

**MANCHESTER COLLEGE**  
**Department of Education**

**LESSON PLAN by:** Stephanie Hofer

**Lesson:** Spain – Culture and Famous Landmarks

**Length:** 30 minutes (all but 20 minutes of a 50 min period)

**Age or Grade Intended:** eighth grade Spanish I students and seventh grade Spanish students

**Academic Standard(s):**

Seventh Grade:

- MH 7.1.8 Use speaking and listening strategies to facilitate communication.
- MH 7.2.3 Make educated guesses about meaning in familiar contexts, using cognates and familiar vocabulary.
- MH 7.6.2 Use digital media and/or culturally authentic resources to study target cultures.
- MH 7.7.5 Identify some daily living patterns of other cultures and the learner’s own culture.

Eighth Grade:

- MH 8.1.8 Use speaking and listening strategies to facilitate communication.
- MH 8.4.2 Examine products, perspectives, and symbols of the target cultures through guided participation.
- MH 8.6.2 Use digital media and culturally authentic resources to study target cultures.
- MH 8.7.5 Compare the social patterns of other cultures and the learner’s own culture.

**Performance Objectives:**

1. Given the “¿Aprender el español? ¿Por qué?” worksheet, students will follow along with the PowerPoint on Spain to complete the questions, verified by the teacher for completion.
2. Given the YouTube videos about Carlos Baute, students will practice their listening skills in Spanish, verified by being able to recognize at least ten Spanish words per song.

**Assessment:** Students will be completing a worksheet during a PowerPoint video to enhance instruction and help students focus on key points from within the presentation. This assignment will be graded for completion. Also, students will be listening to two YouTube videos to develop their listening skills in the target language. Students are asked to listen for ten words from each song that they recognize. This will be a participation activity that will help direct the discussion afterward. Ideally, this lesson would be the introduction to a short unit, leading to more activities with vocabulary and an assessment.

**Advanced Preparation by Teacher:**

1. Create and prepare the attached PowerPoint on Spain

2. Create and copy the attached “¿Aprender el español? ¿Por qué?” worksheet and answer key that goes with the PowerPoint
3. Pre-load both YouTube videos:
  - A. <http://www.youtube.com/watch?v=bH7TaGSQDGc>
  - B. <http://www.youtube.com/watch?v=mME-URRbak8>

### **Procedure:**

**Introduction/Motivation:** ¡Hola, clase! Vamos a hablar sobre España! (Hello, class. Today, we are going to talk about Spain.) Why do you think that we should talk about Spain? Has anyone ever been there? Well, I spent four months living there and am going to show you some amazing pictures from my adventure. I want you to know that there is more to knowing a language than just sitting in class learning vocabulary.

### **Step-by-Step Plan:**

1. After introducing the topic about Spain, hand students the attached “¿Aprender el español? ¿Por qué?” worksheet. Explain to students that this worksheet goes with the PowerPoint and that you will be explaining each answer as the presentation progresses.  
Gardner: Visual/Spatial, Verbal/Linguistic, Intrapersonal  
Bloom's: What do you already know about Spain? - Knowledge
2. Begin the PowerPoint, stopping to explain any questions students may have about a picture or the worksheet.  
Bloom's: What can you say about this picture? – Comprehension  
Bloom's: Explain what is happening in this picture. - Comprehension
3. Continue with and finish the PowerPoint, writing hard to see words or phrases on the chalkboard for students to see and stay focused. Make sure that students are having enough time to answer the questions.
4. After finishing the PowerPoint, have students turn in the worksheet then head back to their seats.
5. Tell students about the two YouTube videos that are ready. These videos are about Carlos Baute, a famous singer from Spain that was very popular when I was there. I have chosen two of his well-known songs.  
Gardner: Musical/Rhythmical, Verbal/Linguistic  
Bloom's: What is the theme of this song? - Analysis
6. During the video, have the students try to recognize at least ten Spanish words that they know per song.
7. After the video, have a discussion about the culture of Spain, the importance of listening to music in Spanish when learning a language, and answer any remaining student questions.  
Gardner: Interpersonal  
Bloom's: Select one of your favorite pictures that you just saw. How would you explain this picture to one of your friends? – Application  
Bloom's: compare and contrast Spain's culture with your own. What are some differences? – Analysis  
Bloom's: What would you select as the most important aspect of Spain's culture and why?- Evaluation

**Closure:** I hope that everyone has a better understanding of why it is important to learn another language and that there is more to learning a language than just being in a Spanish class learning vocabulary. Tomorrow we will learn some vocabulary specific to Spain and talk more about some culture aspects that we did not get to today. Have a great day! ¡Hasta mañana chicos!

**Adaptations/Enrichment:**

**Student with a learning disability:**

A student with a learning disability in listening could be given a list of directions in both the target language and English. This student could use assistive technology to translate a given word quickly or to have a phrase or instructions repeated for understanding. A student with a disability in reading could have the sentences on the worksheet read to him or her while filling in the correct answer or use assistive technology to turn the text to speech. A student with a disability in writing would only struggle with writing the fill-in-the-blank answers fast enough. This student would benefit from a word bank or a multiple choice assessment instead of fill-in-the-blank. Any student with a learning disability will succeed during this lesson!

**Enrichment:**

- Treat this lesson as the introduction to a mini unit on Spain and begin explaining vocabulary or other cultural practices.
- Have a discussion on comparing the student's own culture to the culture of Spain.
- Ask students if they know of other countries that have similar customs to those of Spain.
- Show more pictures of a cultural event or celebration.

**Self-Reflection:** (After really teaching this lesson)

Overall, I feel as though this lesson went well. I noticed that the seventh graders were not as interested to ask questions as the eighth graders, but that could be expected, as the older students have spent a longer amount of time studying the culture previous to my presentation. I think it was a good idea to have my pictures in consecutive order geographically and to show maps of what city I was showing them so they could have a better mental picture of the area. My cooperating teachers both mentioned that it was a good idea to have a worksheet for students to fill out during the presentation to keep them on task, focused, and interested. When I played the YouTube for most classes (I did not have time in some classes), the students enjoyed the challenge of listening for words that they already knew. I think that this was a good teaching technique for a foreign language classroom because students need to develop their listening skills in the target language. I must admit that some classes went better than others, as I taught this to two seventh grade classes and two eighth grade classes, but overall, it was really fun to share my experience and stress to students that there is more to learning a language than just sitting in class. If I were to teach this lesson again, I would do it over the course of two days, so that one entire period is not dedicated to a presentation.

# ¿Aprender el español? ¿Por qué?



¡España!



## Spain Quick Facts:

**Capital:** Madrid  
**Idiomas:** Castellano  
(Vosotros); Catalán  
**Población:** 40.2 millones de  
personas  
**Tipo de Gobierno:**  
Monarquía Parlamentaria  
(Parliamentary Monarchy)  
**El Rey y La Reina:** Juan  
Carlos I y Sofía



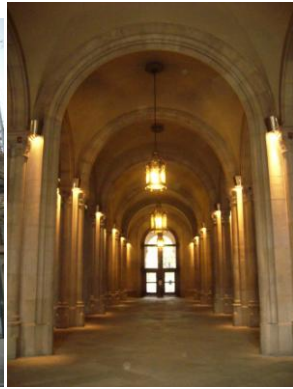
# Barcelona



**Mis Padres Españoles:**  
Manolo Vicente y María Luisa  
Panadero



# Universitat de Barcelona



# Sagrada Família



# Parc Güell



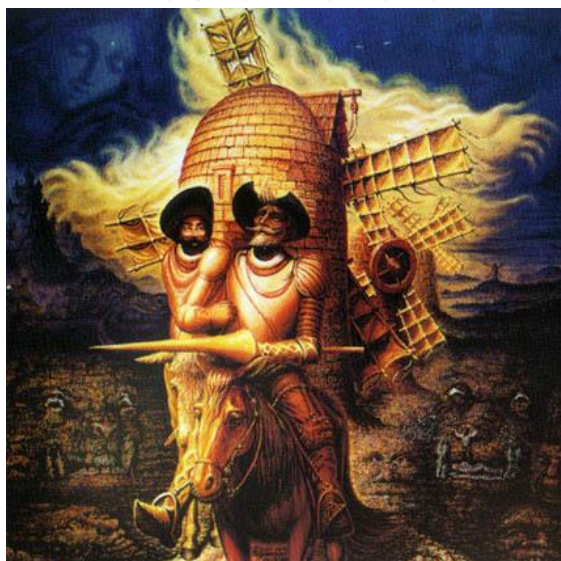
# Casa Batlló



# Madrid



Miguel de Cervantes: Don Quijote  
de la Mancha



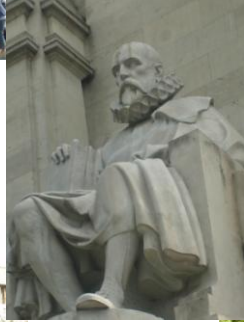


Don Quijote y Sancho Panza

## Madrid, España



Miguel de Cervantes



## Palacio Real de Madrid





PLAZA MAYOR



EL MUSEO  
DEL PRADO



REINA  
SOFIA

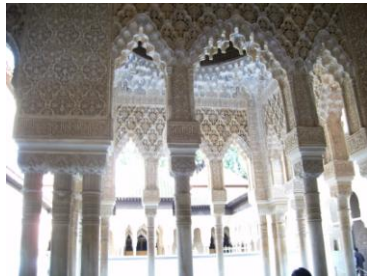
GUERNICA:  
PABLO  
PICASSO



# Andalucía



# La Alhambra: Granada



# Sevilla





# Córdoba



Nombre \_\_\_\_\_ Período \_\_\_\_\_

### ¿Aprender el español? ¿Por qué?

Fill in the blanks with the answer that best completes each sentence.

1. Capital of Spain: \_\_\_\_\_
2. Two languages spoken in Cataluña: \_\_\_\_\_ and \_\_\_\_\_
3. Two main colors on Spain's flag: \_\_\_\_\_ and \_\_\_\_\_
4. The University of Barcelona has about \_\_\_\_\_ (how many) students.
5. Sagrada Família means: \_\_\_\_\_
6. The famous novel by Miguel de Cervantes, \_\_\_\_\_  
\_\_\_\_\_, is the most well-known piece of literature from Spain.
7. The two main characters in the Don Quijote story are: \_\_\_\_\_ and  
\_\_\_\_\_
8. Plaza \_\_\_\_\_ in Madrid is a very famous landmark. It is a \_\_\_\_\_-shaped area  
once designated as apartments for the wealthy.
9. Two famous museums in Madrid:
  - a. \_\_\_\_\_ del \_\_\_\_\_
  - b. \_\_\_\_\_
10. \_\_\_\_\_, a famous painting by Pablo Picasso, is located in the Reina Sofia  
museum in Madrid.
11. The most famous landmark in Granada, Spain is \_\_\_\_\_.
12. Flamenco, a type of dancing that originated in \_\_\_\_\_, Spain, is still performed  
throughout the whole country today.
13. La Mezquita, the famous mosque in Córdoba is known for its \_\_\_\_\_ pillars and  
arches.

Nombre \_\_\_\_\_ **KEY** \_\_\_\_\_ Período \_\_\_\_\_

### ¿Aprender el español? ¿Por qué?

Fill in the blanks with the answer that best completes each sentence.

1. Capital of Spain: \_\_\_\_\_MADRID\_\_\_\_\_
2. Two languages spoken in Cataluña: \_\_CASTELLANO\_\_ and \_\_\_\_CATALÁN\_\_
3. Two main colors on Spain's flag: \_\_RED\_\_\_\_\_ and \_\_\_\_YELLOW\_\_\_\_\_
4. The University of Barcelona has about \_\_90,000\_\_ (how many) students.
5. Sagrada Família means: \_\_\_\_SACRED\_\_\_\_\_ \_\_\_\_FAMILY\_\_
6. The famous novel by Miguel de Cervantes, \_\_DON\_\_ \_\_QUIJOTE\_\_ \_\_DE\_\_ \_\_LA\_\_  
\_\_MANCHA\_\_, is the most well-known piece of literature from Spain.
7. The two main characters in the Don Quijote story are: \_\_DON\_\_\_\_ \_\_\_\_QUIJOTE\_\_ and  
\_\_SANCHO\_\_ \_\_PANZA\_\_
8. Plaza \_\_MAYOR\_\_ in Madrid is a very famous landmark. It is a \_\_SQUARE\_\_-shaped  
area once designated as apartments for the wealthy.
9. Two famous museums in Madrid:
  - c. \_\_MUSEO\_\_ del \_\_PRADO\_\_
  - d. \_\_REINA\_\_ \_\_SOFIA\_\_
10. \_\_GUERNICA\_\_, a famous painting by Pablo Picasso, is located in the Reina Sofia  
museum in Madrid.
11. The most famous landmark in Granada, Spain is \_\_LA\_\_ \_\_ALHAMBRA\_\_.
12. Flamenco, a type of dancing that originated in \_\_SEVILLA\_\_, Spain, is still performed  
throughout the whole country today.
13. La Mezquita, the famous mosque in Córdoba is known for its \_\_DOUBLE\_\_ pillars and  
arches.