

The Integration of Culture into Foreign Language Classrooms

A Senior Honors Thesis

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By Michael Marcal  
Spanish Major, Adolescence Inclusive Education

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Thesis Director: Mr. Frank Rossi, QAR Lecturer, Education and Human Development

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## **Introduction:**

The integration of culture into foreign language education is a necessity in order to teach students in the best manner possible and allow them to learn a second language correctly and successfully. Culture is the driving force behind learning other languages. Culture can be defined as “anything and everything humankind has invented” and varies from country to country and household to household (Pfister 4) Students need to learn about foreign cultures for a number of reasons such as understanding others’ viewpoints, personal encounters with foreign cultures, and to put the language into context.

Not only is the teaching and learning of culture very important in schools but it is required by national and New York State standards. The national standards for foreign language are: communication, comparisons, connections, communities, and culture. The New York State standards for foreign language are: communication and culture. By having culture as one of the five national standards and one of the two New York State standards for foreign language, teaching culture is required and clearly important that it is taught to all students.

Besides the requirements on the state and national level students need to learn culture so that they can be prepared to have personal encounters with a foreign culture if they choose to travel to a different country. Students must be taught how to react to situations in different cultures which may or may not be how they react in their own culture (Pfister 4). To teach learners how to react to diverse situations, students must practice what they would do in a personal encounter with someone from a different culture. This can be done by using practice dialogues that make students answer questions based on their own personal answers (Pfister 4). For example, a situation could be “You are taking a taxi to go home. What do you say to the taxi driver? Where is appropriate to sit in the taxi?” Students can answer these questions in the

target language and even make comparisons to what would be appropriate in their own culture versus the culture being studied. By making personal connections to the culture the students will be able to learn the language skills they need to communicate in various situations, as well as know how to act and what to say when they encounter a new situation in a different culture than their own.

Also, students must gain an understanding of different cultures both in the United States and abroad. The environment here in the U.S. is quickly changing and more cultures, especially the Spanish culture, are spreading throughout the country at a fast pace, making the need to learn about other cultures more important for learners. As language differences grow in the United States there are more and more opportunities for bilingual people to use their second language skills in order to get jobs but the only way our students will learn enough language to be prepared for this global economy and political system is to expand our language education to include culture in it (Fiorito, 31). To learn language students do not have to just study grammar and language skills but they should be accessing information related to everything around them, also known as culture.

In order to immerse students into a language and a culture they can be put into the setting, as in traveling to another country, or if this is not possible students should be put into a virtual setting inside the classroom, as James Hammers a German instructor at Interlochen Arts Academy, recommends (Fiorito, 32). He says that teachers need to put their students into four main conditions relating to culture: the physical (geography and climate); the social (family, friends, and people around us); the history (of cultures and how we relate to this); and the genetic heritage of the culture (strengths and weaknesses of the culture) (32). To do this the classroom should look like the culture being studied. So if Spain is being studied there should be maps of

Spain, the Spanish flag, names of cities in Spain, pictures of Spain, and anything else to represent the country on the walls of the classroom. To socially teach the students, the students should compare their own social situations to people of the culture they are studying (33). This could be done by comparing one's family situation to a family in another culture. For genetic heritage students would compare the good and bad of their own country to that of another country to understand other people and their way of life. Lastly, to learn about the history of a culture students research the history of a particular city and report on what their life would have been like in the past in this city and what it would be like now. This complete model, known as the individual approach to the study of a foreign language and culture, gets students very engaged in their learning of a foreign language and gives them the aspiration to communicate in the target language to learn more about the people and places they are studying (34).

By learning the cultures of foreign countries students get the chance to understand various cultural identities that may be unknown to them previously. There are stereotypes everywhere about other cultures but until one studies a culture they do not know the realities of the culture. Because of this, foreign language classrooms have the responsibility to teach students about other cultures to break those cultural stereotypes that many students have come to learn early on in their lifetimes (Shook, 286).

Shook advocates that students do investigations and examinations of their own culture and other cultures and then to compare the two. Through this strategy students not only learn about foreign cultures but they gain a better understanding of their own culture (287). The actual assignment that would use this methodology would be to teach a grammar concept and/or vocabulary words to the students and then have the students do an investigation and use the grammar or vocabulary in a paper about the culture they have investigated as well as their own

culture. Finally the students would present their finding in front of the class in order to practice their oral skills in the foreign language. By using this method students will have the opportunity to learn language skills, overcome stereotypes of other cultures, and expand upon their knowledge of their own culture (Shook, 289).

Another reason why culture must be learned in schools is that to best learn the linguistic aspects of the language one must put it into context by doing form-focused activities with culture context or by expanding culture activities by adding grammar to them. Culture should not be done separately than everything else in a foreign language class. It is part of the language and should be integrated within the classroom. Teachers should “emphasize integrative culture, not add-on or supplementary teaching of it” (Frantzen, 134). Therefore culture cannot be something that is done every Friday or once a month for a couple of days. It must be incorporated and integrated into the everyday learning for students.

Not only does culture need to be in the curriculum and taught all the time because students need to learn about other cultures and ways of life, but it can actually help students to learn the language. In order for students to retain their language skills over a longer period of time culture needs to be integrated into their studies (Frantzen, 143). It does not have to be very difficult to incorporate culture into grammar activities and contextualize already made exercises, from textbooks or other sources, but it must be done for students to get the most out of their foreign language learning experiences.

When language is put into context students will retain much more of what they learn in class. Students have been doing form-focused activities for some time now and by adding culture into these real-life activities students will get more out of the activities because they will be more realistic to the students (Frantzen, 134). When exercises are contextualized for students,

they are more meaningful and therefore form a “natural context in which to practice grammar and vocabulary” (135). An activity that is uncontextualized and has no meaning for students does little to provoke meaningful thought and conversation from the students and consequently does not teach the students as much as a contextualized exercise (135). For example, a contextualized activity about telling time has students figure out what time it is in various countries based on their 24-hour clock and then write out the time in the target language (136). An uncontextualized activity with telling time would be to have students write out various times of the day in the target language without any meaning behind each time. The first activity has both language skills and grammar all in one and does much more to stimulate the learners’ thoughts. The second activity practices the language skills but does not get the kids thinking or interested in learning the language. This shows how important and simple it is to add in culture to everyday foreign language education.

To demonstrate how culture can be integrated into the foreign language classroom, below are ten lesson plans that have both culture and other aspects of the Spanish language in them. The first five lessons are related to the culture of Mexico and the last five lessons focus on Spain’s culture.

## **Overview of Lessons:**

### Lessons on Mexico:

1. Economy of Mexico- video
2. Mexican Government- web portfolio research
3. Mexican Government- web portfolio presentations
4. Ethnographic Interview- questions/answers
5. Day of the Dead- reading

### Lessons on Spain:

6. Mealtimes in Spain- reading
7. Food of Spain- reading/questions
8. Paintings of Spain- interpret art
9. Spanish greetings- video
10. Bullfighting in Spain- reading

## **Lesson Plans:**

### Lesson Plan #1

Content: Economy of Mexico, Vocabulary related to jobs/salaries

1. Objectives: Students will be able to understand the Mexican economy and be able to write sentences in Spanish about the economy based on the video.
2. Standards:
  - a. Connections- Connect with other disciplines and acquire information
    1. Students will make connections with economic information based on the video about Mexico.
  - b. Communication- Communicate in languages other than English
    1. Students will have to listen and watch the video about the economy of Mexico.
    2. Students will need to write the answers to the video in Spanish.
  - c. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Mexico in relation to the economy.
  - d. Comparisons- Develop insight into the nature of language and culture
    1. Students will make comparisons between the economy of Mexico and of other countries.
3. Anticipatory Set: In groups of four students will talk about what the Mexican economy is like in comparison to the United States' economy.
4. Teaching:

- a. Input- The teacher will explain what the video is about and then play the video twice for the students. There will be a guide for students to fill out while watching the video. After students are done watching the video the teacher will ask for students to answer the questions out loud and will call on people to answer. If someone gives an incorrect answer the teacher will ask another student for their answer and if it is still wrong the teacher will correct the response.
  - b. Modeling- The teacher will model what a complete sentence is for the video questions. Also, for the homework assignment the teacher will model examples of what the students can write about.
  - c. Check for understanding- The teacher will check for understanding informally by having the students say their answers to the video questions out loud. Also, the homework will be a formal assessment of what the students learned based on the video. This will be graded based on details given, grammar, and accuracy of the sentences.
5. Guided Practice/Monitoring: As students are answering the questions about the video the teacher will be monitoring the class by walking around and helping any students that are having trouble understanding the video or determining the answers to the questions.
  6. Closure: To end the class the students will write their first response on the homework sheet and show it to the teacher upon leaving the class.
  7. Independent Practice: The homework is for the students to write three sentences about the economy of Mexico in Spanish. They can write about the minimum wage, the Mexican government, or make a comparison between Mexico's economy and America's Economy.

8. Assessment: The students will be assessed on their homework assignment by grading each sentence based on accuracy, grammar, structure, and vocabulary.
9. Technology: Video about Mexico's economy
10. Adaptations: Students will be able to write down the correct answers when the class goes over the video questions and if they did not get something correct they can fix it. Also, the teacher will be monitoring the class to help students as needed when answering questions.

Name \_\_\_\_\_

Activity Sheet

**Video: El Salario Mínimo en México**

Watch the video and then answer the questions in Spanish. We will watch the video twice.

1. What does the minimum wage need to be sufficient for according to the constitution mentioned?
2. In 2007 what was the minimum salary in Mexico per day?
3. What is the average salary of Mexican workers?
4. At what level is the minimum wage in México?
5. What country has the highest minimum wage of the ones shown?

Note: Parts of this lesson came from: <http://www.youtube.com/watch?v=FKocnAG57eE>.

Name \_\_\_\_\_

**Tarea- Cultura de México**

Escriban tres cosas en español sobre la economía de México. Pueden hablar del salario mínimo, el gobierno de México, o una comparación a los Estados Unidos.

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**ANSWER KEY**  
**Video: El Salario Mínimo en México**

Watch the video and then answer the questions in Spanish. We will watch the video twice.

1. What does the minimum wage need to be sufficient for according to the constitution mentioned?

Las necesidades normales en el orden material, social, y cultural, y para proveer la educación de los hijos

2. In 2007 what was the minimum salary in Mexico per day?

50.57 pesos diarios

3. What is the average salary of Mexican workers?

67 pesos diarios

4. At what level is the minimum wage in México?

La pobreza y viola los más elementales derechos humanos

5. What country has the highest minimum wage of the ones shown?

Alemania (Germany)

## Lesson Plan #2

Content: Government of Mexico

1. Objectives: Students will be able to research someone or some part of the government of Mexico and create a web portfolio in Spanish about this person or aspect of the Spanish government.
2. Standards:
  - a. Connections- Connect with other disciplines and acquire information
    1. Students will make connections with social studies through the study of government.
  - b. Communication- Communicate in languages other than English
    1. Students will read information on websites in Spanish.
    2. Students will write their web portfolio in Spanish.
  - c. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Mexico through studying part of their government.
3. Anticipatory Set: The teacher will ask the students to brainstorm if they know anything about Mexico's government and have the students answer aloud. The teacher will write their ideas on the board.
4. Teaching:
  - a. Input- The teacher will explain what a web portfolio is and tell the students that they will be researching a part or a person of the Spanish government using the Internet. The students will then have to make an annotated bibliography using at least 3 websites that they find about their topic.

- b. Modeling- The teacher will model how to research and make a web portfolio by showing the students on the projector different websites that they can start researching from and the format of the web portfolio (shown below under activities).
  - c. Check for understanding- The teacher will check for understanding by asking students questions to make sure they understand how a web portfolio is. For example, the teacher will ask if someone can explain what an annotated bibliography is and how it is put together.
5. Guided Practice/Monitoring: As students are doing research in class and working on their portfolios the teacher will be going around to the students to assist them with their work.
  6. Closure: To end the class, the teacher will tell the students that they will be presenting their web portfolios the next day in class and should be ready to speak for 3 minutes about their topic. The teacher will give each student an index card for them to prepare notes for the presentation.
  7. Independent Practice: The homework is to complete the web portfolios for the next class.
  8. Assessment: The students will be assessed based on how well they are working on their portfolios in class. Further assessment will be of their completed web portfolios the next class.
  9. Technology: Research websites, Projector
  10. Adaptations: Students will have as much time as needed at home to finish up the work from class giving students with special needs adequate time to work. Also, the teacher will be monitoring the class and helping any students needing assistance.

Name \_\_\_\_\_

### Web Portfolio Assignment

Assignment: You will be creating a web portfolio using the following steps:

- Choose either a person or some aspect of the government of Mexico
- Do research about this topic using the Internet (you may use the sites listed below to help you get started), find 3 websites about your topic
- Copy and paste the website address of each site you find and then write a 3-5 sentence paragraph in Spanish about the website (an annotated bibliography)
- Write a 5-7 sentence conclusion in Spanish stating what you learned about your topic. Use the preterite (past) tense to say what you learned.
- You may use the outline below to help you create your portfolio. Whatever you do not get done in class today will be homework. Also, you will be presenting your findings in class tomorrow.

#### Websites for research:

<http://globegate.utm.edu/spanish/span.html>

<http://languagecenter.cla.umn.edu/lc/surfing/spanish.html>

<http://www.isu.edu/~nickcrai/spanlinx.html>

<http://espanol.yahoo.com>

## Web Portfolio Outline

1. Topic-

2. Annotated bibliography-

a. Website Link 1 and paragraph about it in Spanish (3-5 sentences in Spanish)

b. Website Link 2 and paragraph about it in Spanish (3-5 sentences in Spanish)

c. Website Link 3 and paragraph about it in Spanish (3-5 sentences in Spanish)

3. Conclusion (5-7 sentences in Spanish using preterite tense)

Note: Parts of this lesson came from Lynn Pearson's article "The Web Portfolio".

## Lesson Plan #3

Content: Government of Mexico

1. Objectives: Students will be able to present their web portfolios that they created in the previous lesson to the class and will be able to listen and understand the other students' presentations.
2. Standards:
  - a. Connections- Connect with other disciplines and acquire information
    1. Students will make connections with social studies through the study of government.
  - b. Communication- Communicate in languages other than English
    1. Students will speak in Spanish when giving their presentations.
    2. Students will listen to students speak in Spanish.
  - c. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Mexico through studying their government.
3. Anticipatory Set: The teacher will ask each student to write down one thing in Spanish that they liked about making a web portfolio and how it was useful in their learning.
4. Teaching:
  - a. Input- The teacher will explain that each student will be given about three minutes to give a presentation based on the web portfolio that they created the previous day in class and for homework. Also, the teacher will tell the students to take out a piece of paper so that they can write down one comment in Spanish about each of the other students' presentations.

- b. Modeling- The teacher will model how a presentation should work by presenting a topic that the teacher has researched to use as an example of what the students will need to do.
  - c. Check for understanding- The teacher will check for understanding by asking the students to write down the important parts of a presentation and will ask for students to write down these components on the board.
5. Guided Practice/Monitoring: As students are listening to presentations the teacher will be walking around the class to make sure that students are making appropriate comments about each presentation.
  6. Closure: To end the class, the students will hand in their comment sheet about the other presentations as a ticket out the door.
  7. Independent Practice: The students will have to reflect on their presentations by writing a 3 sentence paragraph in Spanish about how their presentation went for homework. They will have to use the preterite tense for this assignment.
  8. Assessment: The students will be assessed on both their presentations and their comments on the other presentations. Each student will be assessed on grammar, comprehension, vocabulary, and sentence structure of their own presentations. Also, they will get points for showing in any way that they comprehended the other presentations.
  9. Technology: The students will use the projector to show their web portfolio to the class.
  10. Adaptations: Students will be allowed to use the index card to help them with their presentations

Name \_\_\_\_\_

Comment Sheet

Next to each number write the student's name that is presenting and then make one comment in Spanish about their presentation. Please keep the comments positive and constructive.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Name \_\_\_\_\_

Homework:

Write a 3 sentence paragraph in Spanish reflecting on how your presentation in class went. For this assignment you must use the preterite tense (past).

Example: *Yo hablé muy bien en español* (I spoke very well in Spanish)

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## Lesson Plan #4

### Content: Ethnographic Interview

1. Objectives: Students will be able to ask questions in Spanish and comprehend the responses of the ethnographic interviewer.
2. Standards:
  - a. Communication- Communicate in languages other than English
    1. Students will communicate in Spanish during the interview in class of the Mexican person.
  - b. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Mexico through the interview done in class as well as the interview they do at home.
  - c. Communities- Participate in multilingual communities at home and around the world
    1. Students will interview someone of another culture to practice their interviewing people.
  - d. Comparisons- Develop insight into the nature of language and culture
    1. Students will make comparisons between the cultures of the person they interview with the interview done in class.
3. Anticipatory Set: The students will write down 3 questions they would ask someone from another culture in Spanish.
4. Teaching:
  - a. Input- The teacher will introduce the interviewer to the students and tell them that they will be asking the interviewer questions in Spanish about their culture.

- b. Modeling- The teacher will model questioning by asking the interviewer a simple question such as what their family is like.
  - c. Check for understanding- The teacher will check for understanding by walking around and looking at the questions that the students wrote at the beginning of the class.
5. Guided Practice/Monitoring: The teacher will help students with asking questions as they ask the interviewer questions in Spanish. He will also monitor the students by walking around to help with comprehension of the interviewer's responses. Students will be writing down answers to the questions during the class and will hand in their notes at the end of the class period.
  6. Closure: To end the class, the teacher will ask the students to write down 2 things they learned about the Mexican culture from the interview the class did of the Mexican person.
  7. Independent Practice: The homework for the class is to interview anyone from a different culture than Mexico and then make a comparison chart using the chart of the two cultures provided (Mexico and the one of the person that they individually interview).
  8. Assessment: The students will be informally assessed on how well they question the interviewer during class and will be formally assessed based on their comparison chart of the two different cultures.
  9. Adaptations: The teacher will be walking around to help students with their questions and comprehension during the class.

Name \_\_\_\_\_

Ethnographic Interviews

Using the following chart compare México's culture and a culture of a person that you interview at home. Write at least five facts for each culture in Spanish.

Mexico's Culture	Other Culture _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Note: Parts of this lesson came from Blair Bateman's article "Promoting Openness toward Culture Learning: Ethnographic Interviews for Students of Spanish".

## Lesson Plan #5

### Content: Day of the Dead

1. Objectives: Students will be able to use the website about the Day of the Dead to learn about Mexican customs, and create an altar that they can print out and present to the class and explain why they put each item on the altar in Spanish.
2. Standards:
  - a. Communication- Communicate in languages other than English
    1. Students will communicate in Spanish when they present about their altars in their groups.
    2. Students will write down five Spanish customs that they find from the website while working in groups.
  - b. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Mexico by learning about the Day of the Dead, a major holiday in Mexico.
3. Anticipatory Set: Students will get into groups of four that are assigned by the teacher and talk about what they know about the Day of the Dead. The teacher will then ask for each group to say one thing about the holiday and write it on the board.
4. Teaching:
  - a. Input- The teacher will talk about what the Day of the Dead is and why it is so important in the Mexican culture. Then the teacher will talk about different customs and practices that Mexicans do for this holiday.
  - b. Modeling- The teacher will model how to navigate the website (<http://latino.si.edu/DayoftheDead/>) by going to the different pages on the site and

showing the students what is on each page. The teacher will then write one sentence in Spanish about a Mexican custom to model what the students will be doing in groups.

- c. Check for understanding- The teacher will check for understanding by asking each group to name at least 2 different customs about Day of the Dead after using the website provided.
5. Guided Practice/Monitoring: Students will be working in groups of four to find five customs of the Day of the Dead and individually write down the five customs in Spanish on their papers. The students will then create an altar on the website and print it out. The teacher will be monitoring the class to make sure all the students are participating in each group.
6. Closure: To end the class, each group will present their altar in front of the class. Each student in the group will be required to say at least one sentence in Spanish about their altar or something they put on their altar.
7. Independent Practice: The homework will be to write a five sentence paragraph in Spanish describing what the Day of the Dead is and what a Mexican family might do on this day.
8. Assessment: The students will be assessed on their presentations based on grammar, vocabulary, and spoken communication skills. This will be a formal assessment based on a rubric of all the components listed.
9. Technology: The website about the Day of the Dead, Laptops for each group to do their work.

10. Adaptations: Students will be working in groups so that students with special needs will be able to get help from other students or from the teacher who will be monitoring the classroom.

Name \_\_\_\_\_

Activity Sheet- Day of the Dead

In your groups use the website provided to write five sentences in Spanish describing Mexican customs about the Day of the Dead.

1.

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2.

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3.

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4.

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5.

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## Lesson Plan #6

### Content: Mealtimes of Spain

1. Objectives: Students will be able to understand the different mealtimes of Spain in comparison to the United States mealtimes.
2. Standards:
  - a. Connections- Connect with other disciplines and acquire information
    1. Students will have to make connections to their own mealtime habits in their homes.
  - b. Communication- Communicate in languages other than English
    1. Students will work in pairs to discuss the mealtime topic in Spanish.
    2. Students will write a paragraph about when they eat different meals in Spanish.
  - c. Culture- Gain knowledge and understanding of other cultures
    1. Students will learn about the mealtime culture of Spain.
  - d. Comparisons- Develop insight into the nature of language and culture
    1. Students will compare their own cultural mealtimes to those in the Hispanic culture.
  - e. Communities- Participate in multilingual communities at home and around the world
    1. Students will talk to their parents about mealtimes and if they have always eaten at the same time or if they had a different mealtime culture when they were kids.

3. Anticipatory Set: The introduction to get students interested in this class will be a writing activity where students have to guess at what time they think people in Spain eat their meals.
4. Teaching:
  - a. Input- The teacher will ask the students to do the anticipatory set. From there the teacher will hand out the excerpt about Spanish mealtimes and have the students read it out loud in pairs and then summarize what the other person read to them. Each student will read two sentences at a time to the other student who then does a quick summary.
  - b. Modeling- The teacher will model the read out loud and summarize activity by reading the first two sentences of the reading out loud and then summarizing it in Spanish.
  - c. Check for understanding- The teacher will check for understanding by asking a question about what the first two sentences were about and having the students write down their answer before calling on a volunteer to answer the question out loud.
5. Guided Practice/Monitoring: As students are reading out loud to one another the teacher will be walking around the classroom to monitor and help any students that seem to be struggling with the Spanish reading or answering the questions that go along with the reading.
6. Closure: To end the class the teacher will have the students write down their opinion of if they would like to eat at the Hispanic mealtimes or if they like their own mealtimes

better and to explain why in Spanish. This will be collected by the teacher as a ticket out the door.

7. Independent Practice: For homework students will write a story in Spanish or draw a cartoon with Spanish dialogue that includes the different mealtimes as part of the story/cartoon. The sentences should include how to say when something is going to occur as given in the example.
8. Assessment: The teacher will assess the students by collecting their closure activity and their homework to see what they have learned from the lesson
9. Technology: Reading about mealtimes from website
10. Adaptations: Students will be working in peers during the reading time and this will help the students that have special needs in the classroom. The teacher will be walking around and can help students as needed. Also, the homework assignment has two options to give students a choice based on what they are more comfortable doing.

Name \_\_\_\_\_

## Activity Sheet

### Mealtimes in Spain

España es reconocida por la calidad de sus comidas. La comida es muy importante para los españoles y como se pueden adquirir productos frescos es muy fácil obtener sabores exquisitos. El ajo y las olivas son los ingredientes favoritos. Los quesos con sabores, jamones curados y chorizos son la especialidad española. Mucha gente come un bocadillo hecho de un emparedado de jamón o de queso entre el desayuno y el almuerzo. El almuerzo constituye la comida principal del día en sus casas, y se sirve mucho más tarde que en otros países europeos, alrededor de las 2.30 pm, algunas veces con de vino. Las oficinas y los negocios cierran por unas horas durante la siesta. La cena es liviana y se come aún más tarde, a las 10 pm. Antes de la cena la gente toma unas copas y come tapas, una selección de comidas livianas que se sirve en todos los bares y restaurantes para acompañar las copas.

Preguntas: Answer the following questions with complete sentences.

Ejemplo: ¿A Los españoles les gusta la comida fresca o la comida congelada?

Respuesta: Les gusta la comida fresca.

1. ¿A qué hora es el almuerzo?

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2. ¿A qué hora es la cena?

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3. ¿Qué son tapas?

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4. ¿Qué come entre el desayuno y el almuerzo?

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Tarea: On a separate sheet of paper, write a story or draw a cartoon with dialogue in Spanish that includes the Spanish mealtimes somewhere in the story or cartoon. The length needs to be two paragraphs for the story or 5-6 dialogue boxes in a cartoon. You must write the phrase for saying when something is going to happen (example- *Vamos a la escuela **a las** ocho*).

Note: Parts of this lesson came from

<http://www.oxfam.org.uk/coolplanet/ontheline/spanish/paseo/espana/food.htm>.

## Lesson Plan #7

### Content: Food of Spain

1. Objectives: Students will know the various types of food in Spain and how this varies by region.
2. Standards:
  - a. Connections- Connect with other disciplines and acquire information
    1. Students will have to make connections to the food that they are used to eating by drawing pictures of their favorite foods and writing the Spanish word for each picture next to it.
  - b. Communication- Communicate in languages other than English
    1. Students will work in groups to read the passage and answer the true/false questions that follow.
    2. Students will write a short essay about what types of food they would like to try in Spain.
  - c. Culture- Gain knowledge and understanding of other cultures
    1. Students will learn about the traditional foods of Spain.
3. Anticipatory Set: Students will draw pictures of their favorite foods and write the Spanish words next to their pictures.
4. Teaching:
  - a. Input- The teacher will explain that there are many different types of food in Spain such as rice, fish, and pastries and this varies greatly by region. Then the teacher will assign the students to groups of three and give each student one of the following roles: leader, recorder, and presenter.

- b. Modeling- The teacher will describe what each role in the group does and give examples of each. The teacher would say: “the leader will be in charge of keeping the group on track and putting ideas together, the recorder will write down the group’s responses to the true/false questions, and the presenter will answer the questions out loud when called upon later in the class.”
  - c. Check for understanding- The teacher will ask the presenters for each group the answers to the true/false questions and assess the students’ understanding based on how well they answered the questions.
5. Guided Practice/Monitoring: As the students work in groups the teacher will walk around to monitor the students’ progress while they practice.
  6. Closure: The students will write a paragraph about what foods they would like to eat in Spain. For this activity students have to use the conditional tense.
  7. Independent Practice: For homework the students will have to look up a Spanish recipe online.
  8. Assessment: The teacher will assess the group work as well as the closure activity for the class. The teacher will look for correct answer for the true/false questions and for accuracy, sentence structure, grammar, organization, and vocabulary for the closure writing activity.
  9. Technology: Pictures of foods on projector from computer
  10. Adaptations: Students will be working in groups and this will allow for the more advanced students to help the lower students in the class. Also, the teacher will be helping any students that may need extra help.

Name \_\_\_\_\_

### Activity Sheet

## LA COMIDA DE ESPANA

La comida española es tradicional y variada y difiere mucho de región en región. En el Norte, el pescado y los productos de mar de Galicia son la especialidad. Valencia se destaca por sus platos de arroz que son deliciosos cuando se sirven con la tradicional salsa de ajés o con adobe de los Pirineos. En las Islas Baleares hay muchas exquisiteces, merecen mención los pastelitos dulces de Mallorca y los chorizos picantes y jamones curados.

La comida más famosa de España es la paella, y existen muchas variedades. Distintos ingredientes se pueden elegir como base de éste plato, productos de mar, caracoles, conejo o pollo, que luego se fríe en una sartén grande con cebollas, pimientos y aceite de olivas y se sirve con arroz con azafrán y gran cantidad de hierbas y vegetales finamente picados.

Cierto/Falso: Write cierto (true) or falso (false) next to each sentence.

1. La especialidad en el Sur es el pescado. (answer-falso)
2. En Valencia el arroz es servido con la salsa tradicional. (answer- true)
3. Se comen muchos pastelitos en las Islas Baleares. (answer- true)
4. La comida más famosa de España es el pollo y existen muchas variedades. (answer- falso)
5. La paella tiene muchos ingredientes como caracoles, pollo, y cebollas. (answer- true)

Individual Work:

On a separate sheet of paper, write a 5 sentence paragraph in Spanish about the foods you would like to try if you went to Spain. Describe the foods and make any comparisons to American food if you would like. Make sure to use the conditional tense when writing about something you **would** do (example- Querría ir a la cine- I would like to go to the theater)

Tarea: Look up a recipe online in Spanish of a food from Spain that you would like to make or eat and print out the recipe. Then translate the ingredients into English on the printed recipe. If necessary, you may use your Spanish/English dictionary to help you translate the ingredients.

## Lesson Plan #8

### Content: Paintings of Spain

1. Objectives: Students will be able to interpret artwork from Spain and write about the artwork.
2. Standards:
  - a. Connections- Connect with other disciplines and acquire information
    1. Students will make connections with their art courses.
  - b. Communication- Communicate in languages other than English
    1. Students will communicate in Spanish by writing about the art that they are interpreting.
  - c. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Spain through studying famous artwork from Spain that relates to history and important people of Spain.
3. Anticipatory Set: The students will look at one of Goya's paintings and in pairs will discuss and write down what they think the painting means.
4. Teaching:
  - a. Input- The teacher will explain who Goya was and what his place was in Spanish history.
  - b. Modeling- The teacher will model how to interpret a painting by using the painting that the students had looked at in the beginning of the class. The teacher will talk about interpreting color, composition, expression, historical connections

figures, and drama. He will explain what each of these terms is and give example of how to interpret them based on the painting by Goya.

- c. Check for understanding- The teacher will check for understanding by having the students write down the definitions for each of the terms on their papers and them going over the definitions aloud.
5. Guided Practice/Monitoring: Students will pick one of Goya's paintings and interpret it based on the terms that the class went over. As students are working the teacher will walk around to help students with their work.
6. Closure: To end the class, the students will say one thing that they interpreted from their painting out loud in Spanish.
7. Independent Practice: The homework is to complete their interpretations of their paintings and type up their final copies in Spanish.
8. Assessment: The students will be assessed based on their final copies of their interpretations that they finished for homework. This assessment will be of organization, sentence structure, vocabulary, and grammar of the assignment.
9. Technology: Students will use computers to type up their interpretations.
10. Adaptations: Students will work in pairs during the anticipatory set and can get help from one another. Also, the teacher will be monitoring the class while they work on interpreting the paintings to help students with special needs.

Name \_\_\_\_\_

Painting Interpretations

Interpret the following characteristics of your painting in Spanish. Write 1-2 sentences for each characteristic.

1. Color-

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2. Composition-

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3. Expressions-

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4. Drama-

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5. Figures-

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6. Historical Connections-

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Note: Parts of this lesson came from Sharon Stover's article "Stitching together Spanish and the Visual Arts".

## Lesson Plan #9

Content: Simple Spanish Greetings

1. Objectives: Students will be able to communicate using three basic Spanish greetings based on the time of the day that they are using the greetings.
2. Standards:
  - a. Communication- Communicate in languages other than English
    1. Students will communicate in Spanish by practicing the greetings with one another during the class.
    2. Students will write in Spanish about the uses of the different greetings.
  - b. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Spain by learning about how they greet each other at different times of the day in Spain.
  - c. Comparisons- Develop insight into the nature of language and culture
    1. Students will make comparisons between greetings in the United States to greetings in Spain.
3. Anticipatory Set: Students will make a list of ways to greet people in the United States and students will come up to the board and write their English greetings in three categories: morning, afternoon, or night.
4. Teaching:
  - a. Input- The teacher will play the YouTube video:  
(<http://www.youtube.com/watch?v=Y8OfRnn1Sdc>) and explain to the students that the video shows how to greet people in Spain at different times of the day.  
The teacher will tell the students that depending on the time of day in Spain

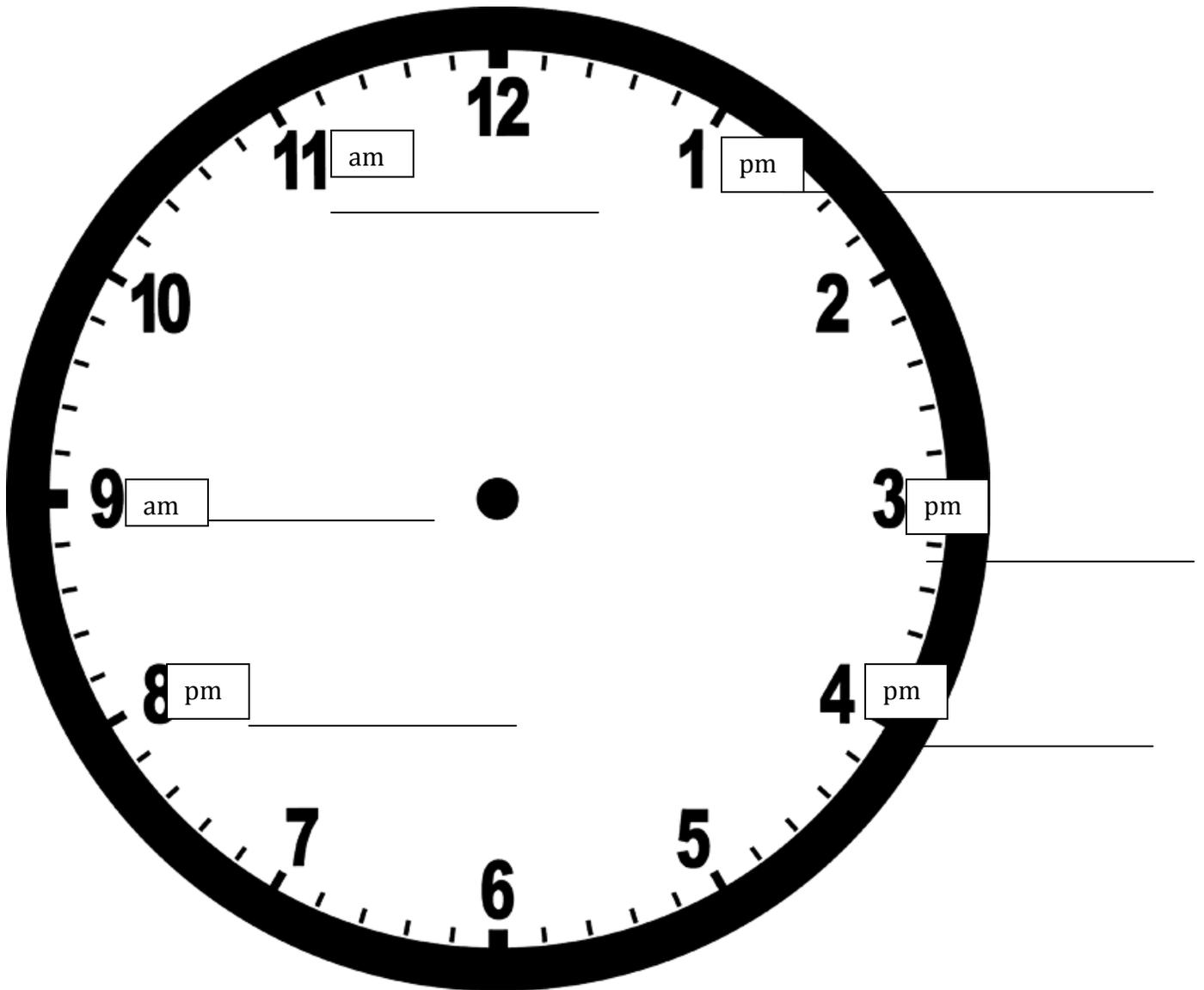
people use a specific greeting to address one another. The teacher will then tell the students to do their clock worksheet (filling in different greetings for different times) as they watch the video a second time through.

- b. Modeling- The teacher will model how to greet people in Spain by showing the video twice and then calling on students and asking them to greet the teacher in Spanish based on a time given by the teacher. To help visual learners, the teacher will write three different greetings on the board to model the different greetings based on the time of the day.
  - c. Check for understanding- The teacher will check for understanding by collecting the clocks that the students wrote greetings on to see how the student did. Also, the teacher will walk around as the students are greeting other students in the class using different times of the day that the teacher changes every two minutes.
5. Guided Practice/Monitoring: As students are greeting one another the teacher will walk around to see if the students are using the correct greeting for the time given.
  6. Closure: To end the class, the teacher will ask the students to write a greeting in English and Spanish for the morning, the afternoon, and the night and hand the sheet in as they leave the class.
  7. Independent Practice: The homework for the students will be to fill out the greetings in Spanish for each time of the day listed on the homework sheet.
  8. Assessment: The students will be assessed on if they correctly filled out the clock sheet, were using the correct greeting with their classmates, and if they correctly put the greetings down on the homework.
  9. Technology: A video from YouTube projected from the computer

10. Adaptations: The teacher will walk around to help students with the clock sheet and the greetings with one another to help students with special needs. Also, the students will be able to see the video at least twice to help them understand it better and do their work.

Name: \_\_\_\_\_

Clock Sheet: Fill in each blank by the time with “*Buenos días*, *Buenas tardes*, or *Buenas noches*” based on the video. We will watch the video twice.



Name: \_\_\_\_\_

Homework: Write the greeting that goes with each time provided in Spanish.

1. 9:00 AM \_\_\_\_\_

2. 8:00 PM \_\_\_\_\_

3. 6:00 AM \_\_\_\_\_

4. 12:30 PM \_\_\_\_\_

5. 9:00 PM \_\_\_\_\_

6. 11:00 AM \_\_\_\_\_

7. 3:00 PM \_\_\_\_\_

8. 10:00 AM \_\_\_\_\_

9. 11:00 PM \_\_\_\_\_

10. 4:30 PM \_\_\_\_\_

## Lesson Plan #10

### Content: Bullfighting in Spain

1. Objectives: Students will be able to communicate in Spanish about bullfighting and make an informed decision on if they support it or are against it.
2. Standards:
  - a. Communication- Communicate in languages other than English
    1. Students will write in Spanish about bullfighting and will write down Spanish vocabulary they learned from reading about bullfighting.
    2. Students will talk in Spanish about bullfighting in a debate to discuss if bullfighting is animal abuse or not.
  - b. Culture- Gain knowledge and understanding of other cultures
    1. Students will gain knowledge of the culture of Spain by learning about bullfighting in Spain.
3. Anticipatory Set: The teacher will show students pictures and a video of bullfights in Spain and ask the students to come up to the board and put a checkmark on one side of the board depending on whether or not they think bullfighting is good or is animal abuse.
4. Teaching:
  - a. Input- The teacher will present the pictures of bullfighting to the class and explain that many people think bullfighting is harmful to animals while other people support the sport. Then the teacher will ask students to decide if they agree or disagree with bullfighting as described in the anticipatory set. Then the teacher will read the first paragraph of the reading about bullfighting out loud as the students follow along with their own copies.

- b. Modeling- The teacher will model how to find vocabulary words in the reading by pointing out the Spanish vocabulary word “ *tauromaquia*” in the first paragraph and writing the word and its meaning up on the front board to model what the students will be doing with the rest of the reading.
  - c. Check for understanding- The teacher will check for understanding by asking the students to read the second paragraph of the reading in groups of four and ask each group what vocabulary words they found in the next paragraph.
5. Guided Practice/Monitoring: Students will complete the reading in groups and fill out the rest of the vocabulary words from the reading. The teacher will walk around the room to monitor the groups. When the groups have finished reading each group will send one person to the board to put up a vocabulary word.
6. Closure: To end the class, the teacher will ask the students to go to one side of the room if they support bullfighting and one side of the room if they are against it. The teacher will then ask the students to participate in a mini-debate about bullfighting by raising their hands to talk about the issue. This will be in English as to further develop opinions about the topic and learn about the culture.
7. Independent Practice: The homework is to write three sentences in Spanish about if they agree with or disagree with bullfighting and why or why not.
8. Assessment: The students will be assessed on their homework writing assignment based on vocabulary and grammar.
9. Technology: Pictures will be projected from the computer, the reading will be printed out for students, a video will be projected from the computer of an authentic bullfight

10. Adaptations: Students will be reading in groups so that students with special needs can get help from their peers. Also, the teacher will be monitoring the classroom to assist students.

Name \_\_\_\_\_

Activity Sheet- Bullfighting

Write down five Spanish words that you learned from the reading and their definitions.

Ejemplo: *Tauromaquia*- Bullfighting

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name \_\_\_\_\_

Homework: In Spanish, write three sentences about why you think bullfighting is good or bad.

Use phrases like *estoy de acuerdo (I agree with)* or *no estoy de acuerdo (I don't agree with)* to begin your writing.

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Note: Parts of this came from: <http://encyclopedia.kids.net.au/page/bu/Bullfighting>.

## **Conclusion:**

As shown in the preceding lesson plans, incorporating culture into foreign language classrooms does not have to be difficult and can in fact be fairly simple. Teachers can use videos, readings, the Internet, and any other educational sources to teach culture to students. Culture does not have to and should not be taught by itself. It needs to be taught right along with everything else in a foreign language classroom. Culture should be used to facilitate and/or practice other skills in the target language such as speaking, listening, reading, writing, and grammar.

Teaching students a culture and a language besides their own is extremely important for the future of our country. Anyone that believes that understanding only the typical American culture and English language is okay is mistaken. The American society is made of various backgrounds, cultures, and languages and is rapidly becoming more diverse. There are an increasing number of people in the United States who have a different culture and speak a different language. It is now a necessity for students to understand these various cultures and languages so people can, in the future, effectively and efficiently communicate, interact, and work with other people of all different cultures. The world has turned into a global economy and political system and knowing one culture and language will not be sufficient in this world any longer, showing the need for the young people of our society to not only learn other languages but to learn about other cultures.

By integrating culture into foreign language lessons students will develop a better understanding of the target language. Also, the incorporation of culture into school will prepare students for a diverse world of many different cultures, backgrounds, and languages.

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