

# NYS Spanish BETAC @ NYU

## Monthly Bulletin

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### NEW YORK STATE SPANISH BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER

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Happy Valentine's Day

The NYS Spanish BETAC at the NYU Metro Center works with teachers of Spanish-speaking LEP/ELL students. This monthly bulletin provides a sample of instructional resources, research news and updates concerning Spanish bilingual education, Spanish language programs and ESL programs. Please share your professional development needs by visiting our website and taking our survey. This month's theme is HISTORY.

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## Global History and English Language Learners

How do the study of culture and civilization contribute to global history? Here are some ideas adapted for English Language Learners from materials produced by Social Studies teachers Eric Single, Peter Sale, and Dennis Mulvena, NYC Department of Education.

Ask your students to think about the question, “What are some of the things that make up your culture?” Students may choose their “native” culture, their “American” culture, or a combination of both. After students answer the question in writing, have them turn to a partner and share their responses.

Provide an original document from which students can read about the meaning of culture and civilization and discuss in small groups how they are the similar and different. Put the responses on a “t-chart” of two columns: “similarities” and “differences.”

Following that activity, have students find specific examples of how literacy and technology are necessary for the development of civilizations. Together, create a list of the examples that are most evident in the lives of the students. Using this list, have them do written research to show how one of the elements has enriched their lives.

In order to connect their current culture and the culture of historical civilizations, ask the students to think about and write down the meaning of “Those who don’t know History are condemned to repeat it.”

Discuss responses and then have students read the paragraph below (from Carlton Hayes’ *Ancient Civilizations*.) Divide the paragraph into categories and subdivide the list of examples previously created by placing each example under one of the categories.

*Knowledge of the past comes from many sources – from written records and also from knowledge revealed by science developed in the last century or so. New sciences of some importance to historians are anthropology, the study of man’s physical and cultural development; archaeology, the discovery and study of material remains; geology, the study of rock and earthy formation; philology, the study of language and written records; and psychology, the study of human behavior.*

Allow students to work in small groups to elaborate on their previously written research of how one of the elements had enriched their life by adding graphic connections (i.e. drawings and photos) between the cultural element and an event in history that had an affect on it.

### PLAN TO ATTEND!

**NY SABE 2007**  
Melville, Long Island-March 2<sup>nd</sup>-4<sup>th</sup>  
[www.nysabe.org](http://www.nysabe.org)

**NYS TESOL 2007**  
**Technology: The Language that Brings Us Together**  
White Plains-November 2<sup>nd</sup> – 3<sup>rd</sup>  
[www.nystesol.org](http://www.nystesol.org)  
**Deadline for Proposals**  
**April 30, 2007**

## Noticias Españolas

*Críticas* is a literary magazine in Spanish. It features reviews of children’s books as well as books for adults. Also included are articles about Spanish language authors. The magazine bills itself as an English speaker’s guide to the latest Spanish language titles. To access the latest information on Spanish authors and literature through *Críticas*, go to [www.criticasmagazine.com](http://www.criticasmagazine.com)

## THE DOMINICAN REPUBLIC CELEBRATES INDEPENDENCE DAY

Here's an interesting "Jeopardy" question: "In 1844, the country now known as the Dominican Republic won its independence from this country."

Although most people would probably answer Spain, the answer is actually Haiti. In 1822, the Haitians took over the entire island known as Hispaniola. But there's a lot of history before independence.

Before the arrival of Christopher Columbus in 1492, the Taínos populated the entire island and several chieftains or caciques ruled the island through complex centralized governments.

In 1498, Bartholomew Columbus, brother of Christopher Columbus, founded Santo Domingo, which is today the oldest city settled by Europeans in the New World. Although Santo Domingo was destroyed by a hurricane and rebuilt on a different nearby site, the original layout of the city and a large portion of its defensive wall were declared a World Heritage Site by UNESCO in 1994.



Catedral Primada de América

Throughout the first half of the 16<sup>th</sup> century, the Dominican Republic was the launching pad for much of the exploration and conquest of the area; the expeditions of Ponce de León to Puerto Rico, that of Hernando Cortés to México, and the sighting of the Pacific Ocean by Balboa, all started in Santo Domingo.

The later half of that century saw a weakening of the Spanish rule over the island and the 1600's brought an invasion by the French and eventually the take-over by the Haitians in the 1800's.

During the first 70 years of the country's independence, the Dominican Republic had to fight both the Haitians and the Spanish as they struggled to control the island. After that, there were many power changes, including the 20<sup>th</sup> century Trujillo dictatorship, civil wars, and political struggles.



Fortaleza Ozama

At last, on February 27, 1844, the Spanish part of the island became the country known today as the Dominican Republic.

## THE ORIGINS OF BLACK HISTORY MONTH

Carter G. Woodson (1875-1950) was born to parents who had been slaves. Neither his mother nor father could read or write.

Mr. Woodson had to work to earn money for the family and did not start school until later than most children. His motto was that “it is never too late to learn.” He became a high school teacher and was sad to discover that none of the schools taught the history of Black Americans. He started the Association for the Study of Negro Life and History to study the important things Black people had accomplished and on February 19, 1926 Woodson established "Negro History Week".

Adapted from:

<http://nonesuch.flyingredslippers.org/february.html>



### “To You”

©1993 by the Estate of Langston Hughes

To sit and dream, to sit and read,  
To sit and learn about the world  
Outside our world of here and now---  
Our problem world---  
To dream of vast horizons of the soul  
Through dreams made whole,  
Unfettered, free--- help me!  
All you who are dreamers too,  
Help me to make  
Our world anew.  
I reach out my dreams to you.

## BOOK REVIEW

A major school concern is how to involve parents of Spanish-speaking ELLs. *Ayude a Sus Hijos a Tener Éxito en la Escuela/Help Your Children Succeed in School* by Mariela Dabbah is an excellent guide to the U.S. education system for newly-immigrated Latin-American parents to clarify this cultural confusion.

Dabbah’s voice is clear and friendly as she describes fundamental differences in attitudes towards education between the U.S. and Latin America. More than simply pointing out the problems, she offers easy-to-follow advice and tips on how to get involved. She dedicates an entire chapter to shattering common myths about the glories of U.S. education, elucidating the reality of the situation honestly and carefully, but without judgment or caustic criticism. Dabbah also explains that undocumented families need not fear involvement with schools, since all children have a right to education in the U.S.



Everything from homework and exams to parent-teacher conferences is covered in detail as Dabbah guides the reader through the system. *Ayude a Sus Hijos a Tener Éxito en la Escuela/Help Your Children Succeed in School*, available in both English and Spanish, is a must read for any recently arrived Latin American parent.

Reviewed by Poonam Basu

**REGISTER NOW**

**The Dual Language Professional  
Development Institute 2007  
For Teachers and Administrators**

The three part-series (two workshops and one all-day symposium) is designed for teachers and administrators of existing and newly funded dual language programs. It will address issues common to many programs, with a focus on research-based, practical solutions to common issues and concerns.

**Leadership Issues In Starting A  
Two-Way Immersion Program**

Presenter: Christina Fuentes, Principal, PS 24  
Tuesday March 20, 2007, 9 am -12 pm  
Metropolitan Center for Urban Education,  
NYU, Room 542, 726 Broadway, NYC.

Please contact

[Poonam.Basu@nyu.edu](mailto:Poonam.Basu@nyu.edu)

to register

**NYC Dual Language Symposium**

in collaboration with the NYC DOE  
Thursday April 12<sup>th</sup>, 2007, 8:30 am - 3 pm  
Kimmel Center, NYU, 60 Washington Square  
South, NYC.

Please contact

[Cdemoleas@schools.nyc.gov](mailto:Cdemoleas@schools.nyc.gov)

to register

**Beyond Language: Multicultural  
Competency & Dual Language**

Presenter: Rosa Garcia, elementary teacher,  
Amistad DL School  
Friday May 25, 2007, 9 am -12 pm  
Metropolitan Center for Urban Education,  
NYU, Room 542, 726 Broadway, NYC.

Please contact

[Poonam.Basu@nyu.edu](mailto:Poonam.Basu@nyu.edu)

to register

**COMING SOON**

**Mexican and Mexican American  
Author's Symposium: Reflecting the  
Migration Experience  
Friday, April 27th**

The all day symposium, a collaborative effort among the Institute for Latin American Studies (ILAS) at Columbia University, the Center for Latin American and Caribbean Studies (CLACS) at New York University, and the NYS Spanish BETAC at NYU, will showcase the experience of Mexican immigrants to the U.S. through literature in Spanish and English by Mexican and Mexican-American authors. With a growing population of Mexican students in schools in New York City and State, the symposium will also address the background issues related to the migration of this population. Participants will have an opportunity to interact with the authors and learn strategies to incorporate Mexican students' experiences into the classroom through writing and literature. For more information on the event, to be held at Columbia University, Teachers' College, contact [Marguerite.Lukes@nyu.edu](mailto:Marguerite.Lukes@nyu.edu)

**The Spanish Children's and Young  
Adult Literature Symposium  
Friday, May 4th**

Held at the Cervantes Institute Spanish Cultural Center of New York., this event is sponsored by Lectorum Publications, the Cervantes Institute, the Spanish Consulate in New York and the NYS Spanish BETAC. Authors will present their work and reinforce the importance of quality Spanish language literature for children and young adults. Participants will receive a complimentary book and have the opportunity to purchase additional books. Contact [poonam.basu@nyu.edu](mailto:poonam.basu@nyu.edu) for additional information.

## ACTIVITIES FOR PRESIDENT'S DAY

President's Day is a federal holiday celebrated on the third Monday of February. For fun and instructional activities about this holiday and U.S. presidents, visit the website:

<http://www.apples4theteacher.com/>

Here are some ideas from the many activities that are described in greater detail on the website.

- List Presidents of the U.S. alphabetically or chronologically. Associated links for some presidents can be found here.
- List Presidents' political parties and sort alphabetically by President's name or political party.
- Use an interactive crayon to paint "Talking President" coloring pages. "President Friends" help beginner readers and ESL students.



- You may also be interested in Symbols of the United States or famous Americans in history. These collections include Betsy Ross, Ben Franklin, Paul Revere, Signing of the Declaration of Independence, Martin Luther King, the Liberty Bell, Washington Monument, flag of original 13 colonies, bald eagle, Statue of Liberty, Uncle Sam.

## SBETAC WORKSHOPS

To register, go to our website and click on Professional Development Menu.

### Series I Workshops

**February 20 9:00 AM – 12:00 PM**

ESL Teaching Techniques for Science

**February 20 1:00 PM – 4:00 PM**

ESL Teaching Techniques for Social Studies

**February 21 9:00 AM – 12:00 PM**

ESL Teaching Techniques for Mathematics

**February 21 1:00 PM – 4:00 PM**

ESL Teaching Methodologies

### Series II Workshops

**March 12 3:30 PM – 6:00 PM**

Using Spanish Classroom Libraries

**March 13 3:30 PM – 6:00 PM**

Content Area Strategies and Materials in Spanish

**March 14 1:00 PM – 4:00 PM**

Teaching Strategies for using Classroom Libraries

**March 22 9:00 AM – 12:00 PM**

Everything you wanted to know about "Planning a CR Part 154 Program for ELLs" but were Afraid to Ask

**March 22 1:00 PM – 4:00 PM**

Planning a "Title III Program for ELLs Made Easy"

**April 9 9:00 AM – 12:00 PM**

Teaching Science in Spanish to ELLs I

**April 9 1:00 PM – 4:00 PM**

Teaching Science in Spanish to ELLs II