

# Culture Stations: Getting to know Spanish Speaking Countries

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## General Overview

- 8th grade
- Spanish 1
- Using the TPRS method (Teaching Proficiency through Reading and Storytelling)
- Students know some Spanish Structures (key words such as “hay, tiene, quien, quiere, que, necesita, pero, se llama, también” ).

## Demographic Information

- Grandville Middle School (suburban school district, middle class)

## Lesson Plan:

Michigan Curriculum Standards

**2.1 (ACTFL) Practices and Perspectives:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

### Standards:

- 1.3.M.W.b** Create original compositions or journal entries in the target language
- 2.1.N.H.a** Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.N.F.e** Explain the practices and significance of an important:
  - civil or religious holiday or celebration AND
  - regional holiday or celebration
- 2.2.N.G.a** *Identify countries*, their capital and major cities in which the language is spoken
- 2.2.N.G.c** Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.C.a** Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.C.b** Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.E.c** Recognize the currency of a country in which the language is spoken

### Learning Objectives:

1. Students will be able to identify the location of South American countries
2. Student will be able to recognize and identify the various types of currencies used in Spanish speaking countries
3. Students will be able to identify and share at least 2 facts about historic cultural icons in Spanish speaking countries
4. Students will be able to describe certain events and locations that add historical richness to the Spanish speaking country

## **Technology**

- Using a computer in the classroom
- It provides the opportunity for students to locate South American countries in a quick and competitive way.
- The computer, internet and the webpage is all that is needed for this activity. (Pen and Paper is provided)
- For this activity it is simply use of the mouse.
- Students may not want to share or may get done with their activity quickly
- If the computer does not work then I will have a back up activity to replace it.

**Instruction:** Teacher will present each station to the class as a whole. Making sure to explain each activity accurately and informing students that there will be a directions sheet at each table at all times.

- Students will then spend 5-8 minutes at each station (time can be altered depending on how quickly the teacher believes the students are completing the tasks.
- Teacher (and if an assistant teacher is present) will be walking around the activities making sure that the students understand that tasks and are able to complete them within the time limit. As well as providing any assistance.
- Activities may adjusted if problems or time constraints arise.

## **Stations:**

### **1. Activity: Dinero (Money)**

Students attempt to connect the appropriate name to the correct currency bill. Then students connect the correct name and currency to the country that utilizes it.

*Materials:*

*If possible a book about currency used around the world. Or simply a few print outs of the currency used in South America or Western Europe. (Can be altered based on need.)*

*Printed copies of the money from the various countries (best if laminated with a number so students can then assign that to a country)*

- Colónes (Costa Rica) ₡
- Pesos (Chile, México, Argentina)
- Cuban peso & Peso cubano convertible
- Dólares (Ecuador, El salvador)
- Franco (Ecuatorial Guinea)
- Quetzal (Guatemala) Q
- Lempira (Honduras)
- Córdobas (Nicaragua)
- Euro (España)

## 2. Actividad : Porque son importantes? (Why are they important?)

Students are given a worksheet with 5 names ( musician, an artist, a politician/president/leader, an author, an athlete, poet, celebrity). The students then take turns looking up the names on google to find out three key facts.

1. Porque son famosos/importantes?
2. Todavia estan vivos? (Si tu respuesta es no, escribe cuando murieron)
3. De que pais son?

## 3. Actividad : Diferentes Acentos (Accents)

Students hear sounds recording of different accents via a sound recorder, ipad, tape, cd, (or if all else fails the teacher). They then work together to figure out which country the accent is used, attempting to mimic the accent.

- depending on difficulty level, students may also be required to describe the accent

## 4. Actividad : Festivales y puntos de referencias

Students are given pictures of different landmarks and festivals in Spanish speaking areas. Students must name the festival or landmark and make an educated guess on what country it is located in.

- Pamplona: Running of the Bulls
- Peru: Machu Picchu
- Mexico (Teotihuacan): Aztec Temples
- Mexico: La Casa Azul (Home of Frida Kahlo & Diego Rivera)
- Buñol: La tomatina
- Valencia: Oceanografic



### **5. Actividad: Un cuento**

Students are provided with an image and must create a story based on what they see in the image and using their prior knowledge. Must be written in Spanish. A Spanish dictionary may be provided for the station to use but it is preferred that the students use the vocab they have already learned in class. (If teacher chooses, he/she may have the structure sheets and extra vocabulary sheets available for students to reference back to at this station.)

### **Closing:**

If time allows teacher may go over certain festivals or famous people that the students were introduced to and elaborate on any details of the culture.

### **Homework:**

The students could then use their "Passports"/worksheets to study for the final unit test.

Or

Teacher could have students practice their writing again and have them write a letter/postcard to a friend, family member and tell them about how they would like to visit one of the Spanish speaking countries they were introduced to. They may also write about why they would not want to go to a certain country/location/festival. (This would be great writing practice for the students as TPRS does not necessarily allow a lot of class time to focus on grammar specifically.)