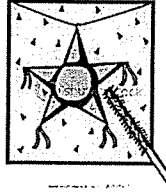
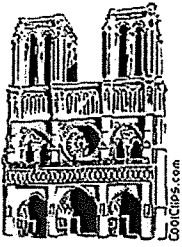


# Cultural Participation & Research Project



## A. IF YOU LIKE MUSIC/DANCE...

1. Attend a cultural concert or performance.
  - After attending the event, complete the **Reflection Sheet** describing what you saw and what you learned from seeing the event. Attach a program and/or ticket stub!
2. Learn to play or sing a Spanish or French song
  - Arrange ahead of time with the teacher a performance time in front of the class with an explanation of the song's origin. (\*Alternate: Make a recording of the selection.) Attach a copy of the sheet music you will sing/play.
3. Learn a Hispanic or French traditional dance and perform for the class.
  - Arrange a performance time with teacher and give the class a brief description of the dance's origin. For extra credit, try to simulate a costume for the dance.
4. Research types or styles of music or dance. Listen to examples of traditional Hispanic or French music. Find videos of different styles of dance. Prepare a report on your findings.
  - For full credit, research and provide: a list of four styles (i.e., flamenco, guitar, salsa, meringue, mariachi, las tunas, tango, etc.) of music or dance from Hispanic or French speaking counties; identify the country from which each style of music originated; name the dance, music or artists that represent the styles of music or dance you are researching; describe some of the typical instruments used in a style of music, or the style of dance associated with certain styles of music. Explain your findings to the class, giving examples of the music.
5. Write an original song in French or Spanish using vocabulary or grammar you have learned and perform the song for the class. (rap/pop, etc.)
6. Select a famous musician from a Spanish or French-speaking country. Write a brief biographical sketch and prepare a presentation for the class. Samples of the person's music on video or CD could be played. (Pablo Casals, Enrique Iglesias, Juanes,

Selena, Buena Vista Social Club from Cuba, Julieta Venegas, Tito Puentes, Celine Dion, Edith Piaf, Carla Bruni, Johnny Hallyday, Jacques Brel, and many others ).

**B. IF YOU LIKE ART...**

1. Visit a museum with a Chicano/Hispanic exhibit or French exhibit.
  - Choose 5 different pieces that you particularly enjoyed and write a short paragraph explaining what it looked like and what your reaction was. (Discuss with your teacher about ideas for presentation.) \*\*Suggested places to visit: The Palace of the Legion of Honor (S.F.), The S.F. Museum of Modern Art, The deYoung (S.F.), The Rodin Sculpture Garden on the Stanford campus.
  
2. Make a traditional art or craft product.
  - Research on your own to find a project that interests you (i.e. a piñata, sugar skulls, papel picado, papier mâché *calavera*, Breton *coif*, *santons* from Provence, costumes of Alsace or Brittany). Collect the necessary materials and complete the project. Bring it to class and be prepared to give a brief explanation to the class.
  
3. Do a copy or rendition of a famous piece of art.  
 Find a painting or sculpture by a famous Hispanic or French artist and do a rendition of that work of art. Bring in a copy of the original artwork. Write a caption card that includes: the painting title, the year it was painted, the artist's name and nationality. Write a summary or create a digital presentation of the artists' life. Include some achievements, contributions, or influences the artist had on art styles of the time period they lived.

*Some suggested artists:*

French	Spanish
<i>Claude Monet</i>	<i>Francisco de Goya</i>
<i>Edouard Manet</i>	<i>El Greco</i>
<i>Paul Gauguin</i>	<i>Diego Velazquez</i>
<i>Cassat</i>	<i>Murillo</i>
<i>Paul Cézanne</i>	<i>Joan Miro</i>
<i>Edgar Degas</i>	<i>Antonio Gaudi</i>
<i>Auguste Renoir</i>	<i>Juan Gris</i>
<i>Henri Matisse</i>	<i>Salvador Dali</i>
<i>Vincent Van Gogh</i>	<i>Pablo Picasso</i>
<i>Auguste Rodin</i>	<i>Fernando Botero</i>
<i>Henri Toulouse-Lautrec</i>	<i>Diego Rivera</i>
	<i>Frida Kahlo</i>

4. Develop a game board and game using vocabulary and grammar or cultural information you have learned in your foreign language class. Include game pieces and instructions.

5. Research the design of at least five flags from Spanish/French-speaking countries and recreate them in an imaginative way. Research information on the history of the flags and the significance of colors or symbols on the flags as well as some basic information on the countries.

### **C. IF YOU LIKE TO PERFORM / ACT...**

1. Create a skit with a partner or small group. Use vocabulary or themes you have learned in class. Create a movie or perform the skit for the class.
  - For full credit, provide a written script before you create the project so that your teacher can help with editing. Be sure to include a setting and theme.
2. Create a puppet theater performance with a partner (max 3 people). Use vocabulary or themes you have learned in class. Videotape or perform the skit for the class.
  - For full credit, provide a written script that includes: a setting and theme; the number of characters; and at least 10 lines for each character. Also, provide scenery and props for the performance.

### **D. IF YOU LIKE HISTORY OR GEOGRAPHY...**

1. Make a map of Spanish or French speaking countries in a creative way.
  - Discuss with your teacher beforehand your plan for creating some type of map to show Spanish-speaking or French-speaking countries. (\*The map might be 3-D, in a little booklet, etc....use your imagination!)
2. Visit a Spanish mission in California.
  - Write a brief description of your visit to one of California's missions. Include the history of the mission and explain its importance. Attach a brochure or photos from the mission if possible. You may include photos of your visit in a booklet or small poster.
3. Create a U.S./France (Mexico/U.S., Spain/U.S.) timeline where you show how the two histories connect.
  - Please ask teacher for ideas, but you will need some basic historical information on the connections between the U.S. and the country. Use a computer or poster format as a visual, labeling major events that connect the two histories.
4. Prepare a presentation for the class on a historical figure. Use a poster or booklet or a computer application such as PowerPoint or Keynote to help in your presentation.
  - Choose a historical French or Hispanic figure (Fidel Castro, Pancho Villa, Simon Bolivar, Che Guevara, Joan of Arc, Napoleon, Charles deGaulle, Marie Antoinette, etc.) and prepare a presentation describing the major achievements of his or her life. Ask teacher for ideas about people to research.

5. Prepare a presentation for the class about an historical event (i.e. the battle for the Alamo, the French-Indian War. D-Day in Normandy, France). Use a poster or booklet or a computer application such as PowerPoint to help in your presentation.
  - Research the Alamo or the landing on the beach at Normandy--D-Day--during World War II. Prepare a presentation including the following: What was it? When did it happen? Why did it happen? Are there different perspectives about the event from each side? What would they be? Write a brief summary of the event.

### E. IF YOU LIKE FOOD..

1. Eat out at an authentic Spanish, Mexican, Cuban or French restaurant.  
RECOMMENDED FOR STUDENTS WHO HAVE COMPLETED AT LEAST ONE TRIMESTER
  - For credit, you must: order your meal in the target language, get the waiter's note and signature on a paper that you prepared in advance. Attach a list of 5 dishes you found interesting on the menu. Research the origins of some of the dishes on the menu and write a brief report about them. If possible, attach a menu from the restaurant. *Be sure to arrange in advance so that your waiter can speak French / Spanish with you!*
2. Prepare any dish from an authentic recipe (confirm recipe authenticity with the teacher) and bring a taste for the class.
  - For full credit you must: attach a photocopy of the recipe; include 3 sources of reference (i.e. internet search results, cookbooks, reference books with information about origins of the ingredients in the recipe. Thoroughly explain the process and your experience. Bring the supplies needed to serve your dish to the class (enough napkins, cups, utensils, etc).. **Part of your grade will be based on bringing sufficient supplies, cleaning up afterward, and picking up dirty serving dishes.**

### F. IF YOU LIKE SPORTS...

1. Choose a Major League baseball team and find out about how many players on the team are native to a Hispanic country.
  - List the names of all the Hispanic players (not born in the U.S.) and the country they came from. Do a poster of a sports team (baseball/ soccer) and label the positions and names of supplies (bat, ball, goal, etc.) in Spanish/French. Include some information about baseball in the native countries of these players.
  - Select one or two of the Hispanic players from the team and make a baseball card on them. The front of the card must include: a photo or drawing of the player, his full name, the position he plays, and some statistics. *Write this information in Spanish.*

2. Report on an existing professional sport or activity in a Hispanic or French country (i.e. soccer, cycling, Jai Alai or Pelota Vasca, bullfighting, Fencing, Pétanque or Boules, etc). Include an explanation of the how the game is played, a description of equipment needed, Spanish or French words for equipment, positions, etc. (World Cup Soccer, Tour de France bicycle race, Grand Prix car race in Monaco, bullfighting in Spain). Do research on the internet or in sports magazines and newspapers about an existing professional sports team or activity in a country where the foreign language is spoken. Tell about famous players or teams.
3. Select a famous sports figure from a Spanish or French-speaking area and write about that person. Create a poster or computer report and include a photo or video of the sports figure and Spanish vocabulary used in the sport. Explain how the person excelled in the particular sport.

#### **G. IF YOU LIKE TECHNOLOGY...**

1. Create a French or Spanish Web site for the class. Choose a topic that would help French or Spanish students practice vocabulary, learn something about culture, or provide resource information for further study. It may also include information on French or Hispanic activities in the Bay Area.
2. Make a video of an interview with a Spanish or French speaking person. Prepare questions in advance and discuss your plan with your teacher.
3. Take pictures or a video of signs in French or Spanish in cafes or stores. Make a list of vocabulary explaining what the words mean. Find examples of Hispanic or French influence in the Bay Area.
4. Create a skit with a group of friends. Use vocabulary you have learned in class. Make a video of the skit and show it to the class. (Show script to teacher in advance).

#### **H. IF YOU LIKE TO PRACTICE YOUR SPANISH OR FRENCH...**

1. Tutor another student (Bring your lesson plan and mini-quizzes). Write a summary of the procedure and what you taught and how.
2. Arrange for a guest speaker for your class. Prepare questions in advance. Check with teacher to arrange the best time.
3. Record (audio or video) an interview with someone in the foreign language or a video of yourself or you and a partner teaching something in Spanish or French. Play it for the class.
4. Create a podcast using the target language. Discuss ideas with your teacher.

### **I. IF YOU LIKE TO PAINT/BUILD/CUT/PASTE...**

1. Make a map of a French/Spanish speaking country or region, focusing on products, or a special theme (cheeses, wines, costumes, soccer teams, etc.)
2. Make a poster or use a computer application to include information about a famous Spanish/French speaking person (artist, designer, scientist, leader, athlete, etc.) Include a biography, highlight of career and your impressions of the person.
3. Make a collage on the theme of French/Spanish fashion (La Mode/La Moda) including samples from different fashion designers and information.
4. Build a diorama of a famous building or monument (using kits if you like) in a French/Spanish speaking country. Include any details about its construction and use.

### **J. IF YOU LIKE TO SEW / KNIT / WEAVE...**

1. Sew part or a whole Spanish/French costume. Document when and where the costume is from.
2. Sew a flag from a French/Spanish speaking country. Write a brief report about the flag's origin/design and some information about the country.

### **K. IF YOU LIKE TO TRAVEL AND EXPLORE...**

1. Gather info on a region of France or Spain/Mexico. Create a poster with visuals or use digital media. You may play the role of a tourist. What will you see, do and eat?
2. Gather information on the famous monuments and museums. Ask your teacher for suggestions. Do a poster, portfolio, or digital presentation.
  - FRENCH: chateaux of the Loire Valley, Palace of Versailles, Cathedral of Notre Dame, Louvre museum, Arc de Triomphe
  - SPANISH: Prado museum, el Alcázar, Machu Pichu, la Sagrada Familia
3. If you travel to a French-speaking or Spanish-speaking country, make a journal or poster about your travels. Include photos, your impressions, what you learned, what you would recommend to a friend.
  - Ideas for French-speaking countries/states: Quebec, Morocco, Switzerland, Louisiana, etc.
  - Ideas for Spanish-speaking countries: Spain, Mexico, Costa Rica, etc.
4. Plan an imaginary trip and a tour of a French-speaking or Spanish-speaking country. Design your itinerary. Tell what you did and saw daily for 10 days.

5. Go to San Francisco with a friend and visit stores, cafés or restaurants, murals or artwork, a consulate or community center from a French or Hispanic area. Write about what you saw and experienced. Speak some French or Spanish. Take pictures or copies of any handouts available.
  - FRENCH – Visit the Alliance Française or the Café de la Presse.
  - SPANISH - Visit the Mission/Valencia St. area. Precita Eyes murals tour.

**Notes & Ideas:**