

7-2012

## Encuentro entre culturas [9th-12th grades]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Encuentro entre culturas

Grade Level: 9-12

Subject/Topic Area(s): Spanish III

Designed By: Jennifer Aranda and Juanita Castillo

Time Frame: 14-16 days

School District: Northeast Independent School District

School: Claudia Taylor Johnson High School

School Address and Phone: 23203 Bulverde Road  
San Antonio, Texas 78259  
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**Brief Summary of Unit** (Including curricular context and unit goals):

In the teaching of the Spanish language, we know that it is not only assuring that students know the grammatical concepts and vocabulary, but also ensuring that the students understand the cultural references and connections. It is this way that students are able to fully involve themselves in the language and become life-long learners.

The Unit, “Encuentro entre culturas”, fuses the Spanish culture with the united states, depicting some of the beautiful architectural influences that have been fused to our own.

In this Unit, students will be able to describe how different cultures interact, and be able to understand cultural perspectives of different ethnic groups in the United States and the cultural diversity in the Spanish-Speaking world.

## UbD Template 2.0

Stage 1 – Desired Results		
<p><b>Texas Foreign Language Standards:</b>  <b>1.A:</b> Engage in oral and written exchanges of learned material to socialize and to provide and obtain information  <b>1.B :</b> Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics  <b>1.C:</b> Present information using familiar words, phrases, and sentences to listeners and readers  <b>2.A:</b> Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studies  <b>3.A:</b> Use resources ( that may include technology) in the language and cultures being studied to gain access to information  <b>4.A:</b> Demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied  <b>4.B:</b> Demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied  <b>4.C:</b> Demonstrate an understanding of the influence of one language and culture on another  <b>5.A:</b> Use language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to communicate, demonstrate, and present the architectural influences and connections between communities in the United States and Latin America.</i></p>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• <i>Architecture is an important cultural aspect of understanding the past and the connection with the present.</i></li> <li>• <i>There are different architectural components of Spanish buildings.</i></li> <li>• <i>Architecture and construction is purposeful.</i></li> <li>• <i>There are specific ways in which we describe what someone would do or what a situation would be like..</i></li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How has the United States been influenced by Spanish Speaking Countries?</li> <li>• What building techniques have been introduced by a Spanish speaking country and how have they influenced building techniques in the United States?</li> <li>• What landmarks are you familiar with that have been influenced by a Spanish speaking country?</li> <li>• What is the importance of understanding the history of the Spanish Landmarks in your community?</li> <li>• How would our community differ without the influences of the Spanish speaking world?</li> </ul> </td> </tr> </table>	<p><b>Understandings</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• <i>Architecture is an important cultural aspect of understanding the past and the connection with the present.</i></li> <li>• <i>There are different architectural components of Spanish buildings.</i></li> <li>• <i>Architecture and construction is purposeful.</i></li> <li>• <i>There are specific ways in which we describe what someone would do or what a situation would be like..</i></li> </ul>
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<b>Acquisition</b>		
<p><b>Knowledge</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <i>Conditional tense</i></li> <li>• <i>Interrogatives</i></li> <li>• <i>Changes in the Preterit tense</i></li> <li>• <i>Vocabulary that relates to architecture, culture, and history.</i></li> <li>• <i>Community related vocabulary</i></li> </ul>	<p><b>Skills</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <i>Understand conditional phrases</i></li> <li>• <i>Ask and answer questions.</i></li> <li>• <i>Talk about past events using correct grammar.</i></li> <li>• <i>Talk about architecture, culture, and communities.</i></li> </ul>	

<b>Stage 2 – Evidence</b>		
<b>CODE (M or T)</b>	<b>Evaluative Criteria (for rubric)</b>	
T  M  T	Well-crafted display.  Well researched and planned.  Accuracy of usage of the conditional tense.	<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p><i>Students will choose a historical Spanish landmark located in the United States, from a predetermined list made by the teacher. (eg. Mission San Jose, San Antonio TX.) Students will be researching and writing on the history, cultural influences, geography, and usage of the selected historical Spanish Landmark. Students will be creating a Power Point or a scale model to depict the architectural integrity and structure. Project will be done entirely in target language. Using the conditional tense, the students will write a personal opinion page telling why or why not they would visit their historical Spanish landmark.</i></p> <p><b>Other Evidence (e.g., formative)</b></p> <ul style="list-style-type: none"> <li>• Unit vocabulary quiz</li> <li>• Conditional tense quiz/Interrogative Quiz</li> <li>• Unit exam</li> </ul>
<b>Stage 3 – Learning Plan</b>		
<b>CODE (A, M, T)</b>	<b>Pre-Assessment</b>	
	<p><i>Pre-Assess: Give a graded quiz over previous knowledge on previously learned community vocabulary and the preterit tense.</i></p> <p><i>KWL- Teacher will post the following questions on two butcher sheets of paper, “What is the importance of understanding the history of the Spanish landmarks in your community?” and “How would our community differ without the influences of the Spanish speaking world?.” Students will be provided sticky notes to respond to the first two sections in the K-W-L model: what they know and W: what they would like/want to know. As a class discuss the commonalities.</i></p>	
A.M	<p><b>Learning Activities</b></p> <p><b>1. Introduce first EQ: How has the United States been influenced by Spanish Speaking Countries? Teacher will guide students learning by presenting some examples of Spanish influences in the United States today. Class will discuss the influences and think of other ways in which Spanish speaking countries have influenced the United States. Students will answer the question, “In what ways do Spanish speaking countries influence my lifestyle?” Students will be able to make connections between Spanish culture and their own. PowerPoint Presentation: The Influence of Spanish Speaking Countries in the</b></p>	<p>Progress Monitoring (e.g., formative data) Writing and oral skills</p>

A,M,T	<p><b>United States</b></p> <p>2. <b>Pre-writing: Using previous knowledge students will answer: What does your home say about who you are? Describe in detail the architecture of your home. Explain what makes it “your” home. Ex. two story, brick, 4 bedroom...etc. Students will use prior knowledge of vocabulary and the present tense. Student will share with class.</b></p>	<p>Writing and oral skills Analyzing and discussing</p>
M	<p>3. <b>Key vocabulary terms are introduced using various learning activities. Students will read and discuss relevant selections from the Spanish Textbook to support activities and task.</b></p> <ul style="list-style-type: none"> <li>• <b>Realidades 3 textbook, actividad 1, P. 344-345, <i>a primera vista</i>. “Estilos y culturas”. Students will listen to a narrator explain the different styles and cultures found in Spain.</b></li> </ul>	<p>Vocabulary acquisition</p>
A,M	<ul style="list-style-type: none"> <li>• <b>Realidades 3 textbook, p. 356-357, <i>A primera vista</i>, actividad 17, <i>Diferentes opiniones</i>. Students will read, “la llegada: los aztecas y Hernan Cortes and answer questions over the interaction between different cultures using the key vocabulary.</b></li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• <b>Realidades 3 textbook, p. 348, actividad 5 ;<i>Bienvenido a Toledo!</i> Student will fill in a short paragraph with the appropriate vocabulary to extend the learning of key vocabulary.</b></li> </ul>	
A,M	<ul style="list-style-type: none"> <li>• <b>Realidades 3 textbook, p. 360, actividad 20, <i>¿Qué significa esta palabra?</i> Students will work in pairs to write their own definitions for the vocabulary terms.</b></li> </ul> <p>4. <b>Review vocabulary on architecture, culture, and history. Students may review architecture, culture, and history vocabulary through any activities that teacher deems</b></p>	<p>Vocabulary acquisition Recognition of previously learned vocabulary</p>

A,M	<p>appropriate. Suggested tools and activities.</p> <ul style="list-style-type: none"> <li>• <a href="#">Conjuguemos</a> where students are able to practice and be assessed on their understanding of subject matter. Results for activity may be printed for evaluation.</li> </ul>	Grammar acquisition Recognition of previously learned grammar
A,M	<ul style="list-style-type: none"> <li>• Play Tic Tac Toe using vocabulary words. Students get into groups of two and draw a large tic tac toe board on a white board or sheet of paper. Give a word or definition. The first person writes the word in the target language in the square where they would like their designated X or O. After 30 seconds call time and reveal the correct answer on the board. Students earn their letter by having it spelled correctly. This can also be done as a class by splitting the class into two teams and playing one game at the board.</li> </ul>	
M,T	5. Give a quiz on architecture, culture, and history vocabulary.	Quiz
A,M	<p>6. Introduce second EQ: What building techniques have been introduced by a Spanish speaking country and how have they influenced building techniques in the United States? Teacher will guide student learning with a presentation showing the typical materials, styles, and architecture of a Spanish Speaking Country. Student will be asked to think of the styles, materials and architecture in their own community and compare and contrast. Video: <a href="#">Traditonal Spanish Architecture</a></p>	Ability to make connections between cultures Ability to compare and contrast between the fusion of cultures
A,M	7. Review interrogative words. Students will be reviewing question statements using their previous knowledge on interrogative words. They will be introduced to learning activities that will re-fresh the understanding of asking and answering questions.	Acquisition of interrogative words.

<p>M,T</p>	<p><b>Students will practice with activities in the textbook. (p.339)</b></p> <p><b>8. Activity: Using three distinct pictures, (1<sup>st</sup> from Andalucía, 2<sup>nd</sup> from a mission in San Antonio, and 3<sup>rd</sup> from a mission in California) students will answer the questions: Where do you think this is located? Here in the United States? Why or why not? Describe any distinctive aspects that you believe are relevant to its location. With a partner they will share and discuss their answers and ideas using previous knowledge of vocabulary and interrogative words.</b></p>	<p>Ability to make connections through comparisons.</p>
<p>A, M</p>	<p><b>9. Introduction of the conditional tense. Students will practice the conditional tense through the use of different teacher selected activities.</b></p> <ul style="list-style-type: none"> <li>• <b>Realidades 3 textbook activities on page 352-353. Actividad 11, “La Ruta Quetzal” y Actividad 13, “No sabia que en...</b></li> </ul>	<p>Acquisition of grammar</p> <p>Ability to use prior knowledge to create and present information</p>
<p>M, T</p>	<p><b>10. Students will work in groups to complete a dialogue exercise using the conditional tense and interrogatives in the target language. In groups of 5, students will complete the following activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Imagine that you have just moved to a new state and you want to learn more about your new community. You are going to make a list of 5 questions each to ask someone your age that currently resides in your new community. (ex. Where could I go to find people my age?, What sports are most popular?, What is the most popular restaurant for teenagers?)</b></li> <li>• <b>In your group you will pick a minimum of 6 questions. Answer the questions and use the answers to write a brief description of your community.</b></li> </ul>	<p>Quiz</p> <p>Ability to understand the contributions of the Spanish-Speaking world</p>
<p>A, M</p>	<p><b>11. Give a quiz on the conditional tense</b></p>	

<p>A,M,T</p>	<p>and interrogatives.</p> <p><b>12. Introduce third EQ: What landmarks are you familiar with that have been influenced by a Spanish speaking country? Teacher will guide student learning with a presentation of some landmarks in the United States that have been influenced by a Spanish speaking country. Students will be asked to look and listen to the video and the reading. Students will be prompted at the end of the presentation to make a list of some of the common architectural structures that they saw, some of the distinct features of the location, or even commonalities in the history of the landmarks. Suggested reading from the Realidades 3 textbook, <i>Adelante</i>, pgs. 370-371, <i>Puente a la cultura-Las misiones de California</i></b></p> <p><b>Suggested video <a href="#">Untold Stories: San Antonio Missions: Keep the History Alive</a></b></p>	<p>Assessment Rubric Based/Student monitored through project process</p>
<p>A,M, T</p>	<p><b>13. Introduction of performance task-</b></p> <p><i>Students will choose a historical Spanish landmark located in the United States, from a predetermined list made by the teacher. (eg. Mission San Jose, San Antonio TX.) Students will be researching and writing on the history, cultural influences, geography, and usage of the selected historical Spanish Landmark.</i></p> <p><i>Students will be creating a power point or a scale model to depict the architectural integrity and structures all while using the target language. Using the conditional tense, the students will write a personal opinion page telling why or why not they would visit their historical Spanish landmark.</i></p>	<p>Assessment and recall of chapter concepts</p> <p>Exam</p> <p>Assessment of recognition and finding of new concepts and knowledge</p>
<p>M,A</p>	<p><b>14. Chapter review- Students will review in preparation for chapter exam. All aspects of chapter will be covered; community, culture, and history vocabulary and conditional tense.</b></p>	
<p>T M,T</p>	<p><b>15. Chapter exam</b></p> <p><b>16. K-W-L Activity revisited with the same butcher sheets from the K-W-L Activity in the pre-assessment students will complete the last section of the K-W-L model. Using sticky notes students will write down what they learned about the following two questions, “What is the importance of understanding the history of the Spanish landmarks in your community?” and “How would our</b></p>	

	<p><b>community differ without the influences of the Spanish speaking world?.' After a brief walk through a gallery setup in class, the students will have a discussion on the commonalities between the historical landmarks.</b></p>	
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## A ver si recuerdas vocabulario capítulo 8

### **Construcciones**

El edificio historic  
La fuente  
La iglesia  
La mezquita  
El monumento  
El museo  
El palacio  
La plaza  
El puente  
La sinagoga  
El teatro

### **Para indicar el lugar**

A la derecha  
A la izquierda  
Al lado de  
Cerca de  
Debajo de  
Delante de  
Detrás de  
Entre  
Lejos de

### **Para indicar el tiempo**

Cuánto tiempo hace que...?  
Desde  
La fecha  
Hace...dos, tres, cuatro años  
Hace mucho/ poco tiempo  
Recientemente

### **Para describir**

Antiguo (a)  
Enorme  
Grande  
Horrible  
Moderno (a)  
Nuevo(a)  
Pequeño (a)  
Viejo (a)

### **En la ciudad**

La avenida  
La calle  
La cuadra  
La esquina

### **Las relaciones**

Colaborar  
Comunicarse  
El conflict  
Desconfiar  
Llevarse bien/mal  
La pelea  
Ponerse de acuerdo  
Reaccionar  
Relacionarse

### **Acciones**

Atreverse  
Capturer  
Destruir  
Escarpase  
Luchar  
Matar  
Morirse  
Refugiarse  
salvar

## El Preterito

The preterit form is used to talk about actions that were completed in the past.

Verbs that end in *-car*, *-gar*, *-zar* have a spelling change in the *yo* form.

Buscar c → qu

Pagar g → gu

Almorzar z → c

Mirar, Aprender, Escribir

Yo	<b>Miré</b> <b>Aprendí</b> <b>Escribí</b>	Nosotros/nosotras	<b>Miramos</b> <b>Aprendimos</b> <b>Escribimos</b>
Tú	<b>Miraste</b> <b>Aprendiste</b> <b>Escribiste</b>	Vosotros/vosotras	<b>Mirasteis</b> <b>Aprendisteis</b> <b>Escribisteis</b>
Ud/el/ella	<b>Miró</b> <b>Aprendió</b> <b>escribió</b>	Uds/ellos/ellas	<b>Miraron</b> <b>Aprendieron</b> <b>escribieron</b>

## Irregular verbs

Yo	<b>oí</b> <b>creí</b> <b>leí</b> <b>destruí</b>	Nosotros/nosotras	<b>Oímos</b> <b>Creímos</b> <b>Leímos</b> <b>Destruimos</b>
Tú	<b>Oíste</b> <b>Creíste</b> <b>Leíste</b> <b>Destruíste</b>	Vosotros/vosotras	<b>Oísteis</b> <b>Creísteis</b> <b>Leísteis</b> <b>Destruísteis</b>
Ud/el/ella	<b>oyó</b> <b>creyó</b> <b>leyó</b> <b>destruyó</b>	Uds/ellos/ellas	<b>Oyeron</b> <b>Creyeron</b> <b>Leyeron</b> <b>destruyeron</b>

K-W-L

You will write down what you know (K), what you would like to know (W), and what you learned (L) and the following questions. After the gallery walk and discussion you would add some of your classmates' ideas, thoughts, and suggestions to your table. We will be using this worksheet at the end of the unit as well.

What is the importance of understanding the history of the Spanish landmarks in your community?		
K	W	L

How would our community differ without the influences of the Spanish speaking world?		
K	W	L



## FOOD THAT CHANGED OUR WORLD

For many foods which we now enjoy and rely upon, we must thank the people of Spanish speaking countries who domesticated or discovered them and introduced them to the United States. Just to name a few:

- Tomatoes
- Chili peppers
- Chocolate
- Vanilla
- Corn
- Pineapples
- Cashews
- Avocados
- Strawberries



## MUSIC AND DANCE

- *Salsa*
- *Mariachi*
- *Flamenco*
- *Tango*
- *Cumbia*
- *The Jarabe Tapatío (traditional hat dance)*
- *Mambo*
- *Merengue*
- *Rumba*
- *Cha Cha Cha*
- *Bachata*
- *Samba*



## LANGUAGE-

In a world where the Spanish language is the third most spoken tongue, there is little doubt that learning Spanish can be an advantage in many aspects of your life. Spanish will allow you to keep in touch and up to date with the influence of the Hispanic culture which is becoming progressively authoritative in the United States and throughout the world. Learning the language can help you advance and open many doors socially, academically, and professionally.



## STYLE

Besides some of the hottest fashions coming from Spanish Speaking Countries, Spanish and Mexican Architecture has also influenced our community and the United states.



## Vocabulario capítulo 8

### **Para hablar de construcciones**

El acueducto  
El arco  
La arquitectura  
El azulejo  
El balcón, los balcones  
La construcción  
La reja  
La torre

### **Para hablar de la llegada a las Américas**

Anteriormente  
El arma, las armas  
La batalla  
La colonia  
La conquista  
El imperio  
El/ la indígena  
La maravilla  
La misión  
El/ la misionero (a)  
La población  
El poder  
Poderoso (a)  
El reto  
La riqueza  
El/la soldado  
La tierra

### **Para hablar del encuentro de culturas**

Africano (a)  
El antepasado  
El/ la árabe  
Cristiano (a)  
La descendencia  
Desconocido (a)  
El encuentro  
La época  
Europeo (a)  
La Guerra  
El grupo étnico  
La herencia  
El idioma  
La influencia  
El intercambio  
El / la judío (a)  
La lengua  
La mercancía  
La mezcla  
El musulmán, la musulmana  
El /la romano (a)  
La raza  
El resultado  
La semejanza  
La unidad  
La variedad

## **Verbos**

Adopter

Asimilar(se)

Componerse de

Conquistar

Dejar huellas

Dominar

Enfrentarse

Establecer

Expulsar

Fundar(se)

Gobernar

Intergrarse

Invader

Luchar

Ocupar

Rebelarse

reconquistar

## **Otras expresiones y palabras**

Al llegar

Maravilloso(a)

Único (a)

## Asking Questions

When asking questions you use an interrogative (who, what, when, where, why and so on).

¿Qué?- What?

¿Cómo?- How?

¿Quién?- Who?

¿Con quién?- With who?

¿Dónde?- Where?

¿Adónde?- To where?

¿De dónde?- From where?

¿Cuál?- Which?

¿Por qué?- Why?

¿Cuándo?- When?

In Spanish, when asking a question with an interrogative word you put the verb before the subject.

# ¿Dónde están ubicadas?

1



2



3



<http://turismoruralenarcosdelafrontera.wordpress.com/2009/12/12/el-patio-andaluz/>

## I. Look at the pictures above and answer the following questions:

1. Where do you think each picture is located?
2. Here in the United States? Why or why not?
3. Describe at least 3 distinctive aspects for each picture that make you believe are relevant to its location.

PICTURE 1:

PICTURE 2:

PICTURE 3:

## El Condicional

Def. Express what a person would do or what a situation would be like.

	Hablar	Ser	Ir
Yo	Hablaría	Sería	Iría
Tú	Hablarías	Serías	Irías
Él Ella Ud.	Hablaría	Sería	Iría
Nosotros Nosotras	Hablaríamos	Seríamos	Iríamos
vosotros vosotras	Hablaríais	Seríais	Irías
Ellos Ellas Ustedes	hablarían	serían	Irían

### Verbos irregulares

All verbs that are irregular in the future tense are irregular in the conditional.

Caber- cabr

Poder- podr

Poner- pondr

Tener- tendr

Decir- dir

Querer- querr

Haber- habr

Valer- valdr

Salir- saldr

Saber- sabr

Hacer- har

Venir- vendr

Usos:

To express speculation about the past

Ej. Aquél día correrían más de veinticinco kilómetros.

To express the future from the perspective of the past

Ej. Yo sabía que abrirían la tienda a las siete.

To express hypothetical actions or events which may or may not occur

Ej. Sería interesante estudiar chino.

To indicate what would happen were it not for some certain specific circumstance

Ej. Yo viajaría pero no tengo dinero.

For polite use to soften requests

Ej. Por favor, ¿podría decirme a qué hora abre la gasolinera?

To ask for advice

Ej. ¿Cuál compraría Ud.?

For reported speech

Ej. Juan dijo que terminaría el trabajo.

To express what would be done in a particular situation

Ej. ¿Hablarías inglés en España? No. Hablaría español.

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_ Hora \_\_\_\_\_  
Español III

### **Mi destinación histórica**

I. *Students will be asked to research a historical Spanish landmark located in the United States. The landmark will be assigned by a predetermined list previously made by the teacher. (Mission San Jose, San Antonio TX.) In this Project the student will be asked to become an expert on this landmark and become a guide for his/her classmates on the landmark chosen. Students will be researching and writing on the history, cultural influences, geography, and the usage of the historical landmark. Students will have two options in creating and presenting this project; work individually or with a partner. To create this project the student will have the option to present a Power Point or create a scale model of their historical Spanish Landmark. The student is to depict the architectural integrity and structures of the landmark all while using the key vocabulary and grammar to deliver the material in the targeted language. Using the conditional tense, the students will write a personal opinion paper telling why or why not someone should visit their historical Spanish landmark.*

**II. Presentation on historical Spanish landmark will need to be within a 5-7 minute time frame.**

#### ***Power Point will need to include:***

- Title page (Name, title, class period, and date)
- History (when was it built? Who built it? Why was it built?)
- Geography (Location?)
- Architecture (What type of Building material? What type of Building Style?)
- Usage (Why was it built? How was it used? How is it used today?)
- Cultural influences (How has it influenced the community?)
- Summary of opinion page.
  - An image/illustration needs to be included in each slide.

#### **III. Scale model:**

*A Scale model needs to be a representation or a copy of the landmark, which seeks to maintain the relative proportions of the physical size of the original object. Very often the scale model is used as a guide to making the object in full size. Your scale model will represent a replica of your Spanish historical landmark. You must have your Scale Model labeled with appropriate vocabulary. You must also have an illustrated printout of your researched landmark. You must also write a brief paper with the following information.*

#### ***Paper must include:***

- Title page (Name, title, class period, and date)
- History (when was it built? Who built it? Why was it built?)

- *Geography (Location?)*
- *Architecture (What type of Building material? What type of Building Style?)*
- *Usage (Why was it built? How was it used? How is it used today?)*
- *Cultural influences (how has it influenced the community?)*
- *Summary of opinion page.*

***This Project will count as two test grades!***

- ***-A test grade for overall research and product***
- ***-A test grade for Oral Presentation of information!***

**Project Break Down:**

1. ***-Day One:*** *Be assigned your Spanish Historical Landmark.*

*Decide if you would like to work individually or with a partner. Begin brainstorming and writing down ideas.*

*Ej. History, geography, usage, architecture, building materials...*

2. ***-Day Two and Three:*** *Research your Landmark. Start Mapping out important information that you want to present and share with your classmates. Decide if you will choose to create a power point presentation or a scale map.*

***\*Work on presentation/project at home.***

3. ***-Day Four:*** *Start an outline/rough draft of your opinion page.*

***\*Continue to work on presentation/project at home.***

4. ***-Day Five:*** *Revise \*Class time to work on presentation/project in class*

***\*Finish work on presentation/project at home.***

5. ***-Day Six:*** *Presentation of project to class*

***\*Turn-in personal opinion page (If with a partner, each of you must have a personal opinion page to turn-in)***

6. ***-Day Seven:*** *Continuation and completion of Presentations*

***Rubric is below:***

Student name: \_\_\_\_\_ Subject: Spanish III  
Mi Destino historico

Grade: 9-12

Evaluated By:

Self  Peer  Teacher

Score	5	10	15	20
<i>Content</i>	Does not seem to understand the topic very well.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Shows a full understanding of the topic.
<i>Your use of illustration</i>	Your photos or illustrations are not labeled.	Your photos or illustrations are incorrectly labeled.	Your photos or illustrations are disorganized.	Your photos or illustrations are organized Your presentation is easy to understand.
<i>Preparedness</i>	Student does not seem prepared at all to present.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is completely prepared and has obviously rehearsed.
<i>Your presentation</i>	You did not include the required information.	You include some of the required information.	You include most of the required information.	You have included all of the required information.
<i>Grammar and vocabulary</i>	Presentation is error filled.	Presentation has numerous grammar use or vocabulary errors.	Speaker almost always correctly uses vocabulary and grammar.	Speaker correctly uses grammar and vocabulary throughout the presentation.

Comments: