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Aprender con aventuras (Learning Through Adventures)

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Project Proposal: Aprender con aventuras (Learning Through Adventures)

Time:

September 2012 – April 2013

Team Members:

Union County High School Teacher Mentor: Katie Haney

Wofford Student Fellow: Peter Elbaum

Wofford Faculty Mentor: Dr. Camille Bethea

Overview:

This project focuses on developing learning modules that combine grammar and culture for beginning and intermediate level high school Spanish classes. The objective of this project is to make grammar more interactive for students, while at the same time highlighting the cultural richness and diversity of the Spanish-speaking world. This approach reflects the current ACTFL standards for foreign language learning (preparing for the 21st century) and the South Carolina Academic Standards for Modern Languages. Ms. Haney wanted to make learning grammar more enjoyable and accessible to her students. She was also interested in exploring ways of using technology more effectively in the classroom. She is currently able to use YouTube clips and other sites for basic grammar exercises. Our project combines the study of grammar and culture by providing a common and relatable context – two high school students, Sam and María, traveling throughout the Spanish-speaking world – with the basic idea that as Ms. Haney’s students follow their adventures, they are exposed to both grammar and cultural activities that supplement the topics introduced in the textbook in Mrs. Haney’s Spanish class.

Goals:

- Students will receive supplemental grammar practice to help develop their understanding of the basic grammatical structures of the language. The student fellow, in collaboration with the faculty mentor and teacher, will develop units on the following grammar points: simple present tense (regular and irregular verb forms), *ser* and *estar*, the *tener* expressions, preterit tense (regular and irregular verb forms), and object pronouns (direct and indirect objects). Set in the context of following high school students Sam and María on their adventures through the Spanish-speaking world, students will practice grammar with Power point presentations and handouts.
- Students will gain a deeper knowledge of culture in the Spanish-speaking world through the use of activities, with attention to geography, music, food, art, sports, etc. The student fellow, in collaboration with the faculty mentor and teacher, will develop cultural units on Mexico, Spain, the Dominican Republic, Peru, and the *Latino* population in the United States. The units will include music, activities about food, art, sports, etc. to be used in

conjunction with Youtube clips, and brief texts followed by comprehension questions created by the student fellow.

- Student learning will be assessed through surveys and student feedback.
- The student fellow, in collaboration with the faculty mentor and teacher, will integrate the use of technology into the proposed units and lessons (primarily with Youtube clips and PowerPoint presentations).
- The student fellow will apply his knowledge and understanding of the Spanish-speaking cultures and language to the grammar/cultural modules and he will develop his communication skills in the foreign language. He will gain a deeper understanding of teaching methods and assessment. The student fellow, in collaboration with the faculty mentor and teacher, will select several grammar and culture activities from one of the modules that he develops, and share it with Ms. Haney's class at Union County High School in the spring semester.

Units and Timeline:

February/March 2013:

The first grammar/culture module is on Mexico. The student fellow will provide an explanation of the cultural context: Sam and María, two high school students, are going on an adventure in the Spanish-speaking world. They will begin their travels in Mexico. The student fellow will provide grammar activities focusing on the simple present tense and the uses of *ser* and *estar*. The student fellow will also provide the following cultural activities:

- Geography: a Youtube clip on Mexico City followed by comprehension questions.
- Music: a brief paragraph about the musical group Maná and a listening comprehension activity using the lyrics of Maná's song "Labios compartidos."
- Food: a Youtube clip about foods in Mexico City followed by comprehension questions and two brief readings on Antojitos (food purchased from street vendors) followed by questions of interest.
- Art: a PowerPoint presentation on Diego Rivera that includes images of his art followed by comprehension questions.

March/April 2013

The second grammar/culture module is on Spain. The student fellow will again provide grammar activities, this time focusing on idiomatic expressions with the verb *tener*. The following cultural activities will be included in this module:

- Madrid: an internet article and Youtube clip that share important facts and sites in Madrid. Comprehension questions are included.
- Food: The students will watch a Youtube clip on tapas and answer questions on their first perceptions of the food. They will also read a short article and answer comprehension questions.
- Music: The students will watch short Youtube clips of a classical flamenco show and of a modern interpretation of the flamenco guitar style. Afterwards, they will answer questions about their comprehension and perception.
- Sport: The students will watch Youtube clips from three sports that are important in Spain. They will answer comprehension questions afterward.

Peter will teach two of Ms. Hayne's Spanish 2 classes at Union County High School this week. In collaboration with the faculty mentor and teacher, this is the lesson plan that has been developed:

- Peter will introduce the common context of the grammar/culture modules – the idea of following Sam and María on adventures throughout the Spanish-speaking world – while learning about grammar and culture. He will show images of Sam and María and solicit student feedback on the concept.
- Peter will teach one of the grammar lessons that he has developed as part of the module on Mexico. Students will complete handouts to assess comprehension.
- Peter will introduce two of the cultural activities that he has developed as part of the module on Mexico. Possible topics include activities on Mexico City, Mexican food, and/or the art of Diego Rivera.
- Peter will introduce the musical group Maná and their song “*Labios compartidos.*” Students will listen to the song and, with a handout of the lyrics, fill in the blanks with the missing words that they hear.
- After introducing the module and practicing grammar and cultural activities, Peter, in an effort to assess the effectiveness of the lesson, will have students fill out a survey to gauge student reactions. He will also request oral feedback from the students at the end of the lesson.

Future Grammar/Culture Modules:

Unit III: Dominican Republic

- Grammar: Preterite tense, verbs *ir/hacer* in Preterite
- City: Santo Domingo
- Food: *Sancocho*
- Music: Merengue
- Sport: Baseball

Unit IV: Peru

- Grammar: *saber/conocer*
- City: Cuzco
- Food: *Cuy*
- Music: Andean music
- History: The Inca Empire

Unit V: United States

- Grammar: direct/indirect object pronouns
- City: Miami
- Food: Cuban-American food
- Music: Salsa and American/Hispanic music
- Culture: Little Havana

Student Survey for AVD Project

Please answer the following questions.

1. I think that learning about grammar and culture with Sam and María will be useful/helpful.

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. disagree |
| b. Agree | e. strongly disagree |
| c. No opinion | |

2. I'd be interested in learning more grammar/culture with Sam and María.

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. disagree |
| b. Agree | e. strongly disagree |
| c. No opinion | |

3. It would be useful/helpful to me to practice more grammar in class.

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. disagree |
| b. Agree | e. strongly disagree |
| c. No opinion | |

4. It would be useful/helpful to learn more about the culture of the Spanish-speaking world.

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. disagree |
| b. Agree | e. strongly disagree |
| c. No opinion | |

5. What did you find most interesting/enjoyable about learning with Sam and María?

6. What would you be interested in learning about the Spanish-speaking world in the future?

Works Cited, Bibliography, and Additional Materials

Unit I

Music:

<http://www.youtube.com/watch?v=eUHvNcJaWVU>

<http://www.musica.com/letras.asp?letra=877895>

City:

<http://www.youtube.com/watch?v=Hu6txiOhDb0>

<http://www.youtube.com/watch?v=k5S0I81GUqo>

Food:

<http://www.bellaonline.com/articles/art60344.asp>

<http://www.lonelyplanet.com/mexico/travel-tips-and-articles/75896>

Grammar:

http://www.colby.edu/~bknelson/SLC/ser_estar.php

<http://www.laits.utexas.edu/spe/beg01.html>

Art:

<http://www.theartstory.org/artist-rivera-diego.htm>

<http://www.wfu.edu/history/StudentWork/fysprojects/kmason/mexTom.htm>

Unit II

Grammar:

http://www.colby.edu/~bknelson/SLC/tener_idioms.php

<http://www.studyspanish.com/lessons/tenexp.htm>

Sport:

<http://www.youtube.com/watch?v=CgafJv5MFhY>

<http://www.youtube.com/watch?v=slkGwoqfP6Y>

<http://www.youtube.com/watch?v=QB97Or6XpSE>

Food

<http://www.youtube.com/watch?v=PNObyf6NCxc>

<http://spanishfood.about.com/od/discoverspanishfood/f/faqtapas.htm>

http://en.wikipedia.org/wiki/List_of_tapas

City:

<http://en.wikipedia.org/wiki/Madrid>

AVD Project: Union Co. HS, Spanish

<http://www.youtube.com/watch?v=EKEt-AArlo0>

Music:

http://www.youtube.com/watch?v=hqitRq_0410

<http://www.youtube.com/watch?v=l-qgum7hFXk>

Sam Y María

Sam y María son estudiantes jóvenes que van a viajar por el mundo para explorar los países hispanohablantes. Sam es un chico norteamericano que tiene 17 años. Él es de Carolina del Sur. Le gusta jugar al fútbol, tenis, y baloncesto. También le gusta la música rock. Sam toca la batería en su propia banda de rock. A Sam, le gusta viajar y está entusiasmado por aprender más del mundo hispano.

María es una chica mexicana. Tiene 16 años y se mudó a los Estados Unidos con sus padres cuando tenía 10 años. Originalmente, ella es de la ciudad Guadalajara, en el sur de México. Le gusta jugar al tenis y al golf. También es cantante y le gusta cantar las canciones de Jennifer López. A María le gusta aventurarse y espera la oportunidad de aprender más sobre las otras culturas hispanas.



Sam



Maria