This talk presents a curriculum for teaching grammatical structures in a way that highlights how sociopolitical factors determine how linguistic varieties are judged. For example, why are Caribbean varieties of Spanish more stigmatized than other varieties? Why is 'voseo' stigmatized in Guatemala but not in Argentina? Why is leísmo accepted by the Real Academia Española, but direct object pronoun omission is not? I will present the overall curriculum for the course, as well as specific lesson plans and activities.