

Cultural Aspects of Spanish Speaking Countries

Robin Bliesmer – Forest City Schools, Forest City, Iowa

Grade Level (Req.): 10th-12th grade	Content Area (Req.): Foreign Language (Spanish), Human Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 1 week research; 3-5 days for presentations	Goal (Req.): Students will know the different Spanish speaking countries.	
	Objective (Req.): Students will have a greater understanding globally of the different cultural aspects to many Spanish speaking countries.	
Materials Needed (Req.): <ul style="list-style-type: none"> • List of topics being researched • Calendar • Maps with clothing exporting numbers over the years • Computer lab • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do countries influence one another economically and culturally? They will check their clothing, objects in the room to see where items were made. We will write down items and which country exported these items. Then we will see which country exported the most and discuss possible reasons for this and how this affects our economy.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Students will be researching the cultural aspects of the following Spanish speaking countries: Guatemala, Mexico, Honduras, Costa Rica, Spain, Peru, Venezuela, Argentina, Colombia, Dominican Republic 2. Students will work in groups of about 3. They will choose a topic from the list below to research for each of the 10 countries. (Purpose is to broaden their knowledge globally on a specific topic of their choice.) Topics to research: Exports/Imports/Economy (students will research the specific goods coming in and going out of each country and how it has changed over a 20 year span)(give causes for the changes they see), Clothing/Fashion/Material (students will show examples of clothing from each country – from the common to the rich; discuss the material used if it is imported or from this area), Government/Politics (students will research the past and current government/politics of each country and how the laws/policies have affected the people), Educational System (students will compare and contrast our educational system with these 10 other countries in terms of their hours in the classroom/class a day, activities offered, literacy rate [reasons why there is success or not]; dialect and how the Spanish language developed in this country), Food (students will research the typical food eaten in the specific country; they will also research the cost of food and how it may have changed over the last 10 		

years; they can bring in food to share sample for the class [don't need YouTube video if food is brought in for specific country]), Geographic Landscape/Weather (students will research different types of landscapes and weather within the countries; they will discuss how the land, weather may have changed over the years and how it affects the people and their lifestyle), Sports (students will gather information on popular sports originating from each of the countries and learn how they developed), Music/Dance (students will share about the music and dances that have originated from each country and how their culture has become popular here in the United States), Conservation/Wildlife (students will be able to share certain aspects about the wildlife from each region; what animals are common from this region and which ones may be extinct and why? What are they doing to prevent this from happening to other wildlife on the endangered species list?)

3. Students will take a week to research all 10 countries about the topic of their choice. It works best to have about 3 students in a group working together. They will use Google Docs presentation. Each group must have at least 1 YouTube video within their presentation about each country. EXAMPLE: Sarah, Lauren, and Michele have chosen to research the clothing and fashion of all 10 countries. They must have a video clip on clothing for all 10 countries within their presentation.
4. Presentation week – I give the students a calendar of the days and order countries will be presented before they start researching. All students will present their topic for the country of the day. It may take 2 days to cover one country and all of the topics. Students must take notes, as they will be assessed at the end over all the country presentations.
5. Students will develop 5 questions they find important or interesting from their topic for each country.
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Formative Evaluation (Req.): Group work, participation

Assessment (Req.): From the questions in step 5, I will choose which to use to assess their classmates at the end of the country unit.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand how physical and human characteristics create and define regions.
- Technology Literacy, grade 9-12: Apply digital tools to gather, evaluate, and use information.
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<p>Common Core Curriculum Standards Used (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>NGS Standards Used (Req.):</p> <ul style="list-style-type: none"> • The physical and human characteristics of places • How culture and experience influence people’s perceptions of places and regions • • • • • • • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Place • Human-Environmental Interaction • Region • • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.): Collaboration</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • • • • 	