

# *Hispanic Cultural Projects for Spanish Classes, Social Studies Classes, Students, & Teachers*

Including culture in a Spanish curriculum is vital, and it is often a challenge in today's curricula packed with vocabulary and grammar. This collection of **cultural projects** provides students with experience with Hispanic culture independently. **The projects are also ideal for a social studies class at any level.**

- The teacher is not integral to the student work on a project.
- Cultural projects range from brief to long.
- Some projects are individual and some are for partners or groups. Projects can also be customized.

*Let your students show you what they've learned about Hispanic culture.*

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<http://foreignlanguagefun.com>  
<http://speakspanisheveryday.com>

<http://teachertipstoday.com>

Name: \_\_\_\_\_

Choose one of the cultural projects listed in this packet and prepare it outside of class with the possibility of some class time given too. You will choose a different project each \_\_\_\_\_ . You must choose your topic at the beginning of the \_\_\_\_\_ and sign a contract including the **due date and parental permission**. Follow all of the directions carefully and do your best work, as each project is worth\_\_\_\_\_.

### Project Choices:

#### 1. Travel Brochure

##### Individual project

Research a Hispanic country **other than Spain or Mexico**. Type a bibliography with at least **2 sources** to turn in. Use your research to create a detailed travel guide/brochure. Include information about the weather/climate, historical sites, government, population, leisure activities, monetary system, food, holidays, etc. Try to convince your readers to visit this country. Be sure that your brochure has pictures. You may draw them yourself or find them on line, from magazines, or in travel agency brochures. Create a colorful brochure promoting travel to this country.

#### 2. Biography Research and Presentation

##### Individual Project

See your teacher for a list of famous Latino (**not American Hispanic**) figures (artists, sports figures, scientists, historical figures, etc.). Choose one of these people as the topic of your research paper. Type a well-written 2-3-page report *in English* to turn in to your teacher (Double spaced, 1 inch margins, 12 pt. Font.) Attach a bibliography with at least **3 sources, only one of which may be an encyclopedia**. Give an oral presentation to the class in which you become the person you researched. Tell us about your life. (Costumes are a nice touch, but not necessary.)

#### 3. Skit or Puppet Show

##### Group project (max 4)

Prepare a skit or puppet show to perform for the class en español. Your teacher must approve your topic **in advance**. It should be approx. 10 minutes in length. You will be graded on cultural content, good pronunciation/use of Spanish, creativity, props/costumes, and effort.

Prepare a written script for your performance. You are encouraged to see your teacher to go over the accuracy of your script before memorizing your lines. Turn in a participation log, in which you document the contributions of each group member. Arrange a date for your performance with your teacher, and turn in the typewritten script at that time.

#### 4. Video

##### Group project (max 4)

Prepare a **video** en español. It could be a **travelogue**, a **restaurant** scene, a **skit** in which there is some sort of cultural misunderstanding, a **Spanish music video**, a **commercial**, etc. Your teacher must approve your topic in advance. It should be approximately 3-5 minutes in length. You will be graded on cultural content, good pronunciation/use of Spanish, creativity, and effort. Prepare a written script for your video. You are encouraged to see your teacher to go over the accuracy of

your script before memorizing your lines and filming. Turn in the **video along with the typewritten script**. Your teacher will show it in class after he or she has previewed it. Turn in a **participation log**, in which you document the contributions of each group member.

## **5. Poetry Recitation and Illustration**

### **Individual**

See your teacher or the Internet for a Spanish poem. Your teacher must approve it before you begin. Memorize it and present it to the class. You will be graded on your expression and pronunciation. Prepare illustrations to go with each line of the poem. These may be used in your presentation, or you may compile them in book form.

## **6. Instrumental Presentation**

### **Individual**

Prepare a musical piece to perform for the class. The composer must be from a Spanish speaking country. If your musical instrument cannot easily be moved into our classroom (i.e. piano) please see your teacher about the possibility of making a tape. Prepare a one page type-written report (double spaced, 1 inch margins, 12 pt. Font) about the composer to turn in to your teacher and to present orally to the class. Include a bibliography with 2 sources. Your performance should be of a suitable length and well rehearsed.

## **7. Vocal Presentation**

### **Individual**

Prepare a traditional song to perform for the class. See your teacher or the Internet for some ideas and recording. The song must be approved before you begin. Type the words to the song, along with a translation, which you will prepare yourself. Give this to your teacher in advance so that he or she can make copies for the class. Your performance should be well rehearsed with correct pronunciation. It must be memorized. After you perform, you will teach the song to the class.

## **8. Art Study and Presentation**

### **Individual**

Choose a piece of artwork by an Hispanic artist (from another country) and make your own reproduction. It should be of suitable size and quality for display. Prepare a one page type-written report (double spaced, 1 inch margins, 12 pt. Font) about the artists to turn in to your teacher and to present orally to the class. Include a bibliography with 2 sources.

## **9. Interview**

### **Individual**

Interview someone you know (other than your teacher) who has lived in a Spanish-speaking country. Turn in a typed list of at least 15 questions and a recording (MP3, podcast) of the interview. Put a lot of thought into the questions so that you can learn something about the other culture. Type a narrative report summarizing what you learned from the person you interviewed. Briefly present it to the class.

## 10. CURRENT EVENTS STUDY

### Individual

Collect current event articles over the course of the quarter that have to do with the Spanish-speaking world. You may use newspapers, magazines, or the Internet. (See your teacher for good sites!) Collect all of the articles in a folder, and type a summary/reaction to each article. Group them by country of continent and organize them by date. You should collect at least 5 different articles. Present your project to the class. Discuss the highlights/trends/major events of the quarter. Prepare a map of the world and mark the places where “news is happening” in the Spanish-speaking world.

## 10. FOOD PREPARATION AND PRESENTATION

### Individual

Prepare a food dish from a Spanish speaking country. See your teacher for recipes if you do not have any or can't find any on the Internet. Please note that you must prepare the food yourself- **you may not buy it**. Prepare a brief written report to go along with the food. Include information about where this food is from, when it is eaten, how you prepared it, key ingredients **EN ESPAÑOL**, and the recipe itself. Give this to your teacher in advance so that she can make copies for the class. Please type! Orally present your report to the class. Serve the food. You are responsible from bringing in all necessary eating utensils, napkins, etc.

## 11. MEAL PERPARATION FOR YOUR FAMILY

This project may be done individually, with a partner, or a group. Adult supervision in the kitchen is recommended. Plan a multi-course dinner from a Spanish speaking country. See your teacher for recipes, cookbooks, or recommendations. Remember that there is much more to Hispanic cuisine than Tex-Mex and the American interpretation of Mexican food! Try some recipes from the Spanish speaking, Caribbean countries or from Spain. Take a photo of your family enjoying the dinner. Turn the photo in to your teacher. Ask each person who ate the dinner to write a short review of the meal with comments. Turn these reviews into your teacher too.

## 12. RESTAURANT REVIEW

### Individual project

You may go to the restaurant with another member of the class and/or family members. Choose a local restaurant that serves Latino cuisine-Spanish, Mexican, Cuban, Ecuadorian, or Puerto Rican food. There are many more types! Write a restaurant review. Include information about the atmosphere, price range, menu choices, etc. Did anyone speak Spanish? Did you order in Spanish? Describe your meal in detail, including what you thought of each dish. Describe what other people dining with you ate. Would you recommend this restaurant to a friend? Please type this review as if it were a newspaper or magazine article. If possible, include photos. (The review should be one-page in length, double space, and 1-inch margins, 14 pt. Font.) Prepare an eye-catching, colorful poster advertising this restaurant.

## 13. YOUR OWN IDEA!

Did you think of another idea? Maybe a special talent your teacher doesn't know about? Perhaps there is a Spanish language play or concert in town you would like to review, or you may know a guest- speaker who could come to our class. Would you like to teach or perform a dance? Write down your proposal and see your teacher for approval.

## ***CONTRACT FOR CULTURAL PROJECTS***

Name: \_\_\_\_\_

I have chosen project number \_\_\_\_\_ and I have read all of the directions carefully. I understand that all of the work for this project will be completed outside of class. The due date is:

\_\_\_\_\_, but I may turn my project in as soon as it is ready. If a presentation to the class is involved, I will ask my teacher for a presentation day a least **one-week in advance**. I have spoken to my parents and they support my project choice. (i.e. use of kitchen, video equipment, etc.)

Certain projects require you to work with a group. If so, please write the name of the other group members below:

Your signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

## ***CULTURAL PROJECT GRADE***

Name: \_\_\_\_\_

Quarter/Term/Semester: \_\_\_\_\_

Project Number: \_\_\_\_\_

Group Members (if applicable): \_\_\_\_\_

**A**

**¡EXCENTE!**

\*You followed all of the directions and went beyond my expectations.

\*Extensive effort is evident.

\*This project is extremely creative, thorough, presentable, and interesting.

\*I would love to keep this as an example for future classes!

\*This project is extremely creative, thorough, presentable, and interesting.

\*I would love to keep this as an example for future classes!

**B**

**¡MUY BIEN!**

\*You followed all of the directions thoroughly.

\*Effort is evident.

\*This project is well executed and interesting.

**C**

**MAS O MENOS**

\*You adequately followed all or most of the directions.

\*Effort is evident, but there is room for some improvement.

**D**

**MAL**

You did not adequately follow directions and/or this project shows a lack of effort.

**F**

This project is incomplete or unacceptable.