



Cultural Connections takes your students on a tour of the Spanish speaking countries, learning their customs, cultures and geography. The learning does not have to stop once they have finished collecting their passport stamps! Here are some extension ideas.

2011 Florida Next Generation World Language Standards

World Language Modes of Communication

1. **Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.

Plan a celebration meal

During the tour, the students identified foods from each country that was special to their way of life. Students will propose a dinner of typical foods from a chosen country for either a chosen country celebration or an average meal. In their proposal they will share the significance of the foods chosen and how they should be prepared. The meal should include all courses necessary for a chosen celebration in this country or an average meal.

Famous People Trading Cards

Trading cards were historically used share the stats of famous sports figures, but recently have been created to share the statistics of other great people. Using a slide creation tool, students will create trading cards of famous people for their chosen country for a person in politics, entertainment, sports and of historical significance. The cards will include an image, personal data and why they are important to their country. Print the cards to share with classmates.



Many programs like Google Slides or Microsoft PowerPoint will allow printing of multiple slides on one page for the trading card effect.

Bolivia President: Evo Morales



-DOB: October 26, 1959
-Birthplace: Isallavi, Bolivia
-Elected President: 2005
-Party Affiliation: Movement Towards Socialism
-Claim to fame: As a member of the Aymara Tribe, he is the first indigenous politician elected.

He had the Constitution changed so the President could serve 2 terms. Before it was only 1. The courts said his 1st term did not count since it was before the change. Therefore he is serving a 3rd term.

He believes in giving unused, unproductive land to the poor. He believes in rights of the indians. He does not like America involvement. He supports the Cocoa Growers. Increased taxes on gas to give money towards literacy, poverty and other social needs.

2. **Interpretive Reading:** The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

Passing Time

During their tour, students will learn how the citizens of each country spend their free time, and traditions that mean the most to them. Students will reflect about their personal hobbies, games they play, and traditions and how they compare to the United States. Students will then create a guide for one of the chosen topics from their country. They need to include the significance of this past-time, materials, the directions, and adaptations. The guides can be shared as ePub, printed as a mini-book, or presented to the class.



3. **Interpersonal Communication:** The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language

Everyday Conversation

When returning from a trip, tales of things they saw or did are spun. People often compare everyday way of life in the country they visited to the one they live in. Use an audio recording program such as Audacity or GarageBand to record a conversation about your discoveries of a country with a partner. Was there anything that piqued your interest? Was there anything that surprised the student? If the partners visited different or multiple countries, they can compare these in conversation. How are these countries different than America? How were the Spanish countries different from each other?

4. **Presentational Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

It's All About the Location!

They say location is everything. Once the students have been able to identify the location and capital city of their country, along with the size of their country, they will then evaluate how this helps understand the country's place in the world. Are they a superpower? Are they dependent on foreign aid? What are the exports? Are they a vacation hotspot, and if so, why? Understanding how geography can impact and influence a cultural way of life helps with connecting to the country. Using a variety of sources, the students will create a news cast special (video) or a human interest article about the country.



Videos do not have to be fancy. Most special segments are less than five minutes long. Students may use their phones or device web cams. By creating a simple video, the students may practice their presentation skills. Extra bonus? Create the video in Spanish and in English!

5. **Presentational Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Travel Tidbits

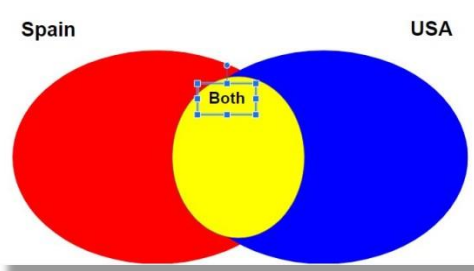
Now that your students are experienced virtual travelers, it is time for them to share their knowledge with the rest of the world by writing for a travel magazine. They will write an article about a Spanish speaking country they explored in their Cultural Connections journey. The article should include historical information, cultural significance and details that a fellow traveler should not miss. Use Google's safe image search to find images that are copyright friendly or a source such as Pics4Learning to enhance the article.



Intercultural Standards

6. **Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Symbolism and Meaning



Colors mean different things based on how they are used. Create a Venn Diagram comparing a Spanish Speaking Country's flag to America's. What is similar? What is different? Do the colors mean the same thing? Are the symbols the same? Does the flag command the same respect or have expected behaviors (like hand over heart when the pledge is being said).

If the students have explored more than one country, have them compare several Spanish speaking country flags using a different kind of graphic organizer.

It's Trending

Research a trend that is popular with the teens in your chosen country. How is this trend similar or different to a current trend in America? Share a discussion with another student about these trends and how a country's culture helps influence trends.

Fashion Sense

Fashion is different in each country, sometimes influenced by tradition, geography or entertainment. Create a poster of a teen dressed for America and how their counterpart would dress in a chosen Spanish speaking country. Highlight what is different about the way of dress. Is there anything that one country wears that another would find offensive?

7. **Connections:** The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Money, Money, Money!

The currency of a country can make it strong, or weak. How has the currency changed over the years of the country's inception? How does it compare to the United States in value? Create a chart showing how much \$1, \$20, \$100, \$250, \$500, \$1000 in US Dollars equals to your country's currency. What influences the value of the currency in your chosen Spanish speaking country and America? How are they similar in that way?



8. **Comparisons:** The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Slinging Slang

Create a poster of a slang word from a Spanish Speaking Country.

Slang in any country can often confuse a visitor. After learning more about the Spanish Speaking Country, research to see if they have any special slang words that are similar to the United States (such as BFF, Bae, Salty- keep it G rated!). Create a pocket guide book of these words for a traveler. Use images to help convey the message. Include where you would hear it, how it would be used and the English translation. Print as a pocket dictionary or share as an ePub



Students can create a Google Slide or PowerPoint with their chosen words and then combine the projects for a complete dictionary.

Want to go further? Create a video presentation of the chosen words in action. Include the United States way of saying something and the Spanish Speaking Country's way of saying something. Make sure to share both ways in English and in Spanish. Share when it's appropriate to say it and where you are most likely to hear it.

9. **Communities:** The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Scholarly Studies

Schools are different in Spanish Speaking Countries than they are in the United States Public School System. Research what a typical school day is like for elementary, middle and high school students. Write a letter to the editor sharing what you learned and what factors from the Spanish Speaking schools would benefit being introduced to the American Schools. OR, if you do not feel anything is better in a Spanish speaking school, share how you have come to realize that the American schools are not so bad and share why, still comparing it to the Spanish alternative.



Culminating Activity

Below is a sample rubric to grade the brochures and the presentation for the project. You can create your own rubric at <http://rubric-maker.com>

Design Materials Rubric

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content-Amount of Information: Topic and length	Topic was completely addressed. Statements were clearly supported by many facts and detailed examples.	Topic was addressed. Most statements were supported by facts and examples.	Topic was addressed. Some statements were supported by facts and examples.	Topic was not addressed. Statements were not supported by facts or examples.
Content-Quality of Information: Relates to topic, detailed, and accurate	All information was clear and came from reputable sources. Extensive details and relevant examples were used to support the content.	Used relevant information. Included many details and strong examples that came from reputable sources.	Information related to the topic, but project needed more details and examples to fully support ideas.	Information did not include details or examples that related to the topic. Information did not come from a reliable source.
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.
Research-Quality: Information from reputable sources	Included facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
Writing-Organization: Clear, logical sequence	All ideas were presented in a logical order. Introduction was clear, body included many details, and conclusion summarized main idea. Writing flowed smoothly throughout.	Ideas were presented in a logical order. Introduction was clear, body included many details, and conclusion summarized main idea.	Some ideas were presented in logical order. Introduction, body, and conclusion were included.	Writing was fragmented. Ideas were not presented in logical order. Introduction, body, and conclusion were not clear.



Oral Presentation Rubric

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<p>Oral Presentation-Content:</p> <p>Relates to topic, detailed, and accurate</p>	<p>All content directly related to the topic. Content was thoroughly developed and demonstrated detailed knowledge of the topic. Opinions were supported by fact wherever possible.</p>	<p>Content directly related to the topic. Included many details that demonstrated knowledge of the topic. Most opinions were supported by facts.</p>	<p>Had difficulty explaining how the content and topic relate. Many opinions were not factually supported.</p>	<p>Presentation did not relate to topic. Included few details and relied heavily upon unsupported opinion.</p>
<p>Research-Quality:</p> <p>Information from reputable sources</p>	<p>Included facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts.</p>	<p>Included facts, conclusions, and opinions from reliable sources.</p>	<p>Included a mixture of facts from reputable sources and opinions from unreliable sources.</p>	<p>Included more opinion than fact. Information was taken from unreliable sources.</p>
<p>Teamwork-Contribution:</p> <p>Ideas and assistance</p>	<p>Actively participated in all group discussions and activities. Shared ideas freely. Located additional information or resources.</p>	<p>Shared ideas in every group discussion. Attempted to locate additional resources or materials.</p>	<p>Participated in most group discussions. Shared a few ideas.</p>	<p>Did not participate in most group discussions. Rarely shared ideas.</p>
<p>Content-Creativity:</p> <p>Unique delivery</p>	<p>Project demonstrated student's own interpretation and expression of research material. Used graphs, charts, or other visual aids to display information in multiple ways.</p>	<p>Used student-created materials as well as existing material from other sources. Student devised a creative way to design or deliver the project.</p>	<p>Information was factual but showed little student interpretation. Project based primarily on sample work. Student added one or more original ideas.</p>	<p>Project was built from a template, designed only as prescribed, or was based entirely on sample work.</p>
<p>Planning-Vision:</p> <p>Clear concept of finished project</p>	<p>Vision contained many details about the project. Included enough information to paint a clear picture of the finished project. Vision included details that will help during planning or development.</p>	<p>Vision contained many details about the project. Included enough information to provide a general idea of the finished project.</p>	<p>Vision contained some details about the project. Did not include enough information to provide a general idea of the finished project.</p>	<p>Vision was vague. Provided little information explaining the final project.</p>