

SAMPLE 1.2, GRADES K-4

PROTOTYPE ASSESSMENT

What Clothes Do We Pack?

Students will demonstrate (a) knowledge of summer and winter clothes vocabulary and (b) knowledge of linguistic elements (*die, das, der/den*). Students choose to go on vacation either in the summer or the winter and pack a suitcase with personal items. Depending on the age, proficiency level and instructional objective(s), different variations of the assessment task are possible. The teacher should ensure that the assessment activity remains playful and personal and retains elements of an *information gap* activity in which the answer is not obvious because it is not visible.

Variation 1: Vocabulary recognition

Use worksheet #1 (page 33). Before you begin to write, think about whether you want to go on a summer or winter vacation. Depending on your choice, pack a summer or winter suitcase. Pack the most important summer or winter clothes first. Copy the words from the list into the appropriate suitcases.

Variation 2: Dictation: vocabulary recognition

Use worksheet #2 (page 34). The teacher will “give” you (dictate to you) clothes and you will “pack” (write) them in the correct winter or summer suitcases.

Scoring Rubric

	# of correct placements in suitcase (recognitions/recalls)	Effort	Orthographic mistakes (total words correct/incorrect)	Linguistic elements (total amount of articles correct/incorrect)
POINTS	1-6 or 1-12	1-4 (very good, good, inadequate)	1-6 or 1-12	1-6 or 1-12

What Clothes Do We Pack? is adapted from “Kleidung: Sommer und Weinterkleidung” from *Jump into German*, a project of the German Language School Conference, Inc., Danbury, Connecticut, 1992, and is reprinted with permission.

SAMPLE 1.2, GRADES K-4

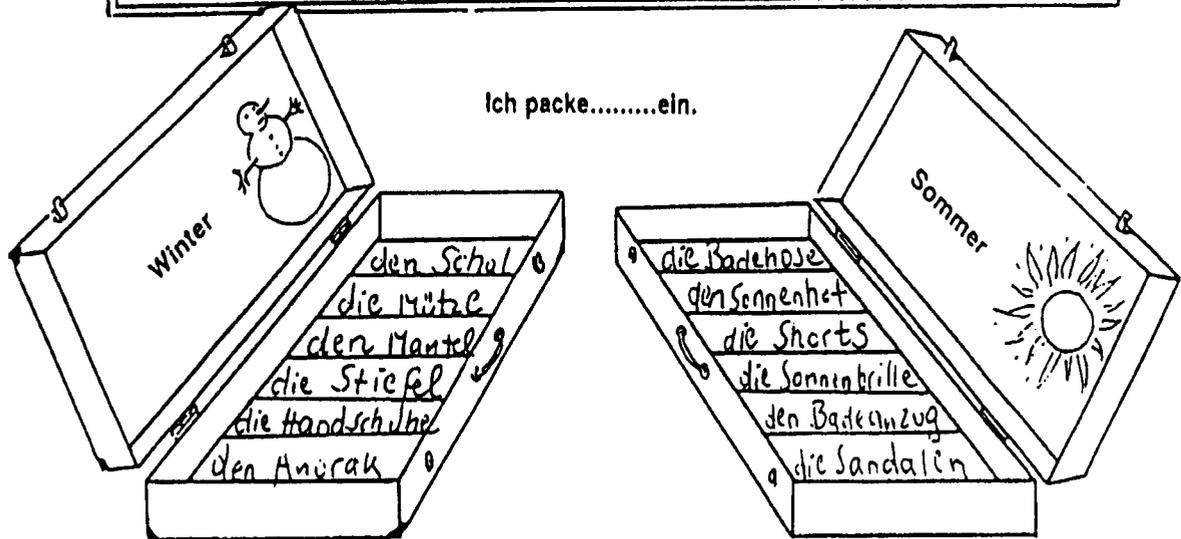
PROTOTYPE ASSESSMENT, WORKSHEET #1

(Student name) _____

TOPIC: *Kleidung*
Worksheet #1 (6)

SUBTOPIC: *Sommer- und Winterkleidung*
Speech Emergence

		
der/den Schal	der/den Mantel	der/den Badeanzug
die Mütze	die Stiefel	die Sandalen
die Badehose	die Shorts	die Handschuhe
der/den Sonnenhut	die Sonnenbrille	der/den Anorak



Wir packen einen Koffer für den Sommer, einen für den Winter. Sortiere die Kleidungsstücke in den richtigen Koffer.

Worksheet #1 from *Jump into German* is reprinted with permission from the German Language School Conference, Inc.

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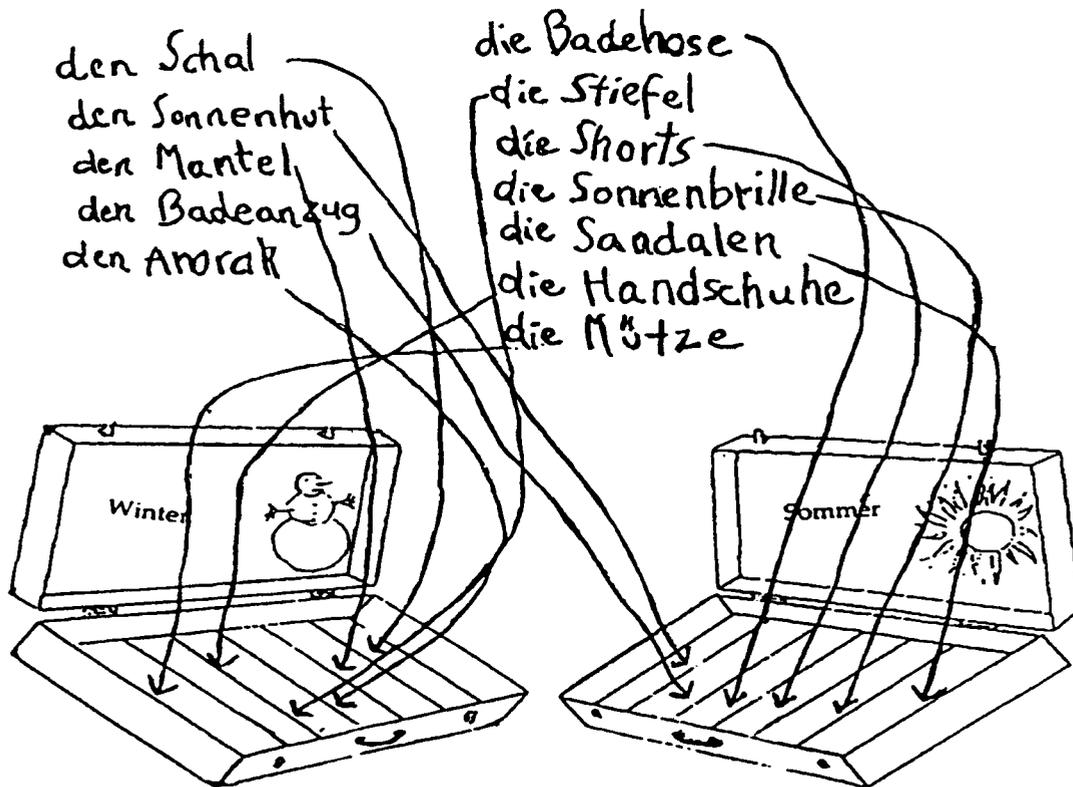
What Clothes Do We Pack?
SAMPLE 1.2, GRADES K-4

STUDENT WORK EXEMPLAR, WORKSHEET #2

Wir packen einen Koffer für den Sommer, einen für den Winter.
Sortiere die Kleidungsstücke in den richtigen Koffer.

Ich packe ein.

(Student name)



Topic: Kleidung
Worksheet # 2

Subtopic: Sommer- und Winterkleidung

FROM: JUMP INTO GERMAN
AATG, 1992

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CONTENT STANDARD 3: Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments; • recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture; • create lists of items necessary to plan activities that might take place in their daily lives or in the target culture, such as a birthday party or picnic; and • write short, informal notes in which they describe or provide information about themselves, their friends and families and their school activities. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas; • prepare recorded audio or video messages in the target language for their peers in the target culture on topics of personal interest in their daily lives; • present short plays and skits, recite selected poems and anecdotes and perform songs in the target language; • write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities; • prepare a diary of their daily activities and those of their families and friends in the target language; <p style="text-align: right;">(continued)</p>	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest; • prepare oral presentations and/or written summaries on topics of current or historical interest in the target language; • perform scenes from plays and/or recite poems or excerpts from short stories in the target language; • prepare oral and/or written analyses in the target language of the plot, character descriptions and development, and themes found in authentic target-language literary works, including poems, short stories and short works of fiction or nonfiction; • describe, express opinions about and analyze in the target language stories, plays, poems and other literature, as well as radio programs, music, films and art; and <p style="text-align: right;">(continued)</p>
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CONTENT STANDARD 3: Communication (Presentational Mode)**K-12 PERFORMANCE STANDARDS, continued**

Educational experiences in **Grades 5-8** will assure that students:

- summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language; and
- effectively use repetition, rephrasing and gestures to help communicate meaning in the target language.

Educational experiences in **Grades 9-12** will assure that students:

- use a dictionary or thesaurus written entirely in the target language to select appropriate words for use in preparing written and oral reports.

ILLUSTRATIVE LEARNING ACTIVITIES 1.3, GRADES K-4

1. See, Say and Sing!

Children in Italian classes learn Italian songs for a school assembly and for a presentation to their parents. They act out the songs in pantomime. They memorize the phrases and their lines in rhythm, singing each one.

2. Rainforest Crunch

Students in a fourth-grade science class gather information about rain forests around the world, including those in South America. These students then apply this information to their study of Spanish. They develop Spanish vocabulary lists related to the following topics: animals, insects, flowers, scientific terms, parts of the rain forest, countries, etc. In small groups as well as individually, students create picture books, large drawings, bulletin board displays, games, poems, rhymes and songs, and complete other projects in Spanish that demonstrate their understanding of information about the rain forest as well as related vocabulary from their science, music, art and social studies classes. They present the projects to their classmates and the materials are used in a library display.

3. One, Two, Buckle My Shoe!

In Elizabeth Jackson's Portuguese class, students hear this counting rhyme and recite the corresponding "one, two, buckle my shoe." They learn why we have such rhymes and what this one tells us about Brazil. There is discussion of how rhymes function as learning tools (rhyme, repetition, order, rhythm). The rhyme is recited every day as part of the classroom routine until each student has memorized all or parts of it.

Um, dois, feijão com arroz
Três, quatro, feijão no prato
Cinco, seis, feijão para nós três
Sete, oito, comeu biscoito
Nove, dez, bolo inglês.



One, Two, Buckle My Shoe! is adapted with permission from Elizabeth Jackson, Portuguese teacher, East Rock Magnet School, New Haven, Connecticut.

ILLUSTRATIVE LEARNING ACTIVITY 1.3, GRADES 5-8**1. *Quo Vadis* - I, II, III?**

As a culminating activity, seventh- and eighth-grade Latin students who have been studying the Latin numerical system produce a Roman counting book that is appropriate for young children. The students select or create culturally authentic scenes of Romans, Roman animals and Roman market items to which they can easily apply numerals. They place new vocabulary on each page of the book and label and number characters, people, pages and events. The students then use the book to teach Latin numbers to fifth- and sixth-grade beginning Latin students.

ILLUSTRATIVE LEARNING ACTIVITIES 1.3, GRADES 9-12**1. *Grave Matters!***

As part of their preparation for German American Day and Unification Day, students in Frau Lister's German classes visit a local cemetery in Rockville, Connecticut to identify the graves of German settlers who helped to establish the cloth mills of Northeast Connecticut. They make gravestone rubbings on newsprint, which they return to the classroom for display. Beginning German students practice saying the names and dates in German. Advanced students create German characters for the names. The characters receive ages, addresses, families and occupations suitable to the time frame and location. The advanced students also create scenarios about the settlers' departure from Europe and their arrival in the United States. Students then consult local Lutheran churches that were founded by Germans to determine which German families still live in town. Students contact those families and make a presentation of their findings/activities in order to interest those families in having their children learn German.

2. . . . *Lend Me Your Ears!*

In anticipation of the Connecticut State Latin Day competition, advanced Latin students who have been studying Roman oratory prepare to compete in the Declamation Contest by practicing speaking Latin in the manner of the Roman orator Cicero. The teacher presents the class with the text of the speech, and working in small groups, the students develop vocabulary lists and prepare questions on grammatical points. Together, the class translates the speech. They also mark the text for oral presentation by including phrasing, pauses, mannerisms and hand motions. They practice speaking the passage in pairs. The class members then select the best orator to represent them in the contest.

On the day of the contest, the student orator competes with students from 30 other Connecticut schools. The four best orators, who demonstrate superior speaking techniques and understanding of the selection, are awarded ribbons of distinction.

Connecticut State Latin Day has been organized and sponsored by the Classical Association of Connecticut, Inc., and its predecessor, the Connecticut Section of the Classical Association of New England, for the past 18 years. In 1997, 2,200 students from 51 schools, dressed in appropriate costume (tunics and togas), participated in Connecticut State Latin Day. The day's activities include academic, athletic, artistic and musical events.

Grave Matters! and . . . *Lend Me Your Ears!* are reprinted with permission from Nancy Lister, German and Latin teacher, Vernon Public Schools, Vernon, Connecticut.

SAMPLE 1.3, GRADES 5-8

ILLUSTRATIVE LEARNING ACTIVITY

Poetic Insight

As part of a poetry unit, Latin students are asked to write an original poem using ablative and accusative prepositional phrases. Students are encouraged to compose their poem using word processing and graphics generated by a computer. Upon completion of the project, the students recite their poems to their peers.

PROTOTYPE ASSESSMENT

Poetic Insight

The students are assessed on the basis of the following criteria:

POINTS	CRITERIA
0-5	The poem includes 5 prepositional phrases followed by a subject and verb
0-5	Prepositions are correctly followed by either the ablative or accusative case
0-5	Nouns are in the correct declension/gender/number
0-5	Subjects and verbs agree in number
0-5	Artistic presentation

The illustrative learning activity and prototype assessment titled *Poetic Insight* are reprinted with permission from Berjouhi Spencer, Latin teacher at Henry James Memorial School, Simsbury, Connecticut.

SAMPLE 1.3, GRADES 5-8
STUDENT WORK EXEMPLAR

Poetic Insight

***E villa,
Per agros,
In silvam,
Ad rivum,
Cum cane,
Puella currit libera.***

(Student name)

***Out of the farmhouse,
Through the field,
Into the woods,
Towards the river,
With a dog,***

Student work exemplar has been retyped without any corrections to the student work and is reprinted with permission from the parents or guardians.

SAMPLE 1.3, GRADES 9-12**ILLUSTRATIVE LEARNING ACTIVITY AND PROTOTYPE ASSESSMENT***Compañeros electrónicos*

Participants	67 students in Spanish III
Learning Activity	Communicate with another student of unknown identity via electronic means.
Student Outcomes	<ul style="list-style-type: none">• Become familiar with Spanish-English Bilingual Writer software.• Learn how to save text, insert graphics, accents and punctuation, and print using a computer.• Communicate in Spanish with someone unknown but of the same school who is also studying Spanish III.• Learn basic writing format for personal letters.• Practice writing narratives using different topics and tenses: present, present perfect, preterite, imperfect, future and conditional.• Learn to write for the fun of communication with and discovery of someone unknown.
Process	<p>Spanish III students in three classes create their own pseudonyms to use in letters to an anonymous partner (<i>compañero electrónico</i>) from a different class.</p> <p>Teacher assigns each pair to the same numbered floppy disk in the computer lab. Each class is scheduled for a full period 6 to 7 times over two quarters. Students who are absent or do not finish their letter of the day have to return in their free time to complete their correspondence. At each session, handouts are given describing the task and the format to use.</p>

The illustrative learning activity and prototype assessment titled *Compañeros electrónicos* are adapted and reprinted with permission from Emily Peel, Spanish teacher, and Donna Brown, computer resource teacher, Wethersfield High School, Wethersfield, Connecticut. (Disk exchange idea created by Ann Barton, French and Spanish teacher, Wethersfield High School.)

Compañeros electrónicos

- Session 1** Introduction to the computer lab. Instructions on the use of the Spanish-English Bilingual Writer software; how to add accents and special punctuation, insert graphics, save, retrieve and print work.
- Session 2** Students write Letter A introducing themselves and asking some basic informational questions. They sign all letters using their pseudonym! (They have already received the personal letter format to use.) They print out a copy and give it to the teacher.
- Session 3** Students read their Letter A and write Letter B, answering any questions and reacting to Letter A's content. They then describe their latest school vacation, using past tenses to narrate their activities, their opinion of the vacation and their reaction to being back at school. They print out Letter B.
- Session 4** Students read their Letter B and compose Letter C, asking more questions or commenting on Letter B. They then describe four animals (stuffed toys, sculptures, photos or drawings) they have brought to class, including their favorite animal and why it is their favorite. They print out Letter C.
- Session 5** Students read their Letter C and write Letter D, first commenting on what their anonymous partner has written and then describing their plans for April vacation using the future tense. They print out Letter D.
- Session 6** Students reread all correspondence on the disk. In their final letter (E), they ask any questions they have not yet asked. They answer their partner's questions and then write a paragraph on what they would do if there were no classes that week, using the conditional tense. Finally, they add their reaction to having exchanged five letters with someone about whom they know a lot, but under a pseudonym. Then, using the Spanish "P.D." (P.S. in English), they reveal their real name to their partner. They print Letter E.
- Accountability** Students *do* print out a copy of *each* letter as they complete it and give it to the teacher. It is reviewed, checked off, awarded points, returned to the student for review and placed in the student's classroom folder. Common problem areas and errors are then used as a focal point in class. Finally, up to 10 points per letter are awarded toward the final project grade, based upon timely completion and task compliance.
- Assessment** An important component of this activity is enabling students to practice writing and communicating for fun. For that reason, only the final piece is assessed. Five categories are used: correct letter format; accuracy of spelling, including accent marks; punctuation; correct verb tense and forms; and overall comprehensibility to a native speaker. These 50 points are added to the 50 above for a total of 100.

GOAL TWO

**GAIN KNOWLEDGE AND UNDERSTANDING
OF OTHER CULTURES**

CONTENT STANDARD 4: Cultures

In at least one language other than English, students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • recognize simple themes, ideas or perspectives of the target culture; • use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture; • participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture; • observe and identify tangible products of the target culture, such as toys, dress, types of dwellings, musical instruments and typical foods; • identify and experience or read about expressive products of the target culture such as children’s songs, selections from children’s literature, and types of artwork that are enjoyed or produced by their peer group in the target culture; and <p style="text-align: right;">(continued)</p>	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture; • use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction; • participate in age-appropriate cultural activities, including but not limited to adolescent games (e.g., card, board and outdoor games), sports-related activities, music and television; • identify, analyze and evaluate themes, ideas and perspectives that are related to the products being studied; • search for, identify and investigate the function of products from the target culture that are found in that culture’s homes and communities; and <p style="text-align: right;">(continued)</p>	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture; • identify, analyze and evaluate themes, ideas and perspectives that are related to the target culture; • successfully interact in a variety of cultural contexts that reflect both peer-group and adult activities within the target culture, using the appropriate verbal and nonverbal clues; • identify, analyze and evaluate themes, ideas and perspectives related to products of the target culture; <p style="text-align: right;">(continued)</p>
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CONTENT STANDARD 4: Cultures**K-12 PERFORMANCE STANDARDS, continued**

Educational experiences in **Grades K-4** will assure that students:

- identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture.

Educational experiences in **Grades 5-8** will assure that students:

- identify and experience or read about and discuss expressive forms of the target culture in order to explore their effects on the larger community. [These forms include popular music or dance; appropriate authentic texts, e.g., children's magazines, comic books or literature; and common artwork, such as typical cultural designs that are used for clothing, pottery, ceramics, paintings and architectural structures.]

Educational experiences in **Grades 9-12** will assure that students:

- identify and experience or read about and discuss expressive products of the culture, including, but not limited to, literature, periodicals, videos, commercials and the fine arts; also assess the significance of these products in the larger community; and
- identify and analyze products of the target culture, such as social, economic, legal and political institutions, and explore the relationships between these institutions and the perspectives of the culture.

ILLUSTRATIVE LEARNING ACTIVITIES 2.4, GRADES K-4**1. *Bonjour, Madame***

A French teacher discusses the notion of respect with her class. They talk about the importance of demonstrating respect by including the formal title of certain people such as teachers, shopkeepers and adult acquaintances when addressing them. The class compares and contrasts how children in the United States and France address their teachers. Upon entering the classroom, the students greet their teacher by saying “*Bonjour, Madame*” (or *Mademoiselle* or *Monsieur*). The teacher returns the greeting, using the child’s first name when the child has correctly initiated the greeting (“*Bonjour, Sophie*”).

2. *Daruma-san*

As part of a celebration of the Japanese New Year, students learn about the *Daruma-san*. The *Daruma* is a red and black, round-shaped figure that stands back up if pushed over. The Japanese use the *Daruma* to help them achieve various goals during the year. When the goal is set, they fill in one eye of the *Daruma*. Until the goal is reached, they may not fill in the other eye. Students agree to make their goal “to learn a lot of Japanese” by June of the school year. Each student colors a *Daruma* picture and affixes it to his or her Japanese folder. As a group, students repeat their pledge to “learn a lot of Japanese” and fill in one eye. The *Daruma* “looks” at the students, asking for his other eye every time they take out their folders. As a follow-up activity, students learn the *Daruma* “staring game” in which students recite a special poem in Japanese and then stare at their partner until one person, the loser, laughs or looks away.

3. *El Día de los Muertos*

Students in Spanish class are studying a unit on how various holidays are celebrated in Spanish-speaking countries. When they arrive at class on November 1 and 2, they see an “altar” with a collection of *calaveras*, paper flowers, articles and artifacts from Mexico. They are given a copy of a *calavera* to color. The class discusses how *El Día de Los Muertos* is celebrated in Mexico. Class activities include creating tombstones with epitaphs, demonstrating the procedure of creating sugar masks, reading selected stories about the holiday, writing false obituaries for the newspaper, creating an *ofrenda*, role-playing situations at cemeteries as souls “return” for the celebration, and making *pan de muerto*.

ILLUSTRATIVE LEARNING ACTIVITIES 2.4, GRADES 5-8

1. Pierogi or Golabki?

As part of a unit on Polish food, a seventh-grade class learns the appropriate expressions that one uses to order a meal in a Polish restaurant. Their teacher distributes authentic Polish and American menus to the class. Subsequently, the class compares and contrasts the variety of courses and the order in which they are served in Poland and the United States. The students then role-play going to a Polish restaurant and ordering a meal.

2. Aztec Pretenders

In a unit on Mexico, students at a Fairfield County middle school study the Aztecs. They discuss how this ancient civilization influenced traditions, customs and language in modern-day Mexico. Among other topics, their discussion includes today's open-air markets, which are similar to their ancient prototypes, as well as contemporary Mexican foods of Aztec origin.

As a culminating activity, students complete the following performance-based task:

You have been selected to take part in a secret government project on time travel. Only individuals with highly developed imaginations and creative talents have been chosen to participate. Several archaeologists working with National Geographic would like you to visit the year 1491 to research what life was really like for the Aztec Indians of Mexico prior to the Spanish conquest. Here are some things you must do in order to get started:

- *create a character from Aztec times whose identity you will assume on your "trip;"*
- *develop a craft that your character would use in his or her daily life;*
- *identify some common Mexican foods with Aztec origins; and*
- *with a group of other "time travelers," research one of the following topics for an oral presentation: food, religion/rituals, daily life, children, technology/inventions.*

3. Latin Roots are Everywhere!

Latin students study the present-day impact of Latin and Roman cultures on their community. They discover modern uses and applications of ancient buildings/structures, laws and government institutions, mottoes, and mythological or historical references used in advertising/commercialism. In recognition of the vast influence of the Latin culture and language on modern society, the students use various media and technology to produce a pro-Latin presentation (including interviews with current and former Latin students) to be shown to prospective students, parents, school boards, etc.

ILLUSTRATIVE LEARNING ACTIVITIES 2.4, GRADES 9-12

1. *Je mange, donc je suis.*

An intermediate French class studies a unit on French cuisine using the popular expression *je mange, donc je suis* as their *point de depart*. They explore gastronomy as a treasured part of French cultural identity, addressing questions such as: What does the organization of the eating ritual say about the French? How do eating and drinking structure French time? How is food related to class, gender, time and space? These questions lead the students into a discussion in which students compare and contrast the role food plays in France and the United States.

The students complete various classroom activities — oral, written and performance (skits). For example, students may produce a video of themselves eating in the manner of the French (e.g., knife and fork positions, eating an apple with a fork and knife, or eating *un oeuf a la coque* in an egg stand).

2. *The Year of the Dog*

High school students prepare for a Chinese New Year's celebration in their second-year Chinese class. They read materials in Chinese and English that describe the celebration and explain several aspects of the tradition. They also watch a videotape that explains the extensive preparations for the New Year. The students then discuss the perspectives, products and practices depicted in the reading and the video, comparing their own experiences celebrating the American New Year with those of the Chinese people.

In recognition of the New Year, the students make origami good-luck wishes and red envelopes for money. One day is spent designing cards and invitations for the New Year's celebration. Special attention is paid not only to the wording for the event but also the appropriate colors. The students learn how to care for the calligraphy set, grinding ink and washing brushes, and practice the basic strokes before writing the characters on rice paper. The calligraphy work is then displayed in the school library prior to the celebration. The classes listen and learn the words to a New Year's song and practice dance steps. After making a lion's head, they perform the lion dance for the school and the community.

The Year of the Dog is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenario *New Year's Celebration*, 85.

3. *Documentary Filmmaking*

Students in a fourth-year German class have spent the past three weeks reading *Damals war es Friedrich*, a novel by Hans Peter Richter that focuses on the relationship of a Jewish and a non-Jewish boy growing up during the 1930s. After discussing various literary aspects of the novel, the students brainstorm and decide to produce a "documentary" film based on the historical period depicted in the novel, and focused on the impact of that time period on various families. Some students find sources through German or Jewish organizations and interview members of the community who lived in Germany during that time period; these interviews are videotaped. Other students write scripts for scenes from the book, emphasizing the Jewish boy's perspective. Members of the class take on various roles in these scenes, and they are also videotaped. The group also views several films about the time period, including "Europa, Europa," "Die WeiBe Rose" and "Schindler's List," and selected parts of documentary films on "Entartete Kunst" (Degenerate Art) and filmmaker Lili Reifenstahl. After editing and adding introductory and closing comments, the 25-minute film is shared with the class and the community through local access television.

Documentary Filmmaking is adapted and reprinted with permission from *Standards for Foreign Language Learning: Preparing for the 21st Century*, Sample Learning Scenario *Literature-based Project*, 82.

SAMPLE 2.4, GRADES K-4

ILLUSTRATIVE LEARNING ACTIVITY

Más personas importantes

In Cassandra Butler's classes, students are assigned names representative of the language and culture. For instance, in her Spanish classes, "Elizabeth" becomes "Isabel." To add extra meaning to the name, students are assigned the full and complete names of individuals, whether fictional or real. Therefore, "Isabel" becomes "Isabel Allende," a popular, internationally respected writer from Chile. "John" becomes "Juan," who in turn becomes Spanish artist "(Juan) Miró." This provides a way to "squeeze in" cultural and vocabulary exposure as well as sources of role models that the otherwise crowded curriculum might not allow.

Examples:

Nombres: Alumnos

RUBEN BLADES	cantante de salsa, político, actor de Panamá
SALVADOR DALI	artista muy diferente de España
ERNESTO ZEDILLO	político y presidente de México
OSCAR ARIAS	político, el ex-presidente de Costa Rica y el ganador del Premio Nobel de Paz
ROBERTO CLEMENTE	deportista de béisbol y humanitario de Puerto Rico
NICOLAS GUILLEN	poeta afro-antillano de Cuba
DIEGO RIVERA	artista y muralista de México
ANDRES SEGOVIA	guitarrista de fama internacional de España
CUAUHTEMOC	el último emperador de los aztecas... un gran héroe nacional de México
ERNESTO CARDENAL	poeta de Nicaragua
PLACIDO DOMINGO	cantante de ópera de México

Nombres: Alumnas

VIOLETA CHAMORRA	viuda y la ex-presidenta de Nicaragua
FRIDA KAHLO	artista y la esposa de Diego Rivera
LOLITA LEBRON	política y heroína nacional de Puerto Rico
RIGOBERTA MENCHU	indígena, ganadora del Premio Nobel de Paz y heroína nacional de Guatemala
JULIA DE BURGOS	poeta muy celebrada de Puerto Rico
DULCINEA	la dama de Don Quijote en la novela de Miguel de Cervantes
LA PASIONARIA	apodo de Dolores Ibaruri, congresista y heroína de la República Española durante la Guerra Civil Española
GLORIA ESTEFAN	cantante de Miami
LAURA ESQUIVEL	escritora mexicana (famosa por su libro reciente <u>Como agua para chocolate</u>)
ALICIA ALONZO	bailarina y la directora de la compañía nacional de ballet de Cuba
ARANXA SANCHEZ	deportista de tenis de España

(continued)

The illustrative learning activity and prototype assessment titled *Más personas importantes* (pages 50-55) are adapted and reprinted with permission from Cassandra Butler, Spanish teacher, Granby Memorial Middle School, Granby, Connecticut.

By Grade 3 or 4, students should be able to answer questions:

1. ¿De dónde eres...?
2. ¿Eres ... de Nicaragua o de Chile?
3. ¿Eres ... cantante o escritor/a?
4. ¿Qué sabes hacer muy bien? - ¿Qué te gusta hacer?

They might also enjoy commemorating important dates in the lives of these personalities.

SAMPLE 2.4, GRADES K-4**ILLUSTRATIVE LEARNING ACTIVITY***Más personas importantes**Palabritas*
(Bingo)

From the list provided, have students write names of famous people in the squares of the *Palabritas* card. Make sure that they write the names in a random order. One entire name goes into each square of the *Palabritas* card. (Keep on hand a stack of *Palabritas* cards that may be used from time to time as the schedule allows.) When each student has completely filled in all the squares, the game is ready to begin. Call out the names from the list in random order, checking off each name as it is called. Students will place a large “X” across each square as corresponding names are called. Then (as in bingo), when a series of five names in a row (horizontally, vertically or diagonally) have been called, the first student to shout “PALABRITAS” is the winner. Another opportunity to win is allowed if a lucky student is the first to shout “CUATRO RINCONES” or “four corners.” “Four corners” means that the UPPER right, the UPPER left, the LOWER left and the LOWER right extremes are “Xed” out. So this fun game of chance allows two opportunities to win. It does not matter which is called first — “PALABRITAS” or “CUATRO RINCONES.”

Rewards are at the teacher’s discretion.

Palabritas is reprinted with permission from Cassandra Butler.

SAMPLE 2.4, GRADES K-4**ILLUSTRATIVE LEARNING ACTIVITY***Más personas importantes*
Juego de palabras: Palabritas

Nombre _____ Fecha _____

Tarea para hacer ahoraScatter the names listed below in random order to fill all the squares of your *Palabritas* card.

LA PASIONARIA
FELIPE GONZALEZ
FRANCISCO VELAZQUEZ
PABLO PICASSO
GABRIEL GARCIA MARQUEZ
FIDEL CASTRO
VIOLETA CHAMORRA
RUBEN BLADES
MOCTEZUMA
CUAUUAHTEMOC
ERNESTO ZEDILLO
OSCAR ARIAS
MIGUEL DE CERVANTES
SANCHO PANZA
LOS TAINOS
LOS AZTECAS
LOS INCAS
LOS MAYAS
JUAN MIRO
ANTONI GAUDI
SALVADOR DALI
PEDRO ALBIZU CAMPO
FRIDA KAHLO
DIEGO RIVERA

LOLITA LEBRON
NICOLAS GUILLEN
RIGOBERTA MENCHU
ISABEL ALLENDE
LAURA ESQUIVEL
FRANCISCO GOYA
ROBERTO CLEMENTE
AGOSTO CESAR SANDINO
LOLA FLORES
GLORIA ESTEFAN
ATAHUALPA
HERNAN CORTES
JUAN GRIS
JULIA DE BURGOS
ANDRES SEGOVIA
DON QUIJOTE
ARANXA SANCHEZ
SAN MARTIN DE PORRES
FEDERICO GARCIA LORCA
LUIS PALES MATOS
GUADALUPE
FEDERICO PENA
FRANCISCO GOYA
ANDRES ELOY BLANCO

SAMPLE 2.4, Grades K-4

Más personas importantes

Juego de palabras: Palabritas

Pinche La Pasionaria	Nicolas Guillen	Julia de Burgos	Diego Rivera	Atahualpa
Pablo Picasso	Isabel Allende	Lolita Labron	Rigoberta Menchu	Los Tainos
Lola Flores	Ruben Blades	gratita 	Andrés Bello	Los Incas
Don Quijote	Juan Miro	Moctezuma	Robert Clement	Salvador Dali
Frida Kahló	Luis Palés Matos	Arnold Gaudí	Gloria Estefan	Alicia Alonso Pinche

Pinche				Pinche
		gratita 		
Pinche				Pinche

SAMPLE 2.4, GRADES K-4**PROTOTYPE ASSESSMENT***Más personas importantes***PRUEBITA****Nombres de personas importantes**

Some very important people are speaking to you today. Can you guess who each person is? **Write the person's name in the space under each question.**

5 = Excelente 4 = Muy bien 3 = Aprobado 2-1-0 = Caramba

(One is Roberto Clemente; another is Rubén Blades; another is Antonio Gaudí; another is Rigoberta Menchú; and one is Frida Kahlo.)

1. Hola, soy de Panamá. Soy muy inteligente. Soy cantante. Soy actor. Soy político. Soy un señor increíble. ¿Quién soy yo?
2. Hola. Soy de Guatemala. Soy indígena. Soy la ganadora del Premio Nobel de Paz. Soy una señorita muy amable. ¿Quién soy yo?
3. Hola. Soy de México. Soy artista. Me gusta pintar. Me gustan las pinturas de Diego Rivera. Soy una señora rara. ¿Quién soy yo?
4. Hola. Soy de Carolina, Puerto Rico. Soy famoso. Me gusta jugar béisbol con los Pirates de Pittsburgh. Soy excelente. También soy humanitario. ¿Quién soy yo?
5. Hola. Soy de Barcelona, España. Soy arquitecto. Mi iglesia es muy famosa. Soy muy diferente. ¿Quién soy yo?

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SAMPLE 2.4, GRADES 5-8**ILLUSTRATIVE LEARNING ACTIVITY***Music is the Key!*
Geografía musical

Students in Cassandra Butler’s Spanish class devote a unit to learning how geography and history relate to certain musical instruments from Spanish-speaking countries. The class studies the countries, the locations of their capitals, and the music that is associated with a variety of geographical areas. The students handle maracas, castanets, rainsticks, conch shells, a zampona, a güiro and a conga drum. They compare the sound of the maracas to that of a rattlesnake, and the sound of a rainstick to that of falling rain. Aside from learning to appreciate the beauty of the instruments and the sounds they can create, the students also discover that many of these instruments have a utilitarian nature as well. For example, they learn that the rainstick was used to ward off evil spirits and the conch was used among the Aztecs of Mexico to communicate over long distances.

The class discusses where they would most likely have to travel to hear the most typical samples of different kinds of music. For example, they learn that the zampona originated in the Andes, the güiro is from the Caribbean and castanets are from Spain. They listen to tapes in order to recognize the music that is created by different instruments. To obtain samples of world music, Ms. Butler audiotapes world music programs on public radio and college radio stations.

As a culminating activity, students are told that they have been kidnapped and are blindfolded so they have no visual clues about their location. Then they listen to a short sampling of audiotape (approximately 25 seconds per sample) and try to guess where they are. For example, flamenco music tells them that they are probably in southern Spain; mariachi music tells them that they are likely to be in Mexico, etc. As they listen to the audiotape, they create artistic representations of a musical map of the Spanish-speaking world.

The illustrative learning activity and prototype assessment titled *Music is the Key!* are adapted and reprinted with permission from *Geografía musical* by Cassandra Butler, Spanish teacher at Granby Memorial Middle School, Granby, Connecticut.