



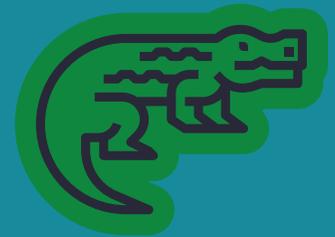
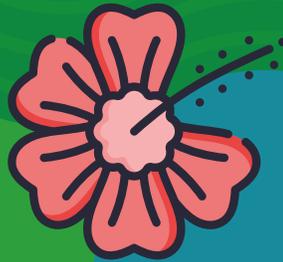
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

21st Century **KIDS**



**B1 Secondary
Teacher's Guide**

The Role of Women in Vallenato! / Alcaldía de Barranquilla. – Barranquilla, Colombia : Alcaldía de Barranquilla ; Soy Barranquilla ; Soy Bilingüe, 2022.

20 páginas : ilustraciones, gráficas ; 24 cm. – (21 st century kids.

B1 secondary)

ISBN 978-958-789-394-6 (PDF)

1. Inglés – Enseñanza elemental – Barranquilla (Colombia). 2. Bilingüismo en niños – Enseñanza.

(428.007 R744 ed. 23) (CO-BrUNB)

2022, primera edición



Vigilada Mineducación

www.uninorte.edu.co

KM 5 Vía Puerto Colombia, AA 1569

Área metropolitana de Barranquilla, Colombia

© Secretaría Distrital de Educación de Barranquilla, 2022

Martha Cecilia Delgado Cañas, Emily Olivia Gibbons,
Stefani Pacheco González, Leidy Viviana Torres López

The Role of Women in Vallenato!, Teacher's Guide

Colección 21st Century Kids

Directora Académica del Proyecto: Paige Michael Poole

Diseñadora gráfica y diagramadora: Gloria Pilar Lizcano Cabrales

Imágenes tomadas de:

Adobe Stock (*Licencia Ampliada*), FreePik (*Premium Account*), César Bolívar,
Emily Gibbon, Paige Michael Poole, Leidy Viviana Torres López

Este material fue financiado por la Secretaría Distrital de Educación de Barranquilla.

Hecho en Colombia

Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

Are you ready to start? Let's go!



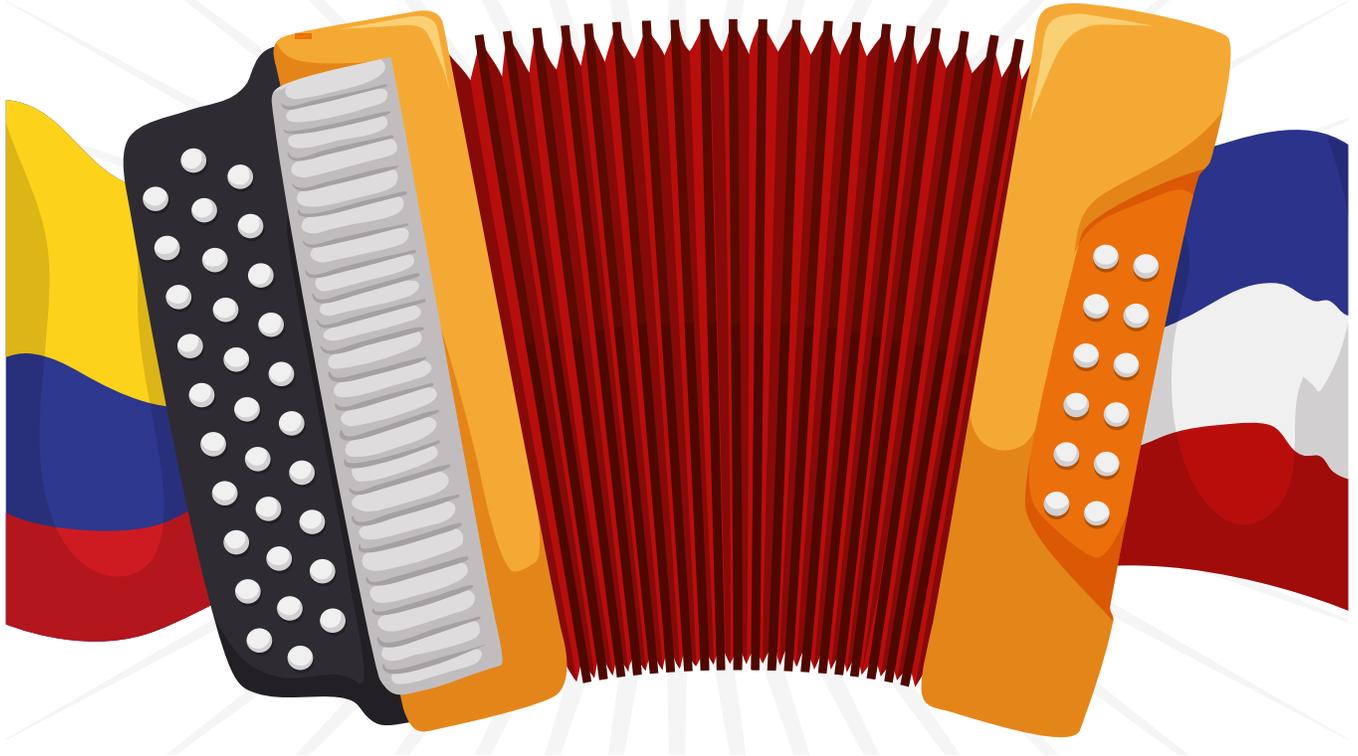
¡Soy Isa la Iguana y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

¿Estás listo? ¡Vamos!





The Role of **Women in Vallenato!**



Learning Objective: By the end of this lesson, students will be able to produce short compositions about Caribbean women and their role in Vallenato and in other fields using the simple past and present perfect.

DBA 9º Ciencias Naturales

6. Identifica la participación de las mujeres en la historia de Colombia en el ámbito político, académico, cultural, industrial y financiero.





Pre-task

Warm-up

Synchronous: Introduce the topic by brainstorming with students about famous Colombian women they have heard of on the news or social media. Write down their ideas on a digital board or use an interactive tool such as Mentimeter for students to type in their ideas. Another option is to have them work in pairs. Answers may vary: Katherine Ibargüen, Shakira, Claudia López, Piedad Córdoba, Sofía Vergara, Mariana Pajón, etc. (5 minutes).

Asynchronous: Students complete the brainstorming with what they know. You could have students contribute their answers to a class word cloud using MentiMeter or other similar platforms, so all students can see the class' ideas.

Warm-up

Think of famous women in Colombia that you have heard of. Make a list of your top ten below.



Name	What is she famous for?
1.	
2.	
3.	



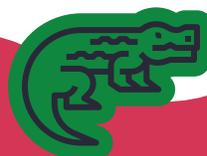


Name	What is she famous for?
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Activity 1

Synchronous: You may want to explore prior knowledge by asking students how much they know about this woman. Then have students read the passage below and do the activity that follows. Check their answers (10 minutes).

Asynchronous: You may want to send them an audio reading the text and modelling pronunciation. You can also send them an answer key for them to compare with their answers once they have finished this activity.





Let's learn about three famous Colombian women. As we learn about them, we are going to pay careful attention to the language used in the texts to talk about their lives.

Activity 1

Read and learn about Consuelo Araújo Noguera below. Then, complete the activity that follows.



Her name **was** Consuelo Araújo Noguera. She was also **known** as “La Cacica” due to her leadership skills. She was **born** in 1940 in Valledupar, César. She was a politician and a self-taught journalist. She **wrote** a column for the national newspaper El Espectador called “La Carta Vallenata” (The Vallenata letter), which was published for 22 years. She also **collaborated** with RCN Radio as a reporter, and El Heraldo newspaper in Barranquilla,

but she predominantly **worked** as a radio host for her own show “La Cacica Contesta” on Radio Guatapurí, a radio station in Valledupar. She **created** one of the most important cultural and musical events of Colombia, the Vallenato Legend Festival because she was devoted to the local customs and culture of Valledupar. She **became** Minister of Culture for the Colombian government during president Andrés Pastrana’s term. Unfortunately, she was killed by the guerrilla in 2001, but her contribution to Vallenato music **has endured**.





Look at the verbs that are underlined in the previous text. Organize them into two categories based on their structure and how they are used.

Category 1

was
wrote
collaborated
worked
created
became

Category 2

known
born
has endured



Did you organize the verbs into "Simple Past" and "Past participles"? If so, good job!

Activity 2

Synchronous: You can ask students again how much they know about this second woman. You could also use Mentimeter here for students to type their ideas. Or, students may work in pairs. Then, check answers as a whole class (10 minutes).

Asynchronous: You may want to make a list of the verbs that appear in this lesson and share it with your students for them to prepare it before doing the readings. You can also send students the recording of this text with your voice.





Activity 2

Now, read about another famous Colombian woman, Esthercita Forero, and fill in the blanks with the verbs below.



wrote

created

worked

received

was

has endured

born

known

Her name was Esthercita Forero. She was also known as “La novia de Barranquilla” due to the love for her hometown. She was born in 1919 in Barranquilla, Atlántico. She was a singer and a composer. She wrote a lot of songs that dedicated to her city and which are recognized by Barranquilleros as popular anthems. She predominantly worked as an ambassador of Colombian music to the world. She created one of the most important events of the carnival in Barranquilla, “La Guacherna.” She received honors from many Latin American countries, and the Colombian Ministry of Culture granted her the title “Emeritus” citing “For her unquestionable contribution to Colombian music before the world, for her dedicated work, and for having been a spokesperson for the most positive values of our culture in the world.” She died in 2011 due to health problems, but her contribution to Caribbean music has endured.





What helped you decide where to put the different verbs in the text?

Possible Answers:

1. I looked at the previous sample texts.
2. I used the verbs in past if the actions are finished, and I used the past participle form of the verbs if the actions continue into the present.

Activity 3

Synchronous: Using some examples from the previous passages, have students observe and find similarities in the sentences and differences between the two structures (simple past and present perfect). Ask them to identify the patterns repeated in the sentences and answer the grammar questions. Then, have students complete the text below and check answers. (15 minutes).

Asynchronous: Record yourself explaining these structures (simple past and present perfect) and share the video with your students on the platform being used. You could also send students a recording reading the text with the answers for them to check.

Activity 3

Look at some example sentences from the texts in Activity 1 and 2. Then, answer the questions below.

1. Esther Forero wrote a lot of songs that dedicated to Barranquilla.
2. Consuelo Araujo has contributed to Vallenato music forever.
3. Esthercita Forero has lived in the memories of Barranquilleros.





4. Consuelo Araujo created the Vallenato Legend Festival.
5. Esthercita worked as an ambassador of Colombian music to the world.
6. Consuelo Araujo has been a very important woman in the history of vallenato.

Which sentences describe actions in the past?

Sentences
1, 4, 5

Which sentences describe actions that began in the past and continue into the present?

Sentences
2, 3, 6

This is the structure or pattern repeated in sentences 1, 4, and 5 that describe actions in the past:

Subject + verb in past + complement

We use this structure for the Simple Past tense.

Can you write the structure or pattern repeated in sentences 2, 3, and 6?

Subject + has + verb in past participle + complement

We use this structure for the Present Perfect tense.





Now, read about a third woman, Rita Fernandez Padilla, and fill in the blanks with the correct form of the verbs below (simple past or past participle) using what we have learned.



make

write

participate

sing

dedicate

perform

create

become

be

name

live

compose

Her name is Rita Fernandez Padilla. She is also known as “La poetisa de la música Colombiana” (The poet of Colombian music) due to her great sensitivity and high poetic level. She was born in 1946 in Santa Marta, Magdalena, but she has lived in Valledupar since she was very young. She is an accordion player, pianist, singer and composer. In 1968, She became pioneer of Vallenato when she created the first female group that made and sang Vallenato music, “Las Universitarias.” They participated in the first edition of Vallenato Legend Festival in Valledupar and although they performed amazingly, they were declared out of competition as this genre was only allowed to men. Since then, Rita has dedicated her life to music and has written lots of songs which have been interpreted by





authors such as Binomio de Oro, Jorge Oñate, Alfredo Gutiérrez, Fruko y sus Tesos, and the Billo's Caracas Boys, among others. She even **composed** Valledupar's anthem and the municipal council of this city **named** her adoptive daughter. Rita **has been** the first woman president of SAYCO (Sociedad de Autores y compositores de Colombia) the society of authors and composers in Colombia, since the year 2019.

Task

Activity 1

Synchronous: Students can work in groups or individually comparing these three women based on the information given in the previous texts. You could share this chart in a Google Document with your students, so they all contribute their ideas (10 minutes).

Asynchronous: Students complete the table on their own. You can have students share their charts using Google Documents or another platform of the teacher's choice.





Activity 1

Now, go back to the three stories you have read. Find three similarities and three differences between the three women (Rita Fernandez Padilla, Esthercita Forero, and Consuelo Araújo Noguera). Complete the table below with your ideas.



Similarities

- All of them are Caribbean women.
- All of them love their culture.
- All of them have contributed to Colombian music.
- Rita and Esther are singers and composers.
- All of them created something. Consuelo and Esther created important events in their hometowns: Vallenato Legend Festival and La Guacherna. Rita created the first female group of Vallenato.



Differences

- Consuelo was from Valledupar; Esther was from Barranquilla, and Rita is from Santa Marta.
- Consuelo and Esther are dead, but Rita still lives.
- Consuelo was a journalist and politician.
- Rita is the first woman president of SAYCO.





Activity 2

Synchronous: Have students answer the questions below individually or in groups. Then, discuss them as a whole class. You may also want to play some music by these composers or show students a video of these or other women’s music and/or lives as an extension (if you have time) (10 minutes).

Asynchronous: Students answer the questions alone. They may need to do some research. You may want students to share their answers in an online forum or similar tool.

Activity 2

Now, answer these questions.

Are there any other women who have contributed to the genre of Vallenato? What do you know about them? Write your ideas in the table below using the simple past and present perfect.

Name	Contribution to Vallenato	Additional information about her

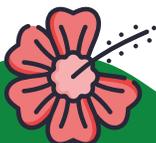
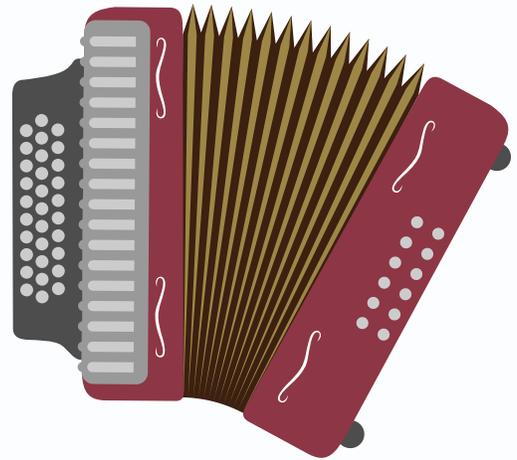
Possible answers: Patricia Teheran from Cartagena, with her female group Las Diosas del Vallenato, Adriana Lucia from Lorica, Córdoba, and Maribel Cortina, an accordion player from el Difícil, Magdalena.





What have you learned so far, about the role of women in the culture of Vallenato?

Do you think this type of music should only be interpreted by men? Why?





Activity 3

Synchronous: Go over the instructions with your students. Have them think and decide which field they would like to look at. You may want to give students some time to do some research. Then, you could make a list of the fields chosen and show it to the whole class, so everybody knows exactly which topics have been chosen in order not to repeat them (15 minutes).

Asynchronous: You can share a Google Document for students to share the fields they choose. This will allow the class to avoid repetition of topics. You could also assign the fields to students yourself. This activity could also be done in groups and students could create a presentation. They may need some scaffolding for creating the presentation, though.

Activity 3

Think of the role of Caribbean women in other fields (medicine, sports, industry, politics, education, home life, etc.). Choose one Colombian woman (from the Caribbean) who has contributed to a field other than music. Research this woman, and take notes in the table below on what you find.





Name

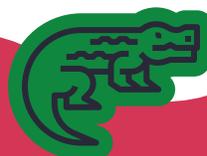
Field

Date and place of birth

Important achievements

Additional important information about her life

Based on the information you found, write a short paragraph (like the ones you read in Pre-task Activities 1, 2 and 3) about the life and contributions of the woman you researched. Make sure to use the simple past and present perfect.





Activity 4

Synchronous: Think of an interactive tool for students to share their final paragraphs and socialize their work, a Padlet or Jamboard for example. Have them read their paragraphs. You may want to ask some comprehension or follow-up questions when students finish sharing their work. Give feedback on any big errors. Give feedback on any major errors or mistakes made regarding grammar, pronunciation, vocabulary, intonation, etc. It is useful to take notes of these while students are presenting their work without interrupting them and raise awareness of these mistakes with the whole class only at the end of all their presentations, without mentioning who made each one (5 minutes).

Asynchronous: Ask students to share their work on an online platform. This could be a shared Google Drive folder or something like Padlet that all students have access to. You can also ask students to read and make comments on their classmates' work.

Activity 4

Now, find a picture of the Caribbean woman you wrote about to go with your paragraph. Then, share your work with your teacher and classmates.





Post-task

Synchronous: Have students share their personal conclusions. This can be done in a class discussion online (10 minutes).

Asynchronous: Use an interactive tool, like a digital board for students to type and share their final thoughts with the rest of the class. Or ask them to record their voice using a tool like Vocaroo and share the link on the school platform being used for collecting students' work. Have students listen to their classmates' recordings and make comments.

Reflect on the topic and answer the questions below. Be prepared to share your thoughts with the rest of the class.

Based on what you learned from your classmates, is there a woman that you look up to now?

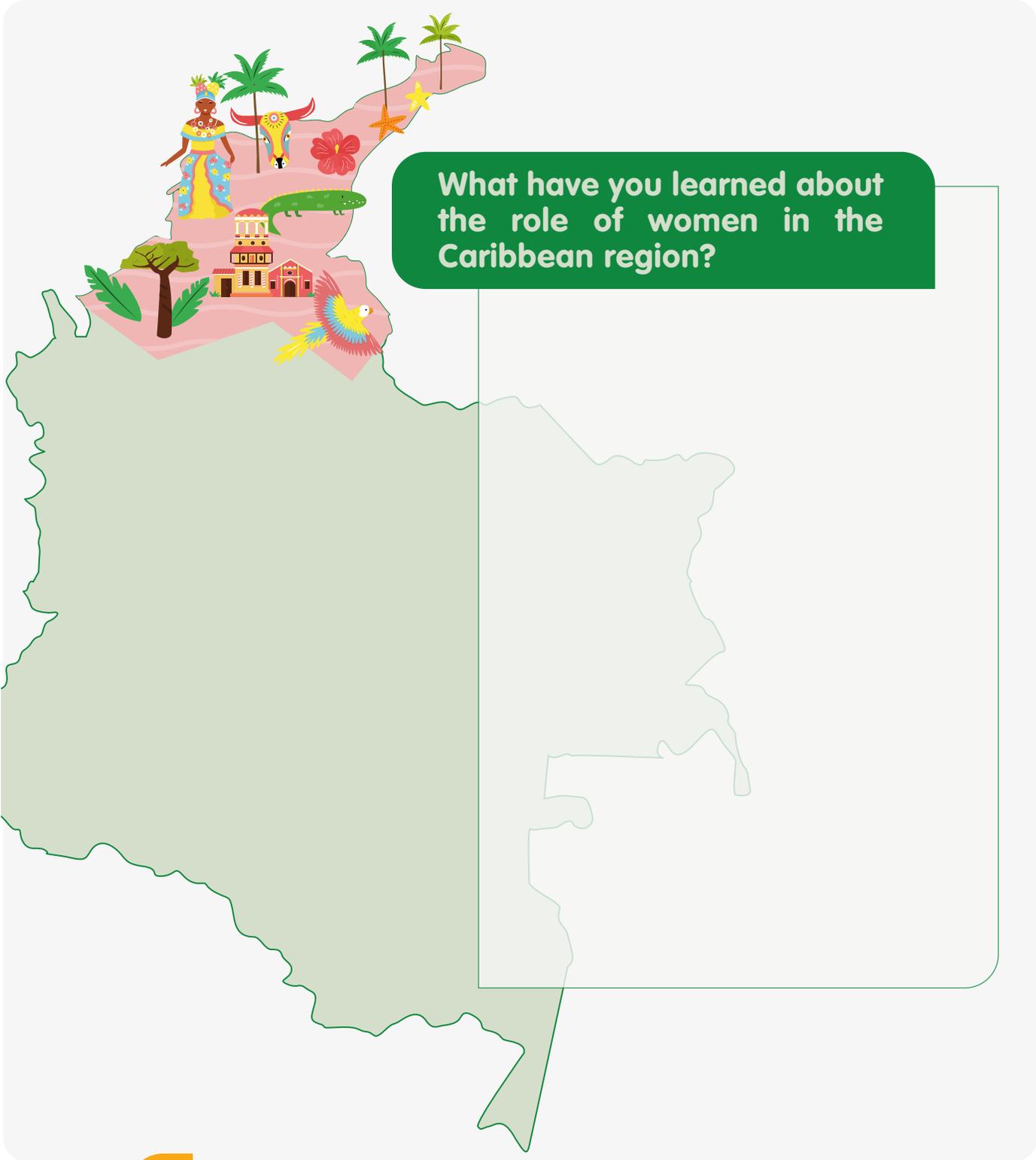
YES

NO

Who?

Why?







Which story surprised you the most? Why

Empty rectangular box for writing an answer to the question above.

What would be your message for the women in your life?

Lined writing area with a spiral binding on the left side, intended for writing a message.

