

Latino Impressions: Portraits of a Culture ***Poetas y Pintores: Artists Conversing with Verse***

Modern Language Integrated Curriculum visit

Modern Languages: Level I-VI Indiana Academic Standards

Behavioral Objective:

Students attending the *Latino Impressions* and the *Poetas y Pintores* exhibits at the Lubeznik Center for the Arts will visualize and demonstrate a correlation to their studies of modern languages and the culture that they represent through poetry, visual arts and the daily use of the modern language.

Learning Objective:

Students will:

- 1) visually encounter the vitality and spirit of the Latino culture through the work of Latino artists
- 2) read poetry by contemporary Latino poets and view artist interpretations of the poems
- 3) find themes current to historic trends, political and personal identities, mythical symbols, rites of passage and memories that are expressed in a truly unique ways
- 4) create and compose a postcard, written in their modern language, to send to friends telling them about the exhibit.

Vocabulary:

Latino
Impression
Poetas
Pintores

Indiana Academic Standards for Foreign Language

Level I (Beginning Learning Stage)

Connections

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

1.6.4 Demonstrate an awareness of music and art through the foreign culture.

Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

1.7.2 Extract identified information from selected authentic sources.

Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

1.11.1 Express interest in various aspects of the foreign culture.

1.11.2 Appreciate samples of cuisine, art, literature, and music from the foreign culture.

Level II (Beginning and Developing Learning Stages)

Communication

Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

2.3.1 Write postcards, e-mail messages, personal notes, and letters, using culturally appropriate format and style.

2.3.3 Produce and/or present simple creative works with teacher guidance, e.g. poetry recitation, skits, fashion show, etc.

2.3.4 Convey personal information or personal state of being, orally or in writing.

Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

2.5.1 Demonstrate an awareness of current events in the foreign culture.

2.5.2 Demonstrate an awareness of the foreign culture's artistic expression.

2.5.3 Identify and describe various products of the culture.

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Connections

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

2.6.1 Transfer composition techniques learned in English class to writing in the foreign language.

Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

2.9.2 Recognize contributions of the foreign culture to US, e.g., foods, holidays, celebrations etc.

2.9.3 Compare celebrations and holidays common to the cultures of the foreign language and the US

Communities

Standard 10: Students use the language both within and beyond the school setting.

2.10.1 Make use of the foreign language orally or in writing with family, friends, or peers.

2.10.2 Participate in school/community events related to the foreign language or foreign culture.

2.10.3 Identify community resources useful for research in the foreign language or about the foreign culture.

Level III

(Developing Learning Stage)

Communication

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions (Interpersonal)

3.1.1 Interact in a variety of social situations beyond the classroom.

Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

3.3.3 Relate a simple story about a personal experience or event.

Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- 3.5.1 Demonstrate knowledge of the geographical features, historical events and political structures of identified countries where the language is spoken.

Connections

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

- 3.6.3 Transfer knowledge and understanding of the basic elements of art to the study of the foreign culture.
3.6.6 Apply the information gathered through foreign language resources to other disciplines.

Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

- 3.7.1 Read and interpret simple prose and poetry of the foreign culture.

Comparisons

Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- 3.9.3 Explain the impact of the foreign culture on the students' culture.

Communities

Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Level IV (Developing and Expanding Learning Stages)

Communication

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (interpersonal)

4.1.4 Express judgments.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

4.2.1 Understand selected authentic written and oral materials on topics of personal interest.

Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

4.3.1 Write short well-organized compositions on given topics

4.3.2 Produce and/or present elaborate creative works

4.3.3 Write personal letters using culturally appropriate format and style.

4.3.4 Give oral reports on a variety of topics.

Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

4.5.1 Describe various aspects of the culture, including major historical events political structures, visual arts, architecture, literature and music.

4.5.2 Demonstrate an awareness of the major literary, musical and artistic periods and genres of at least one of the cultures in which the foreign language is spoken.

Comparisons

Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

4.9.3 Compare and contrast global artistic contributions of the foreign culture with the artistic contributions of the US

Communities

Standard 10: Students use the language both within and beyond the school setting.

4.10.1 Communicate orally or in writing with members of the foreign culture on a variety of topics.

Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

4.11.1 Appreciate and comprehend plays, museum exhibits, films, etc representative of the foreign culture, outside of the classroom setting.

Level V (Expanding Learning Stage)

Communication

Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

5.3.3 Use the language creatively in writing simple poetry and prose.

Cultures

Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

5.5.1 Demonstrate and awareness of the relationship among various art forms in at least one major historical period.

5.5.2 Demonstrate knowledge of the major literary and artistic movements within identified cultures where the foreign language is spoken.

5.5.3 Discuss the global influence of historical events, political structures, value systems, and artistic expressions from the foreign culture.

Connections

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

- 5.6.1 Interpret information, integrate and apply skills from other disciplines to the foreign language classroom.
- 5.6.2 Correlate knowledge and understanding of global trends to the study of the contemporary culture

Comparisons

Standard 10: Students use the language both within and beyond the school setting.

- 5.10.2 Research and organize an event or celebration representing the foreign culture for the school or community.

Level VI

(Expanding Learning Stage)

Communication

Standard 2: Students understand and interpret written and spoken language on a variety of topics (Interpretive)

- 6.2.2 Respond appropriately to mood and implied meaning (sarcasm, humor, irony) of written communication.

Standard 7: Students acquire information and recognize the distinctive viewpoints that only available through the foreign language and its culture.

- 6.7.1 Use authentic sources to analyze and synthesize the perspectives of the foreign culture.

Communities

Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- 6.11.1 Interpret and analyze cultural events.

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Student Activities:

For **Latino Impressions** and **Poetas y Pintores** to be a memorable and valuable experience, there must be an assessment of what students learned. Following is a list of activities that can be used for an assessment or measurable assessment. These activities are suggestions that can be a basis for classroom projects and other learning experiences.

- 1) Using the visit, have students relate a simple story about their experience. This story can be written or told orally in the foreign language.
- 2) Students choose a painting that they like and write a description of it in their foreign language.
- 3) Students identify the basic elements of style, color, and content in selected paintings representative of the foreign culture.
- 4) Have students express judgments of either a painting or a poet/artist piece.
- 5) Write a short well-organized composition on a painting or poet/artist piece in their foreign language.
- 6) Give an oral report about the exhibit in the foreign language.
- 7) (see next Page)

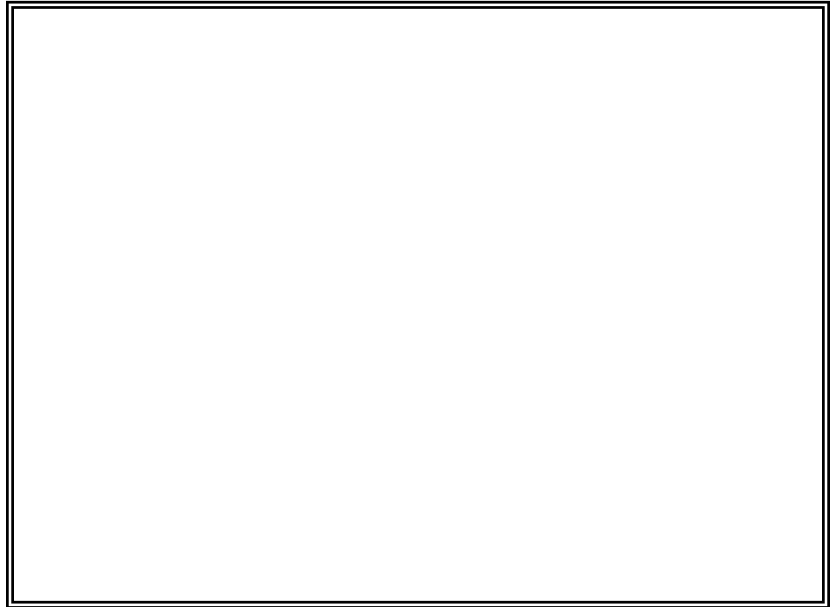
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Name _____

Student Activity Sheet.

When you go some place that is out of the ordinary, you wish to share that experience with your friends. At this exhibit ***Latino Impressions*** and ***Poetas y Pintores***, you saw some exciting art work. Now it is time to share your experience. Find the piece of art that is most interesting to you. Draw your interpretation of that piece on this side of your postcard.

You can use words (only in the foreign language) that would be necessary for your design. Create your work to have the “flavor” of the Latino culture.



On this side of your post card, Write your message. The message should contain 3, well constructed sentences (in your foreign language), describing your experience at the Lubeznik Center and the show. Remember on postcards there isn't much room to write, so you have to make your sentences concise and meaningful.

