

Final Project
Two Instructional Activities

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WL 665 Sociocultural and Sociolinguistic
Perspectives in Language Teaching
Dr. Laurel Hodges
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Activity 1: Cultural Exploration through Storytelling

Teacher: Maria Garcia Iglesias

Grade Level: 4th Grade Elementary

Target Language: Spanish

Proficiency Level: Novice-Low

Unit: Culture and Traditions

Period: 45 minutes

Date: May 7, 2024

Duration: 2 periods

School: Hawthorne Elementary

I. INTRODUCTION

Pre-Activity Hook: "Folk Tale Treasure Hunt!"

- I will introduce my students to cultural folk tales and explain their cultural significance.
- I will post illustrated cards depicting scenes from various Spanish folk tales around the room. Students will choose a card that intrigues them the most, and explain why. I hope it will ignite their imagination and set the stage for the lesson.

II. PURPOSE

Integration into Course:

- This activity will be integrated into a Spanish culture and storytelling traditions unit. It follows previous lessons on identifying and researching Spanish-speaking countries, specifically Mexico.

III. ACTIVITY

Instructional Activity 1: Cultural Exploration through Storytelling

Spanish Folk Tails México

The presentation includes the folk tale, 2 pages of vocabulary words for the students, and some comprehensive questions to guide the discussion.

1. Instructional Objectives:

- Students will be able to identify cultural elements in Spanish folktales.
- Students can retell a Spanish folk tale in their own words.
- Students will be able to compare and contrast cultural aspects of Spanish folk tales with their own culture.

2. Standards:

- **Communication:** Interpretive, Interpersonal
- • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on familiar topics using memorized words and phrases that have been repeatedly practiced.
- • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- **Culture:** Relating cultural practices to perspectives, Comparing cultural perspectives
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

3. Teacher Instructions:

- Choose a traditional Spanish folk tale appropriate for elementary students.
- Review vocabulary related to the story with the class.
- Read the folk tale aloud to the class, pausing to explain unfamiliar vocabulary and cultural references. (Folk tales will be shown to the class).

- Guide a discussion about the cultural elements present in the story and how they relate to Spanish culture. (Comprehensive questions in the presentation can help to guide the discussion).
- Guide students in retelling the story in their own words, encouraging them to incorporate cultural details they have learned.

4.. Student Instructions:

- Let's review vocabulary related to the folk tale using the worksheets to write the information provided by the teacher.
- Listen to the teacher reading the Spanish folk tale.
- Take note of any unfamiliar words or cultural references.
- Discuss with the class the cultural elements in the story.
- Retell the story in your own words, focusing on key events and cultural details.

5. Activity Description:

- After reviewing vocabulary, students will listen to a traditional Spanish folk tale.
- They will participate in group discussions to analyze the cultural elements depicted in the story. (guided by the teacher)
- Students will retell the story in their own words, demonstrating comprehension and cultural awareness.
- Interactive group work will be facilitated through discussions and collaborative story retelling.

6. Technology, Equipment, and Materials Needed:

- Promethean board or projector to view the presentation.
- Printed copies of the folk tale for each student

- Whiteboard for brainstorming cultural elements
- Colored pencils for drawing or illustrating key scenes from the story

7. Evaluation/Assessment:

- Assessment will be based on the student's ability to identify cultural elements in the folk tale and their comprehension demonstrated through retelling and illustration scenes.

8. Follow-up Activity and Self-Assessment:

- Follow-up activity: Students can create a folk tale incorporating cultural elements they have learned.
- Self-assessment: Students can complete a checklist reflecting on their ability to accurately retell the story and incorporate cultural details in their storytelling provided by the teacher.

Activity 2: Cultural Exploration through Music and Dance

Teacher: Maria Garcia Iglesias

Grade Level: 4th Grade Elementary

Target Language: Spanish

Proficiency Level: Novice-Low

Unit: Culture and Traditions

Period: 45 minutes

Date: May 7, 2024

Duration: 2 periods


School: Hawthorne Elementary

I. INTRODUCTION

Pre-Activity Hook:

"¡Vamos a Bailar! Let's Dive into the Rhythms of Spain!"

- Play a video of modern Spanish flamenco.

 MALAMENTE - ROSALÍA | Flamenco x HipHop Choreography | Natalia Chl...

- The teacher explains to students how flamenco has evolved and introduces the traditional styles of music they are going to learn about.

II. PURPOSE

Integration into Course:

- This activity will be integrated into a Spanish culture and traditions unit. It follows previous lessons on researching different aspects of culture in Spanish-speaking countries.
- This activity will be used to introduce students to different styles of music in Spanish-speaking countries. It will introduce music from Spain, (flamenco) Cuba, (salsa), and Mexico (mariachi).

III. ACTIVITY Traditional music/dance Spain, Cuba and Mexico

Instructional Activity 2: Cultural Exploration through Music and Dance

1. Target Language, Grade Level, and Proficiency Level:

- Target Language: Spanish
- Grade Level: 4th Grade Elementary
- Proficiency Level: Novice-Low

2. Instructional Objective(s)/Goal(s):

- Students will be able to identify different styles of traditional Spanish music and dance.
- Students will be able to recognize cultural elements in Spanish music and dance performances.
- Students will be able to participate in basic Spanish dance steps.

3. World-Readiness Standards for Language Learning:

- **Communication:** Interpretive, Presentational
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **Culture:** Relating cultural practices to perspectives
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

4. Teacher Instructions:

- Introduce students to various traditional Spanish music and dance styles, providing background information on each.

- Play examples of each style of music and demonstrate basic dance steps associated with each style. (Short clips)
- Lead students in the research about the cultural significance of music and dance in 3 Spanish-speaking countries. (Spain, Cuba, Mexico)

5. Student Instructions:

- Students will be divided into 3 groups, each group will research a specific kind of music. (Videos for research are provided by the teacher)
- Each group will watch and learn about an assigned style of Spanish music and observe demonstrations of basic dance steps. They will present their findings to the class.
- Each group will teach their classmates some of the dance steps they researched.
- Discuss with classmates the cultural elements present in each style of music and dance.

6. Activity Description:

- Students will be divided into 3 groups and assigned a particular style of music to research.
- Students will watch the videos of traditional Spanish music provided by the teacher, engaging with the music through listening comprehension.
- They will learn basic dance steps associated with each style of music, to promote physical activity and cultural appreciation, and teach their classmates some of the steps.
- Students will participate in group discussions to analyze the cultural elements found in the music and dance performances.

7. Technology, Equipment, and Materials Needed:

- Promethean board or Computer system with speakers for playing music and videos
- Space for movement and dance activities
- Optional: traditional Spanish dance attire or props for visual enhancement

8. Evaluation/Assessment:

- Assessment will be based on students' ability to recognize different styles of Spanish music and dance.
- Students will write a simple reflection discussing their favorite style of music and dance and why they enjoyed it.

9. Follow-up Activity and Self-Assessment:

- Follow-up activity: "Musical Showcase and Cultural Exchange!"

After exploring traditional Spanish music and dance, students will prepare a musical showcase to share their newfound knowledge with the school community. Each group will work together to prepare a short performance showing their assigned style of music and dance. They can share interesting facts, historical backgrounds, and what they've learned throughout the activity.

- Self-assessment: Students can complete a checklist reflecting on their ability to follow along with dance steps and their understanding of the cultural significance of Spanish music and dance. It encourages students to reflect on their active participation, learning, and contributions to the cultural exploration of traditional Spanish music and dance. It provides a base for students to evaluate their progress and engagement in the activity. (Checklist provided by the teacher)

Checklist

Instructions: Reflect on your participation and learning throughout the activity. Rate yourself on a scale from 1 to 5, where:

1 = Strongly Disagree

4 = Agree

2 = Disagree

5 = Strongly Agree

3 = Neutral

1. I actively participated in researching my assigned style of music. []
2. I engaged with the traditional Spanish music videos provided by the teacher. []
3. I learned and practiced basic dance steps associated with the assigned style of music. []
4. I effectively taught dance steps to my classmates. []
5. I participated in group discussions to analyze cultural elements found in the music and dance performances. []
6. I contributed to the cultural exchange during the musical showcase. []
7. I enjoyed learning about traditional Spanish music and dance. []
8. My knowledge of Spanish culture increased after completing this activity. []
9. I am proud of my contributions to the group and my overall performance during the activity. []

Comments (optional):

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