace pensar en rimas juveniles o poemas muy largos y crípticos que parecen otra lengua. Pero en la realidad, no toda la poesía es así. Muchas veces, es muy relevante a los acontecimientos actuales, dado que escritores responden a eventos políticos y humanitarios con versos llenos de imágenes evocativas y aún provocativas. En la sociedad moderna, la mayoría de personas está expuesto a la poesía política por la música popular. En los EE.UU., por ejemplo, el género "hip-hop" ofrece una descripción y una reacción a la situación marginada de la gente afroamericana. Por ejemplo, hace un año el artista Childish Gambino publicó la canción "This is America" con un video muy inquietante. La canción y el video tratan de temas de violencia armada y la brutalidad policial contra un fondo de materialismo y entretenimiento. Muchas personas tuvieron una reacción muy fuerte a esta obra. Childish Gambino y muchos artistas como más, cumplen el papel de la conciencia social. Nos recordamos de que la normalización de violencia y opresión no es una justificación.

Durante la Guerra Civil Española, Pablo Neruda fue uno de los poetas que cumplieron con este papel. El poeta chileno estaba viviendo en España cómo consulto cuando Francisco Franco dirigió un golpe de estado contra el gobierno republicano. En su poema, "Explico algunas cosas", Neruda muestra cómo la guerra destruyó la vida normal de españoles y defiende la importancia de arte relevante a la situación verdad del pueblo, aún si la verdad sea fea. Neruda no es artista hip-hop, pero sus versos muestran realidades igualmente perturbadoras. Es importante recordar, sin embargo, que el arte es una concentración de sentimiento, y que la perspectiva de una artista es muy subjetiva. En este exhibición, vamos a explorar La Guerra Civil primariamente desde la perspectiva de Pablo Neruda en la poema "Explico algunas cosas".

Salón C

Vestíbulo

Images: BYU Augmented Learning Lab, Roberto capa, Наумов Андрей, UC Regents





# Deepen Cultural Understanding

Observe

Reflect

Compare &  
Contrast

Interact

Critically  
Interpret



Image: Marzena P.



**What  
ELSE did  
you see?**



Image: Edi Libedinsky



# Key Concepts:

Diversity ♦ Embodiment ♦ Integration ♦ Play ♦ Scaffolding ♦ SEL

Language  
Content  
Culture  
Pedagogy



**What ELSE  
did you see?**

# Multiplicity



Image: Cherice Montgomery



# Multiple Perspectives

Image: Thomas Wolter



# Multiple Contexts

Image: Sasint

# Multiple Texts





# Multiple passes for different purposes



Image: Cocoparisienne





# Multiple Practice Opportunities



bird seed  
writing tray

Image: Kristina





# Multiple Technologies



A Great Egret is perched on a branch of a juniper tree, looking down towards a body of water. The bird has a long, sharp beak and a white stripe on its head. The background is filled with dense green foliage and a dark, reflective water surface.

**It's okay to  
be cautious**

Image: Cherice Montgomery



**Multiplicity**

**Diversity**

***empathy and  
relationships***

Image:  
Clickphoto  
Switzerland





**Diversify habitats**

**Diversify pedagogy**

**Empathy + Relationships**



# What questions do you have?

Let's  
continue  
the  
conversation  
by chat!

Or feel  
free to  
e-mail  
us!

Image: Liam Relihan



# Designing for Diversity

*Through Empathy, Expression, & Engagement*

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