“Un Viaje Virtual a España”

Subject:
• Foreign Language: Spanish 2

Level:
• Grades 9-12 - Beginning to Intermediate Spanish. This unit may also be used with more advanced levels, especially comparing and contrasting the preterite and the imperfect.

Abstract:
• The following unit is designed to get students excited about studying Spanish by introducing them to the culture of Spanish speaking countries, in this case, Spain. One of the most powerful and effective ways to get students excited about learning difficult grammatical concepts necessary for language acquisition is by stimulating their interest in the various cultural elements. In this way, students are given the opportunity to practice the grammatical concepts being studied while integrating it into real life situations. Ideally, while students explore different cultural elements, their interest in any given culture and the Spanish language will be enhanced.

• During the span of this particular unit, students (in groups of three) will do their own exploration of Spain, using the Internet with the intent of showing a PowerPoint presentation. They will use to the class at the end of their research. Slide presentations will offer the class a panoramic view of the Spanish Republic, including it's gorgeous and historically rich architecture, it's beaches and tourist sites, it's contributions to the world of art and literature and it's cuisine, among other aspects. This is a unique unit in that it allows students to pick the areas of the culture that most interest them.

• In addition to the grammatical concepts that students are asked to practice throughout this assignment, this unit can be used to briefly introduce students to Spain. It can also easily be adapted to include a more in depth study of the country. In this case, student presentations can provide a general knowledge of Spain: it's regions, geography, climate, and culture. The teacher can then supplement and expand the unit to include a deeper understanding and familiarity with Spain by introducing particulars, such as poetry, literature, music, film, politics, history, and current events.
Furthermore, this unit is ideally suited to the development of any level of Spanish. It can be used to learn and practice verbal tenses from the most basic present tense to more complex and advanced tenses and concepts suitable to Advanced Placement classes. The present lesson plan, however, is designed for a second year class, either first or second semester. In the present plan, the students are asked to use the "ir a & the infinitive construction along with the various conjugation of the verb gustar and they will be graded through teacher observation. They will also be asked to show mastery over the simple preterite test, which will be graded via a student essay at the project's end. This unit aims to help students acquire skills in the four language areas (reading, writing, oral comprehension, and speaking). This unit also addresses the importance of familiarity with and exposure to the cultural elements of the target language.

Invitation:
Today we will begin our study of Spain. Spain is a country rich in history and culture. Our study will include a panoramic view of the major regions and cities, the music, food, artists, and literary figures. To start the unit, I would like you to take out a piece of paper and draw a map of Spain without the help of your text. Fill in as much as you can on your map, including the bodies of water surrounding Spain, other countries, major cities, etc. You will have five minutes to do this activity. Don't feel intimidated if you can't fill in very much on your map. By the end of this unit, you will have a much broader understanding of this Spanish speaking country and it's varied history and cultural charm.

Situations:
- **Where:** In the classroom and/or a computer lab
- **When:** First semester of second year Spanish
- **How Long:** Three 100 minute class periods

Tasks:
- **Task 1:**
  Teacher gives the invitation for the unit.

- **Task 2:**
  Students turn their maps over. They brainstorm and write down all the things that come to mind when they think about Spain.
• **Task 3:**
  Students pair up and share their maps and the information they came up with. They make any adjustments desired.

• **Task 4:**
  Teacher uses PowerPoint to project the map of Spain found on the web site (http://www.red2000.com/spain/p-map.html), and asks students to correct their map of Spain. Have them label the bodies of water and explain to them that Spain is divided into regions. Divide the class into groups of three and assign each group a major city as shown on the map. Pass out the assignment sheet at this time and go over it with them.

• **Task 5:**
  The teacher shares the Un Viaje Virtual a España sample presentation with students, indicating the use of Notes to include information to share about the each slide. Students work in their groups preparing their presentation as outlined on the Student assignment Sheet.

• **Task 6:**
  Students present their slideshow to the class. As each group is presenting, the rest of the class should write down five things that they find interesting about that particular region. Remind students to listen carefully, because they will need to incorporate what they learned about Spain later in this assignment. The audience should also write down two specific questions about the region that they then ask the presenting group.

• **Task 7:**
  After each presentation, teacher calls on individual students to check for comprehension. Questions can range from simple factual questions such as “what is the name of the region”, or “in which part of the country is it located”, to “what they found interesting and why?”

• **Task 8:**
  After all students have presented, have students work in pairs to do a pair/share. Have pairs decide who is "A" and who is "B." Tell them to review all their notes and that they will be talking to their partner (not reading) for two minutes about what they learned, found most interesting, liked about Spain, etc. Remind students of the importance of practicing the preterite tense while talking. After two minutes, the listener should repeat three things that they learned, using complete sentences and the preterite tense. When this partner has finished, the second partner begins talking for two minutes and the process is repeated.
• **Task 9:**
  Teacher then leads group discussion checking for individual understanding by asking students to share what they learned from their partners. Sample questions might be: "Luara, dime algo que aprendiste de tu pareja sobre España?" or "¿Que le gustó más a tu pareja sobre España?"

• **Task 10:**
  After all have presented, students write a composition about Spain that includes the information that was presented. The essay should be in Spanish and include lots of interesting information about where Spain is and its culture. It should be written in the preterite tense, where appropriate (see student guidelines). This will allow students to practice this intermediate concept while practicing Spanish within contextual perimeters.

**Interactions:**
- **Full Class:** PowerPoint presentation and group discussion
- **Partners:** Brainstorming sessions on Spain's geography and culture, practice for oral presentations, review of information learned orally
- **Small Group:** Preparation of slide presentation
- **Individual:** Essay on Spain, its culture, and regions

**Standards:**
- **Language Arts:** 1.0 Writing Strategies
  Organization and Focus - 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

- **Language Arts:** 1.0 Writing Strategies
  Research and Technology: - 1.3 Use clear research questions and suitable research methods (for example library, electronic media, personal interview) to elicit and present evidence.
  Research and Technology: 1.8 Design and publish documents by using advanced publishing software.
• **Language Arts:** Written and Oral English Language Conventions
  Manuscript Form

  1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

• **Language Arts:** 1.0 Writing Applications

  2.3 Write expository compositions, including analytic essays and research reports.

**Assessment:**
- **Assessment 1:** Teacher observation: Student participation throughout project, student use of the prescribed grammatical concepts.
- **Assessment 2:** Rubric for Slideshow
- **Assessment 3:** Rubric for the Essay

**Tools:**
- Access to the Internet during a class period
- Access to and knowledge of PowerPoint to present slideshows
- Assignment sheets

**Project Tips and Alternatives:**
- **Tip #1:**
  Create scripts for the PowerPoint presentation. Each presenting student should have a full script and know when they should begin speaking.

- **Tip #2:**
  This unit can be modified easily to accommodate all levels. For example, it can be used to show mastery over the present tense, the preterite tense, the preterite versus the imperfect tense, to even the subjunctive mood for the upper levels.

- **Tip #3:**
  Have students practice reading their scripts several times to practice pronunciation.
Attachments:
- "Exploring Spain"
- "Essay on Spain"
- "Rubric for Slideshow"
- "Rubric for the Essay"
- "Un Viaje Virtual a España"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Using a Projection Device"
- "Step Sheet: Gathering and Inserting Electronic Images"
- "Step Sheet: Inserting Text and Clip Art or Graphics"
- "Step Sheet: Putting the Slide Show Together"

Web Resources – Content:
- Un Viaje a España
  This web site contains a variety of information on places and elements of Spain, including museums, cathedrals, tourist spots, and regional cuisine

Web Resources – PowerPoint:
- A list of linked web resources for PowerPoint can be found on the PowerPoint Resources page.

Assistive Technology:
- Please refer to the Assistive Technology section for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.