### Lesson Plan: Country/Culture Report

**SPA 101**  
by Kelly J. Strachan, M.A.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Hispanic Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level:</td>
<td>Spanish 101</td>
</tr>
<tr>
<td>Major concepts:</td>
<td>Culture. Research a Spanish-speaking country; gather interesting photographs that depict customs, cultural traditions, art, clothing, food and music. Learn new vocabulary.</td>
</tr>
<tr>
<td>Performance objective:</td>
<td>Students will learn about the culture of a Spanish-speaking country and share this information via digital photo story software.</td>
</tr>
</tbody>
</table>

**Introduction**  
Introduce students to the basic concepts of culture—both formal culture (the “Big C”) and deep culture (the “Little C”). Discuss the criteria set forth in the rubric, being careful to give examples of what indigenous means and what “ropa típica” means.

**Research/Webquest**  
Have students research the Internet and visit the college’s library to search for information about their chosen country. They should produce 2-3 pages of notes mostly in English with key words, place names, and important dates written in Spanish. Have them create a file of images that correspond with the criteria set forth in the rubric including a map showing geographic location of their country.

**Pre-writing**  
Stage 1: Have the students label each picture, using the definite article, checking for spelling and accent marks.  
Stage 2: Have students write one simple sentence for each page of their presentation. These sentences are to be reviewed and edited by the instructor and/or as small group activity.  
Stage 3: Students transfer their sentences to note cards for practic. (THEY SHOULD NOT WRITE THE SENTENCES TO THEIR DIGITAL PRESENTATIONS AS THIS DETRACTS FROM THE LISTENING/SPEAKING EMPHASIS OF THE PRESENTATION)

**Materials/Equipment:**  
Computer with online access. Power Point or use Google docs and draft presentation in the cloud.

**Independent practice:**  
Students may do further research from home/internet or the library.

**Outline of Lesson:**  
- Select a Spanish-speaking country from the grab bag (consult map with class)  
- Develop a short presentation (5-7 minutes maximum) in Spanish about that country. The presentation is to be given in Spanish using only present tense forms.  
- Create a Power Point slide show that includes colorful pictures depicting cultural and geographic information. Limit pictures to no more than three per slide. Pictures may be labeled with the descriptive noun and definite article (e.g. “el sancocho”).  
- Write a short, 2-page paper in English or Spanish with sources cited that includes interesting information learned that is too complex for the oral presentation.*

*Be prepared to answer questions from the class about cultural traditions/cutums/mannerisms and interesting facts learned during the research.
Lesson Plan: Country/Culture Report

by Kelly J. Strachan, M.A.

Assessment: The oral presentation will be evaluated on a 10-point scale as follows:

1. Use of SER (used for description of people, general information about culture)
2. Use of ESTAR (used to discuss geographic location)
3. Use of TENER and VIVIR and/or other stem-changing verbs from this semester (used to discuss what people have/do and where/how they live)
4. Use of HAY (to say what there is/there are; site population)
5. Ability to give presentation without reading from a script
6. Feature one cultural tradition or holiday that reflects the customs of the people of that country
7. Food (Comida típica)
8. Clothing (Ropa típica)
9. Indigenous peoples/languages
10. Population (rounded to the nearest million)/Name of Head of State

The short paper will be evaluated on clarity and uniqueness of style. It will be averaged with the oral presentation grade.