C. Telecommunication

- WWW
- E-Mail
Telecommunication
WWW and E-Mail

Telecommunication tools help expand the audiences for students' self-expression. With these tools students can establish contact with their peers across town, state, country, or the world. Some options available to students are the use of the Internet (with the World Wide Web, e-mail, and CU SeeMe), satellite and/or distance learning programs, TV programs, fax machines, and telephones.

The Internet

The Internet is a network of networks which links computers all over the world. Two of its components are the World Wide Web, also known as the Web or WWW, and E-mail.

Benefits

The Internet benefits teachers and students alike. It offers teachers a seemingly endless source of information to be used for their personal growth and for the presentation of information to the class. At the same time, it profits students by providing authentic learning situations, thus making the curriculum come to life.

Furthermore, it engages the students in their own learning, and it teaches them decision-making and problem-solving skills. “It offers current, interesting, varied and useful information that engages multiple modalities through combined text, sound, and visuals” (Osuna and Meskill, p. 72). Finally, it prepares students for the Information Age by giving them experience with new technological tools and information-related tasks.

The Internet is equally beneficial in the foreign language class. It can expand learning opportunities for foreign language students by involving them in the following classroom activities:

- Information Collection
- Interpersonal Exchanges
- Problem-Solving Projects
- Publication and Dissemination of Information
- Reading Comprehension Projects
Information Collection

It allows students to access quickly, gather, and use relevant and up-to-date information and materials from a variety of sources around the world. Students can be involved in investigating, gathering, compiling, organizing, and comparing different types of information to complete a variety of tasks.

Also, it forces students to use critical thinking skills to select the most appropriate information.

Interpersonal Exchanges

It allows for authentic, written (through the keyboard) communication with people in different locations worldwide. Students can share cross-cultural information and observations with their peers, experts, and other native speakers around the world. Students can be involved in those exchanges through e-mail or by joining chat rooms, a chat room being a place which encourages dialogue among its members.

Video and oral communication can also take place through the Internet by using a program such as CU SeeMe.

Problem-Solving Projects

It engages students in problem-solving by structuring task-based activities to resolve real problems or by engaging them in the development of projects such as designing a home page.

Publication and Dissemination of Information

It enables users to publish and disseminate information quickly. The creation of web pages or the contribution to existing web pages allows students to share and display their work and projects. It gives them a purpose for writing, and it identifies an audience for their products, purpose and audience being two of the essential elements of good writing programs.

Reading Comprehension Projects

As students are exposed to authentic texts in the target language, they have to make sense of the text by resorting to reading strategies (see section Accessing Authentic Oral and Written Texts). Students can be involved in scavenger treasure hunts or information-gathering activities where they
research pre-identified links for specific information. They can also respond to questions relating to a specific text.

While the texts found on the Web have been designed for native speakers, the tasks involving their access should be focused and structured to help students with lower levels of proficiency.

Prior to designing Internet activities, Lina Lee (p. 36) suggests taking several steps into consideration.

- What are the language objectives?
- Why use the Internet? What are the purposes?
- What kind of strategies are going to be incorporated?
- How are the activities and procedures going to be explained to the students to enable them to carry out the activities?
- How are the outcomes going to be evaluated?
- Do you have backup plans if connection is not made?

It also helps to know your local computer guru and to have a lot of patience.

Note: While the benefits of incorporating the Internet in the teaching and learning of foreign languages are easy to point out, it is essential to note the difference between teaching with the Internet and simply allowing students to surf the Web without predetermined objectives or purposes in mind.

I. The World Wide Web (WWW)

What Is the Web?

"The Web is one component of the Internet, a set of communication resources (such as e-mail) accessible over telephone lines. It is an interlinked mesh of pages or sites created by private individuals or organizations. The text of a Web page - which is simply a word-processed file - contains invisible codes (HyperText Mark up Language or HTML) that are readable by any computer and that help standardize Web page formatting. HTML permits authors to easily insert mouse-clickable links to e-mail forms, to other points on the page, to other files in the directory or to other Web pages."
How to Access it? Users access the Web through the Internet via software called a Web browser (such as Netscape). The browser screen has space for entering the address, or URL (Universal Resource Locator), of the site to visit.

What Is a URL? A Web URL is a string of characters beginning with http:// followed by directory path information. Searching for a Web site is facilitated by directories and search engines; directories are hierarchical tables of contents to the Web, and search engines hunt the Web by means of keyword queries” (Finnemann, p. 1).

Web Page Development Teachers who wish to develop web pages need not be HTML authors (HTML is the text-based markup language that form the structures of web pages). There are several authoring tools on the market which allow teachers to create their own web pages. Some examples are Microsoft Front Page, Adobe PageMill, Homesite 3.0, AOLpress 2.0, Hippie 97, etc.

Programs such as WordPerfect 8 by Corel allow the author to save the text in HTML format with the click of a mouse button.

II. E-Mail

What Is E-Mail? E-mail stands for electronic mail. Electronic mail is exchanged through an “Internet service provider” which connects directly the public to the Internet or through colleges and universities.

Receiving or Sending a Message To receive or send an e-mail, an account must be set up. An e-mail message must have an address in the same way that a letter has an address bearing the name and location of the person to whom the letter is addressed. In an e-mail, the address includes the following components:

- a mailbox name: usually, the username of the account
- the at symbol: @
- the host name: The name of the computer where the mail will be delivered
For example: bmorris@dpi.state.nc.us is my e-mail address. bmorris is my name, @ is a must in all addresses, dpi is my place of work (Department of Public Instruction). If the mail address is not entered exactly as listed, the message will come back saying that it is undeliverable. A missing dot or a misspelling of one of the names will cause the message to be returned.

**Advantages of E-Mail**

E-mail allows students and teachers alike to join listservs, to correspond and include attachments (including graphics).

González-Bueno (p. 50) documents the benefits of using e-mail as a tool to develop language skills as follows:

(a) greater amount of language;
(b) more variety of topics and language functions;
(c) higher level of language accuracy;
(d) more similarity with oral language;
(e) more student-initiated interactions; and
(f) more personal and expressive use of language.

### III. CU SeeMe

**What Is CU SeeMe?**

CU SeeMe is a free desktop videoconferencing program available to anyone with a Macintosh or a PC with Windows and a connection to the Internet.

With CU SeeMe, you can videoconference with another site located anywhere in the world. It allows multiple parties at different locations to participate in a CU SeeMe conference each from his or her own desktop computer. Each participant can be a sender, receiver, or both.

**Equipment Needed**

CU SeeMe is a shareware program one can get from <http://Cu-SeeMe.cornell.edu>. It runs with a computer, a videoconferencing camera (e.g., QuickCam) and a digitizer. Cu SeeMe can be launched directly from Web pages with a Web browser.

**Drawbacks**

Video and audio quality are not always good. This program is still fairly new, and assistance may be needed to address some of the technical concerns.
Want to Know More
Contact Cornell University (the developer) at the following URL <http://CU-SeeMe.cornell.edu/>, contact your system-level computer coordinator, or access the Global School House at <http://www.gsm.org/>

IV. Distance Learning Programs

Why Distance Learning?
In North Carolina, many foreign language courses are delivered via satellite. This system of delivery is especially helpful for school systems who wish to offer one or two classes of a language (e.g., Latin) but who cannot find a part-time teacher, and/or for school systems who have too few students enrolled in a specific class to justify hiring a teacher to teach it.

Delivery
The delivery of distance learning satellite programs can involve two-way interaction or one-way video. To help school systems select distance learning programs, the National Council of State Supervisors of Foreign Languages (NCSSFL) issued a position paper titled Guidelines for Foreign Language Distance Learning Programs, 1990 which outlines the characteristics of effective long distance learning programs. The text of this position paper follows.

Concerns
Foreign language educators recognize the rapid growth and contributions of foreign language distance learning programs. Their concerns are:

- The need for distance learning
- Involvement of foreign language specialists in program design and implementation
- Qualifications of the distance learning teachers and on-site facilitators
- Appropriate use of technology

In this position statement, distance learning refers to instruction that relies on the use of telecommunications, rather than an on-site teacher, as the major delivery system for foreign language instruction.
Characteristics
This statement briefly outlines Characteristics of Effective Foreign Language Distance Learning Programs which may be useful to anyone responsible for selecting and implementing distance learning programs.

Need
*The need for distance learning*
Distance learning classes should be used only when qualified teachers who are proficient in the target language(s) are not available or when qualified teachers want to enrich their programs. For example, distance learning might be a way to offer foreign language instruction in areas of population scarcity or when there are small numbers of potential students.

Involvement of Specialists
*Involvement of foreign language specialists in program design and implementation*
The expertise of the specialist is needed when considering curriculum, methodology, policies, and mandates. For distance learning to be a viable alternative to conventional classroom instruction, it must be consistent with current research and practice which focus on developing the learner’s language proficiency. Proficiency, what the learner can do with the language rather than what he or she knows about it, is the major principle around which today’s foreign language teaching and curricula are organized. Distance learning programs must, therefore, provide a mechanism for a major portion of class time to be devoted to meaningful language use and practice and to authentic communication.

Qualifications
*Qualifications of the distance learning teachers and on-site facilitators*
The distance learning teacher should be an experienced master teacher with proven proficiency in the target language. The classroom facilitator should participate in appropriate in-service activities and should have a working knowledge of the target language or should be committed to learning the language.
Technology

**Appropriate use of technology**

It is essential that technology be at the service of communication (i.e., acquisition of skills) and not an end in itself. The electronic technology in foreign language distance learning programs should allow for interactive instructional activities (i.e., one-way video and two-way audio-video). Live interaction is essential to quality foreign language teaching and learning.

Considerations

The National Council of State Supervisors of Foreign Languages (NCSSFL) recognizes the potential of distance learning to overcome obstacles of distance, time, and human and material resources that limit access to foreign language learning opportunities. However, if the purpose of a distance learning program is to teach foreign language, then the program must provide instruction that fosters creative interaction both among and between learners and with a native or near-native speaker of the language. This interaction should occur in a range of contexts likely to be encountered in the target culture.

Summary

In summary, when school districts choose distance learning programs due to the limited resources as described above, NCSSFL encourages selection of materials and opportunities which are designed to meet the goals of quality foreign language education.

Guidelines

The following guidelines were designed to address foreign language distance learning programs at the secondary level only.

1. Foreign language distance learning programs offer at least two levels of each foreign language.

2. Foreign language distance learning programs are interactive (two-way audio and video or two-way audio and fax or computer terminal for interactivity) in the foreign language.

3. Foreign language distance learning classes are limited to not more than 10-15 students, or interaction with groups of students is with groups of 12 or fewer students.

4. The program offers a variety of instructional activities to include listening, speaking, reading, and writing skills, as well as social and cultural information.
5. The program provides frequent (daily, if possible, but at least 2-3 times each week) oral interactions between each student and an adult proficient in the target language (i.e., a certified foreign language teacher, a native speaker, or other individual with training in interactive teaching/learning techniques).

6. There is immediate feedback on student oral performance. Program source grades and returns student work (tests, assignments, projects, etc.) within 7-10 school days.

7. Program source is extremely well-organized so that classroom facilitators and students are informed of scheduled activities well in advance. A calendar of lesson objectives, test dates, activities, etc., is printed prior to each semester.

8. Text and printed materials correlated with the distance learning class are used for review, drill, practice, and homework to strengthen the concepts being taught.

9. In addition to all program printed materials, program source provides classroom facilitators recent research on foreign language learning and foreign language teaching methodology.

10. Program source directly involves all schools and students by providing a vehicle for networking with each other and with program source.

11. Each distance learning class is formally evaluated each year. Program source provides data on program effectiveness.

12. The distance learning teacher is an experienced master teacher with proven proficiency in the target language.

13. The program source provides in-service training in course organization, classroom management, and technical aspects of the program for classroom facilitators.

14. Each distance learning class has a classroom facilitator who is a certified teacher (preferably in another foreign language or related field).
15. Classroom facilitators have a working knowledge of the foreign language or are committed to learning the language (with students and/or through college/university classes).

16. School schedule coincides with program schedule.

17. Local education agencies have the facility and permission to tape programs for repetition and reinforcement of instruction.
C. Telecommunication

- WWW
  - Letter Writing and Reading
  - Turning Pennies Into “Pfennigs”
  - Wie Soll Das Wetter Sein?
  - “Site” Seeing
  - Using Self-Correcting Interactive Online Feedback
  - Roman Cuisine
  - Exploring Latin on the Web
  - Spanish on the ‘Net
  - Spanish-Speaking Countries
  - El Gobierno de España
  - A Trip to Pamplona for Sanfermines
  - Spanish Art
  - La Comida Hispanica

- E-Mail

* Please note that the Internet addresses listed in the following lesson plans may become obsolete at any moment.
HOW TO CREATE A WEB ACTIVITY FOR FOREIGN LANGUAGES


1. Select a topic.

2. Think about what language functions can be derived from this topic. In other words, what are some of the communicative acts native speakers engage in when dealing with this topic?

3. Think about the cultural component encompassing the communicative process.

4. Choose tasks that integrate language and culture in a natural way.

5. Search the Internet for a web site to match your task.
   - Do a search by country and key word(s) associated with the topic selected.
   - Browse around different sites to find a good match for the tasks. If you are not satisfied, keep searching or adapt your tasks to the information provided at the site.
   - WARNING: Web sites can disappear without notice. Choose a site that is connected to a government agency, a university, a large corporation. This type of site tends to be more reliable.

6. When you write the activity, give clear and specific instructions.

7. Write the activity in the target language.
   If the activity is for novice learners, use the language in a very controlled fashion. That is, use the language learners know, yet go a bit beyond their proficiency level. If the language employed is too challenging, they will be inclined to give up on the task.

8. When writing the activity, take advantage of the multimedia dimensions of the medium.
   Use picture, graphics, movies, music, etc. Think about what can be accomplished by using a computer as opposed to using a textbook. If possible, write the activity to integrate all the language skills:
   - Reading: Have students read short selections. Check reading comprehension using true/false statements.
   - Writing: Have students write about what they read, complete open-ended questions, react to visuals, etc.
   - Speaking: After the activity is completed, students can discuss, compare and contrast tasks.
   - Listening: There are wonderful musical recordings on the web. Lyrics in the target language can function as a mirror of the target culture. Use them to elicit discussions.

9. Consider the length of the activity. One hour is a good amount of time on task.

10. If your activity is curriculum-based and integrates language with culture, your students will experience linguistic growth, enriched cultural knowledge, and increased motivation.
Letter Writing and Reading

Classroom Information:
Language: French
Language Level: Beginning (Novice)
Time Needed:
Grade Level: Grade 4

Software: Access to E-mail through GroupWise or others
Hardware: Computer with Internet access, printer, overhead projector
Other Equipment: Transparencies

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.

Procedures:
The specific objectives of this lesson are to “open the world” to elementary language students so that they will be able to experience international friendships on a personal basis. They will be able to learn of the interests and activities of children their age in Francophone countries. There will also be an enhanced interest in learning the language because of the students’ personal interest in the unit.

The students were guided in writing individual pen pal letters in French which included their names, ages, where they live, family, favorite activities, and favorite foods. These letters were mailed to our pen pals in France who wrote individual letters back to each student. When we received the letters from France, the children were given their letters to translate and to tell the class about their pen pals.

Also, the short letters from students at the “Premiers Pas” site <http://www.imaginet.fr/momes> were printed out and distributed to all fourth grade students for more practice in reading French letters. I also made an overhead copy of these so that we could discuss them together. We were able to do a geography lesson here also as we located the places where the children lived in the various Francophone countries.

Because of the short amount of time I have with the students (30 minutes twice a week) and their limited language ability, we were required to use a lot of English for some parts of these activities. However, the benefits of increased excitement in making new friends in other countries and learning about the lives of children their age far exceeded the disadvantage of using English to facilitate these activities!
Possibilities for Extension Activities:

- Discussions and lessons about French culture (food, children’s games and activities, money, places of interest in the target country.)

- Students can be asked to read letters they have written on audio tapes to send to their pen pals (in English and in French). *Note: Unfortunately, we were unable to use videotape because of the difference in VCRs in the two countries.

- Students might compile a booklet to include all pen pal letters to share with other students.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts (letter writing)
Geography
Social Studies
Reading (cognates)

Brief Description of Classroom Setting:

Mrs. Hedden teaches French K: 20 min. once a week, 1-2: 20 min. twice a week, 3-5: 30 min. twice a week. She does not have her own classroom. She “floats” to individual classrooms. Each classroom is equipped with six computers, but there is only one Internet site - the library - in each school. With upcoming renovations, one Internet site per classroom is anticipated.

* Note: Here are some interesting web sites that I have discovered in my searches for French “connections”.
Posting the request for a partner classroom: http://www.stolaf.edu/network/iecc
Partner classrooms for middle schools and high schools: http://www.ecemail.com/ecz
French children’s site: http://www.imaginet.fr/momes
French-speaking teachers and pupils:
http://ourworld.compuserve.com/homepages/NOE_education
Tour Paris, Museums: http://sunsite.unc.edu/louvre
FLANC: http://www.wfu.edu/~redmond
Projects: http://www.learn.org
Canadian Government Educational Site: http://www.edu.gov.on.ca
Classroom Information:
Language: German
Time Needed: One 90-minute class

Language Level: Level 1
Grade Level: Grades 9-12

Software: Internet Search Engines, Atlases on CD-ROM if available
Hardware: Computer with Internet access
Other Equipment: Real German money will be needed for this unit

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Identify similarities and differences of tangible and intangible products between the target culture and his/her own culture(s).

Procedures:

* This lesson should be set up in stations. See explanation below.*

- Give all students a vocabulary list of German money words (das Geld, der Pfennig, der Schein, etc.).
- Pronounce the words together and hold up the coin as you say each word.
- After vocabulary is clear, divide students up into groups of 2-3, and assign each group a station to go to.

Station #1 - Requires students to do coin rubbings.

Station #2 - Requires students to look at the differences or similarities between German and American money and to make a list of similarities and differences.

Station #3 - Requires students to read a short cultural excerpt about the German currency system and to summarize it.

Station #4 - Internet. Requires students to go to a web site that does currency conversions. My students have used the site <http://www.olsen.ch/index.html> (There are many sites on the Web that do the same thing as this site. It allows students to type in a US dollar amount and to convert it immediately to German marks.)
Students’ sheets should contain at least ten dollar amounts that are to be converted. For extra practice, ask students to also convert each American amount into Austrian schillings!

*Station # 5 -* Requires students to convert dollar amounts into German Marks using the old-fashioned way (calculators!). The students’ sheet should show them how to convert by setting up a ratio math equation. To make sure that students have calculators, tell them to bring them to class at least two days before you actually conduct this project.

Once all students have completed each assignment at each station, the class discusses the results and identifies the value of the currency as it relates to their life (I could buy X CD for X money, etc).

**Possibilities for Extension Activities:**

- Have students write out their own lesson plan for other students.

- Have students plan a trip to Germany and use the currency converter to figure out exactly how much American money they will need to cover all German expenses. Itemize all items (travel, hotel, food, etc.).

- Have students create their own currency and a conversion rate.

**Interdisciplinary Connections:**

Computer/Technology Skills (see specific objectives in Telecommunications strand)
Economics and Social Studies
Math
World Geography

**Brief Description of Classroom Setting:**

I only had four computers with Internet capabilities, which were located in the school’s Media Center. Tables in the Media Center were also used to set up each station. The class size was 18 students.
Turning Pennies into Pfennigs

You are to complete each activity below with your group. After you finish at your first assigned station, move to the next one. (if you start at station # 2, move to # 3, etc.). You will need a pencil for station # 1.

Station # 1 - Using the coins provided, do a pencil rubbing of each coin in its appropriate box. Write the actual color of the coin in the box as well.

<table>
<thead>
<tr>
<th>ein Pfennig</th>
<th>zwei Pfennig</th>
<th>fünf Pfennig</th>
<th>zehn Pfennig</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Pfennig</td>
<td>eine Mark</td>
<td>zwei Mark</td>
<td></td>
</tr>
</tbody>
</table>

Station # 2 - Look at the differences and similarities between German and American money and make a list of those.

Station # 3 - Read the following excerpt about the German currency system and summarize it below. (Note to teacher: Any article will do!)

Station # 4 - Internet. Go to the following Web site <http://www.olsen.ch/index.html> and convert the following amounts of American money into German currency. Just follow the steps on the Web. It is easy!

$5 = $50 = $2000 =
$17 = $75 = $3654 =
$25 = $135 = $500,000 =

Station # 5 - Now convert each of the above listed American amounts of money into German marks using your calculator. The easiest way to do it is to multiply your American amount by the current exchange rate (1 S = 1.7 DM). You must write out your equation and answer on this paper!!
Classroom Information:

*Language:* German  
*Time Needed:* One class (90 min.)  
*Software:* None  
*Hardware:* Computer with Internet access  
*Other Equipment:* None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Give short oral or written presentations about people, places, and things using everyday words and phrases.
- Identify key words or main idea(s) from oral or written passages.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

- Access [http://www.hickory.k12.nc.us](http://www.hickory.k12.nc.us) go to Hickory High, then to Department and then to German for Ms. Fasciano’s web page.

- You and your partner are to select a city from the weather report located at the following site: International Weather [http://www.weather.com/weather/int/](http://www.weather.com/weather/int/)

- Make note of the three day forecast and create your own weather forecast. Make sure you and your partner have equal parts and report the following in your own live forecast for the class:
  1. the highs and lows for each day
  2. the general outlook for each day (fair, rainy, windy?)
  3. recommend activities in keeping with the forecast
  4. remember to greet your audience (name, city, hello, good-bye, etc.)
  5. create props to help with your forecast
  6. Klar, alles auf deutsch, bitte!

Possibilities for Extension Activities:

- Track the forecast of your city for a week and see if there are any parallels to our forecast in the States.
- Record the information on a spreadsheet and graph data.
Interdisciplinary Connections:

Communications (presentation skills, TV newscasting)
Computer/Technology Skills (see specific objectives in Telecommunications strand)
Geography
Science (Celsius and meteorology)

Brief Description of Classroom Setting:

There is one computer in the classroom. I usually have groups of three and throughout the lesson will rotate a group to the computer to get their forecast (this will be a pre-activity).

When we go to the computer lab, students get their information in about 20 minutes. Once the information has been gathered, the groups work on their posters and props for the forecast to be presented in front of the class (like a TV weather forecaster) the following day.
Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Identify important people, events, and achievements of the target countries and show their contributions to their own and other cultures.
- Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

* Note: The length of time needed for this project entirely depends on the number of students in the class and the number of Internet hook-ups available to students.

The purpose of this lesson is to allow high school students the opportunity to gain information about specific German cities by using World Wide Web and Internet as the primary research material. The teacher may change this lesson plan to meet his/her students’ needs. The steps are quite simple:

- Choose major cities in Germany that you wish for students to explore. These may be located throughout the entire country or primarily in one region within Germany. (For example, if you would like to do a unit on the Rhine River area, assign students cities located only on the Rhine.)

- Divide students into groups of 2-3 and assign each group a city.

- Give students a sheet detailing what is expected for this project, as well as a listing of the top Web sites that will be most useful to them. My students primarily use <http://www.city.net>

- Students should also use books, atlases, CD-ROMs, laserdiscs, etc. to help gather information.

- The sheet that you provide your students should be filled in as they research on the Web, and the information to be found should revolve around topics that are not easily found in books (for example: “Give the name and address of an important movie theater within your city” or “What is the address of the tourist information center located at the city’s main train station?”) (See examples on next page.)
While some students are researching on the Internet, others can be finding maps of the city or pictures from other resources.

Have students turn in sheet with all the answers when they are finished.

Possibilities for Extension Activities:

- Have your students take all of the information found and turn it into a travel brochure for that city.

- Have students do an oral report, a PowerPoint or an HyperStudio presentation to the class about the city they have researched.

- Have students create a poster or visual aid detailing all the information.

Depending on the language abilities of your students, you may choose for them to do this project entirely in German, or part German and part English. The info. sheet should be in German!!

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts
Social Studies (History, World Geography)

Brief Description of Classroom Setting:

I only had 4 computers with Internet capabilities for students to use. These were located in the media center. Therefore, we spent 3 days in the library taking turns using the computers. Because the Internet often kicked us off, the project took longer than planned. Class size: 18.
“Site” Seeing

Dear Student,

You have been assigned the German city ______ to research. Below is a listing of all the information that you are to find. Some of this information can be found in books, encyclopedias, and atlases, but much of it can only be found on the Internet. You will definitely find quick information about your city if you do the following:

- Go into the Internet
- Type in the address: http:// www.city.net
- You will see a place in which to type in any city name. Type in your city.
- You will see a list of possible sites come up.

When you have finished gathering all information, you are to turn this form into me and then transfer all information into some type of visual presentation for the class (a poster, a booklet, a travel brochure, etc. Be creative!)

1. Your city is the capital of which German state?

2. How many citizens live in your city?

3. Attach a map of your city.

4. Attach a map of your city within greater Germany. Highlight your city.

5. Attach at least one photo of an important building, person, museum, or event from your city.

6. Have any famous musicians, writers, or artists lived in your city? Who?

7. Has there been any major battle or historical event that took place in your city?

8. What is your city known for? For example, Munich, Germany, is known as the home to Oktoberfest. Does your city have any claims to fame?

9. Give the names, addresses, and telephone numbers of the following places in your city.
   • the main tourist information office (probably at or near the train station)
   • at least two decent hotels in which I could find a room
   • two restaurants with good food
   • two movie theaters
   • the opera house (if there is one)
   • any major or important museums in your city
10. List the major tourist attractions in your city.

11. Finally, is there anything else about your city that you’re just dying to tell me?
Classroom Information:

Language: Latin
Language Level: Latin I-IV
Time Needed:
Grade Level: Grades 9-12

Software: Netscape 3.0 (java-enabled) and a text editor

Hardware: IBM compatible computer, Network internet access (tcpip)

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

There are no specific objectives from the NC Latin Curriculum since this lesson is designed to facilitate instruction by having students design their own quizzes.

Procedures:

Go to:

Possibilities for Extension Activities:

Students can make their own quizzes:
1. Copy one or more of the quizzes and open them up in a text editor.
2. Examine the code used to create the page to determine where input belongs.
3. Create your own quizzes.

Note: Students enjoy writing their own quiz questions once they learn the simple format that these javascript quizzes are written in. If using a text editor turns out to be too difficult, go to http://www.jchelp.com/test2000/test2000.htm and download the TEST2000 quizmaker demo.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
Roman Cuisine

Classroom Information:
Language: Latin
Time Needed:
Language Level: Latin I-IV
Grade Level: Grades 9-12
Software: Netscape 3.0 (java-enabled)
Hardware: IBM compatible computer, Network Internet access (tcpip)
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:
- Students demonstrate an understanding of the relationship among the practices, people, and perspective of Greco-Roman culture.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Go to:
http://www.academyonline.com/academy/athens/latin/cooking.htm

Students research Roman cuisine for the purpose of creating an authentic meal.

Possibilities for Extension Activities:

- Students can research the herb and spice link to create a Roman spice rack (digital pictures can be incorporated at this point).

- Students can translate some of Apicius De re coquinaria.

- Students create a recipe book of the meal they are assembling.

- Students create a PowerPoint or HyperStudio presentation describing the herbs and their uses.

Interdisciplinary Connections:

English Language Arts
Computer/Technology Skills (see specific objectives in Telecommunications strand)
World History

Technology: The Common Language, 1999
Classroom Information:
Language: Latin
Time Needed: 
Language Level: Latin I-IV
Grade Level: Grades 9-12
Software: Netscape 3.0 (java-enabled) and a text editor
Hardware: IBM compatible computer, Network Internet access (tcpip)
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:
- Relate Latin and Greco-Roman world to other disciplines.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Go to:
http://www.academyonline.com/academy/athens/latin/etymol.htm

Explore biological, botanical, and dinosaur Latin.

Explore Latin phrases in common English use.

Explore Latin carols, contemporary songs, and even an online Latin journal.

Students can exhibit understanding using a variety of activities and assessments.

Students report on their findings to the rest of the class.

Possibilities for Extension Activities:

Contact via e-mail one of the authors of these web pages with suggestions, additions, and/or questions.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)

Brief Description of Classroom Setting:

Not available

Technology: The Common Language, 1999
Classroom Information:
Language: Spanish  
Time Needed: 30 minutes  

Language Level: Beginning  
Grade Level: Grades 3-5

Software: Internet access  
URL <http://mts.admin.wsfcs.k12.nc.us/Sgarden/spanish.html>  
or personal page: <http://www.geocities.com/RainForest/Canopy/3341/>

Hardware: Computer  
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

The students are gathered around the computer. I give them the URL (web address) of the Spanish learning pages which I have constructed for them (see following pages). I assist them in the process of reaching the site if they have difficulty.

The students read the questions and view the images on the Spanish learning pages, and take turns answering the questions. The students enter the answers directly on the page. After they complete an entire section, they submit the answers to me via the web (see enclosed sample page). Once students responses are submitted, the answers are displayed immediately for them to obtain feedback on their choices. At this point, students may choose to progress to other pages at the Spanish learning site.

Pages on the Spanish learning site at present include:

1. The test page, with questions ranging from animal identification, weather, colors, to simple dialogue.
2. A page in which they practice numbers and counting in Spanish.
3. A page displaying the Spanish alphabet with pronunciation guide.
4. A page on which the planets of the solar system are seen and described in Spanish and English.
Finally, one page invites students to “Explore the World” by following links to Spanish and other international sites from around the globe.

**Possibilities for Extension Activities:**

This site will continue to evolve and will eventually include many different tests, illustrative pages, sound bites to accompany pronunciation guides, division of material for different grade levels, games, etc.

I am also constantly changing and adding new links to the “Explore the World” page. I can foresee the possibility of adding correspondence between our Spanish classes and English classes in other countries. (We have done this extensively in the last two years, and the students would like to do this activity again.)

**Interdisciplinary Connections:**

- Computer/Technology Skills (see specific objectives in Telecommunications strand)
- Social Studies (Geography)
- Science

**Brief Description of Classroom Setting:**

Mr. Almeida sees his elementary students 30 minutes twice a week. He does not have his own classroom but instead “floats” to different classrooms to teach the students. Each classroom is equipped with one computer with access to the Net. Mr. Almeida also uses some CD programs with his classes. To manage students’ behavior effectively while at the computer, Mr. Almeida selects a good typist to enter the answers and a good speller who spells out the words to be entered by other students; other students are expected to provide the input. Mr. Almeida also organizes his class so that a group of four students can work at the computer while the rest of the class is engaged in another activity.
Bien venidos al nuestro examen.
Welcome to our quiz.

¿Cómo te llamas? (Do not hit return)
¿Cómo se llama tu escuela? (Do not hit return)
¿Cómo se llama tu maestra? (Do not hit return)

¿Cómo estas?
○Muy bien gracias ○Estoy así, así ○Estoy muy mal ○Super! ○Terrible

¿Qué es hoy? ¿Qué color es esta pagina?
Domingo Ñaoco.

¿Qué tiempo hace? ¿Qual es tu animal favorito?
Hace mal tiempo. Perro.

¿Qué animales son estos? ¿Qué son estos?
El perro El perro
El caballo El gallo
La vaca El gato
El conejo El caballo

How often do you visit this page?
Every Day
Once per week
Once per month
Once per year
Classroom Information:
Language: Spanish
Language Level: Beginning
Time Needed: Adaptable to own situation
Grade Level: Grades 7-8

Software: Browser (Netscape or Internet Explorer 3.0 or higher)

Hardware: Computer with Internet access

Other Equipment: Computer connection to a TV monitor or through the overhead projector or as a best choice a regular computer projector

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Ask and answer questions using learned materials orally and in writing.
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Identify the similarities and differences of tangible and intangible products between the target cultures and his/her own culture.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Assumptions:
a. Students know how to browse the World Wide Web, although most of the links will be provided in order to minimize the time used on-line.
b. Spanish-speaking countries and their locations have been taught.
c. Students have been exposed to Celsius and Fahrenheit scales.

Day One:
- Review Spanish-speaking countries and their locations.
- Refer to the seasons in the Northern Hemisphere (Hemisferio Norte) and in the Southern Hemisphere (Hemisferio Sur). Point out that they are opposite.
- Refer to the dry and rainy seasons in the Tropic (el Trópico).
- The whole class can be exposed to the Internet session if appropriate size of monitor is available (either computer monitor or TV monitor connected to the computer); otherwise the class should be divided in two and take turns.
SPANISH SPEAKING COUNTRIES
continued....

- While one group works on-line, the other may work on another kind of activity related to the same topic.

- Use links to places in the Northern Hemisphere (many refer to Mexico and the United States), on-line media such as newspapers and magazines or any other source of information showing the weather and temperatures.

- Use links to places in the Southern Hemisphere (may refer to the countries on southern South America to show the opposite seasons and weather and thus notice the difference in temperatures).

- Use links to places in the Tropics (may refer to the Caribbean, Central America, and Northern South America).

- At this point students should have recorded the temperatures in the three regions (Northern and Southern Hemisphere and the Tropics). They can compare the differences and perhaps infer what the season is in each site.

- Students will have noted the difference in temperature scale used in the countries. At the end of the session, awareness should be raised about the critical points of temperature:
  
  0 degree Celsius = 32 degrees Fahrenheit
  
  Comfortable temperatures for outdoors, beach, etc. in both scales
  
  37 degrees Celsius = 100 degrees Fahrenheit

Day Two

- Use same or other links to sources of information referring to the kind of money used in different Spanish-speaking countries.

Use a link to the “Money Calculator On-Line, or other sources.

Special Drawing Rights (SDRs)

Treasurer’s Department

New York Federal Reserve Bank for customs purposes

- Make a list of the different monetary units and the exchange rate.

- Compare the exchange rate of American money with other countries’ money. Use appropriate math operations to calculate the exchange.
*Note: I write a web site where the links are kept handy: “Mr. Rodriguez’s Virtual Spanish Classroom” <http://www.internet.net/~ayax/SPANISH.html>

Before and after the Internet session experience, vocabulary and question words are generated. Answers are found in the links. Depending on the students’ level of proficiency the teacher can generate short paragraphs and questions for students to read and answer, or the students themselves individually or in small groups, can write short paragraphs.

Possibilities for Extension Activities:

- Students may check the country sites at different times in the year to point out noticeable change of seasons and temperatures.

- Students may keep a log of the variation of temperatures per regions and seasons. They may use a spreadsheet to do this.

- Students may graph their results or may record them in a spreadsheet or database.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts: Writing
Math: Working with equivalencies, Celsius to Fahrenheit, monetary units from one currency to another

Brief Description of Classroom Setting:

For most schools, the only option may be one Internet connection, in one particular location. For this set-up, teachers need to make reservations for their classes to work with the Internet.

However, students, in pairs, can be sent to the Internet computer to retrieve the information, print it out, bring it to the Spanish classroom, and share it with the help of the teacher if it is needed.

Projects can be assigned for small groups on their own to retrieve the information and then present it.

*Note: In my community, 20% to 30% (or more) of the students have Internet access at home. I send a letter home requesting parental approval for students to use the Internet to complete their research at home.
EL GOBIERNO DE ESPAÑA

Evangelin C. Wall, Atkins Middle School, W-S/Forsyth Schools

Classroom Information:
Language: Spanish
Language Level: Levels 1-A, 1-B, II, III
Time Needed: 30 + minutes
Grade Level: Grades 6-10
Software: Browser (Netscape or Internet Explorer)
Hardware: Computer with Internet access, printer
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify people and products and their importance to the target culture.
- Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Write familiar words, phrases, and sentences in context.
- Name and describe orally people, places, and things using everyday words and phrases.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

- Students connect with Internet site, Bienvenidos a España through the University of Toledo, Spain <http://www.forlang.utoledo.edu/COURSES/SPN2140/Spain.HTML>

- Using the perfil de España y su gente, students answer a few questions about Spain. (See attached).

- Students then continue to the next page of Spain.HTML and select El nuevo gobierno de España from the hotlinks. Here they find pictures and the names of the president and members of his cabinet. The attached sheet asks them to answer five questions about these posts and to create five sentences about these cabinet members. The students can click on any of these cabinet members and learn about their personal and professional lives. Have students compare these posts with those of our own government.

- Return to the hotlinks and select an article to investigate. Recipes, the periodoABC, articles on pop or rock music in Spain, holy week in Seville, or the fair in Seville are good websites. Have them jot down or discuss their findings. Remind them that they are not expected to understand everything they find but rather to see what they can recognize in the target language.
* Note: To use with exploratory or early beginning level students, you could create a matching exercise or use the attached.

For IB or 2A students, pretend these cabinet members used to hold the post in past years or that they had campaigned for the office. Students then tell about them in the proper time reference, using the character profiles for each candidate.

Possibilities for Extension Activities:

- In the ABC hotlink, there are many current sports opportunities. Also, you could compare their rock singers with our rock singers.

- In the recipes and food of Spain sections, there are opportunities to identify foods, teach measurement, or even cook.

Interdisciplinary Connections:

Computer and Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts
Math
Social Studies (World Cultures, World Geography)

Brief Description of Classroom Setting:

You can group two students per computer. If cooking, the teacher can print out the recipe for every group.
Assignment: España

I. Spanish 1-A and Spanish 1-B
   Answer the following questions from this webpage:
   Website: http://www.forlang.utoledo.edu/COURSES/SPN2140/Spain.HTML

   1. ¿Qué son las ciudades principales de España?
   2. ¿Qué es la moneda de España?
   3. ¿Qué tipo de gobierno tiene España?
   4. ¿Quién es el jefe de estado de España?
   5. ¿Cuántas personas viven en España?

II. Spanish 1-B
   Select El nuevo gobierno de España. This website is:
   http://www.el-mundo.es/documentos/gobiernoaznar/nuevogobierno.html

   Pretend this is an old document and use preterit tense.
   Write 10 sentences describing any 10 of the cabinet members and describe the office they held el año pasado (ejemplo: El año pasado Javier Arenas fue el director de Trabajo y Asuntos Sociales.)

   Return to the main website and open any file (recipes, newspaper, music).
   Write 3-5 sentences describing what you understood about what you read.
   Make sure you identify the article you read.

III. Spanish 1A
   http://www.el-mundo.es/documentos/gobiernoaznar/nuevogobierno.html
   Write 3-5 sentences answering the following questions:

   1. ¿Quién es el presidente?
   2. ¿Quién es el director de Defensa?
   3. ¿Quién es el jefe de Justicia?
   4. ¿Es el director de Agricultura un hombre o una mujer?
   5. ¿Quién es el director de Agricultura?

   Go back to the main web page, choose a sub-article and tell 2 things you learned from it.
**EL GOBIERNO DE ESPAÑA**

<table>
<thead>
<tr>
<th>Nombre oficial:</th>
<th>Reino de España</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensión:</td>
<td>504.782 kilómetros cuadrados (más o menos dos veces el tamaño de Oregon)</td>
</tr>
<tr>
<td>Ciudades principales:</td>
<td>Madrid (capital), Barcelona, Valencia y Sevilla</td>
</tr>
<tr>
<td>Moneda:</td>
<td>Peseta</td>
</tr>
<tr>
<td>Población:</td>
<td>39.404.348 (julio 1995)</td>
</tr>
<tr>
<td>Grupos étnicos:</td>
<td>grupos mediterráneos y nórdicos</td>
</tr>
<tr>
<td>Idiomas:</td>
<td>el castellano (lengua oficial), el catalán, el gallego y el vasco (son lenguas oficiales de las comunidades autónomas de Cataluña, Galicia y el País vasco, respectivamente)</td>
</tr>
<tr>
<td>Fiesta nacional:</td>
<td>12 de octubre</td>
</tr>
<tr>
<td>Forma de gobierno:</td>
<td>Monarquía Parlamentaria</td>
</tr>
<tr>
<td>Jefe de estado:</td>
<td>El Rey Juan Carlos I (22 de noviembre de 1975)</td>
</tr>
<tr>
<td>Jefe de gobierno:</td>
<td>José María AZNAR López</td>
</tr>
</tbody>
</table>

**MUSEOS, PINTORES Y PINTURAS:**

(Por ciencia. Estas se van a desmorar un poco)

- Museo del Prado
- Museo Nacional Centro de Arte Reina Sofía

**Salvador Dalí:**

- Salvador Dalí
- The Metamorphosis of Narcissus
- Sleep

**Goya:**

- La Vendimia
- El 3 de mayo en Madrid: Los fusilamientos de la matinada

Technology: The Common Language, 1999
EL GOBIERNO DE ESPAÑA

EL NUEVO GOBIERNO

Presidente del Gobierno
José María Aznar

Vicepresidente
Ministro de la Presidencia
Francisco Álvarez Cáceres

Vicepresidente
Economía y Hacienda
Rodrigo Rato

Asuntos Exteriores
Abel Matutes

Justicia
Margarita Mariscal

Defensa
Eduardo Serra

Interior
Jaime Mayor Oreja

Fomento
Rafael Arias Salgado

Cultura y Educación
Esperanza Aguirre

Trabajo y Asuntos Sociales
Javier Arenas

Industria, Energía y Turismo
Josep Piqué

Agricultura
Loyola de Palacio

Administraciones Públicas
Mariano Rajoy

Sanidad
J.M. Romay Beccaria

Medio Ambiente
Isabel Tocino
A Trip to Pamplona for Sanfermines

Classroom Information:
Language: Spanish  
Language Level: Novice High
Time Needed: 2-4 weeks  
Grade Level: Grade 8

Software: Video tape of The Running of the Bulls
Hardware: Computer with Internet access, VCR and Television
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Ask and answer questions using learned material orally and in writing.
- Write familiar words, phrases, and sentences in context.
- Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Develop an appreciation of cultural differences by comparing simple patterns of behaviors or interaction in cultural setting.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

I. Planning our itinerary

Standards: Communication, Culture, Connections, Comparisons

Benchmarks (Numeration based on National Standards document):
1.1 Students engage in brief conversations in Spanish to find out how to get from one location to the next.
3.2 Students use the twenty-four-hour clock to tell time.

Tasks:
- Students access the Pamplona: Sightseeing and decide where they would like to visit (see copy of web page enclosed).
- In writing, students plan an itinerary utilizing the twenty-four-hour clock.
- Student hear a tour bus schedule and fill out the handout to know what times the routes go to different places.
- Students ask each other directions using a map.

Technology: The Common Language, 1999
**A Trip to Pamplona for Sanfermines**

*continued...*

**Awareness:**
- Extensiveness of the public transportation system in Spain.
- Use of the twenty-four-hour clock.
- Willingness of everyone to help give directions.

**Feedback:**
- Students' worksheets
- Class discussions

**Scoring Criteria:**
- Rubrics
- Checklist (see enclosed)
Pamplona proves to us that a medieval town can be adapted to the needs of our century without damaging its integrity. The 16th century town-walls, which enclose wide areas of the urbanization still today, are impressive. They are, in a way, the backbone of the town and serve to the visitor as orientation for his walks through Pamplona. Alongside them we find nice parks, wide avenues and the oldest monuments.

Pamplona Taurina

Let’s start with Plaza de Toros, the bullring, located at the end of the town-walls close to Arga river. Its tradition has made Pamplona world-famous, not least because of the books of Hemingway. It is the location of some of Spain’s most important bullfights, specially during the festival of San Fermin, a spectacular event that leads thousands of tourists to Pamplona each year. Close to the bullring is the square of Plaza de Castillo, where bullfights took place up to 1893. Today you may visit one of the beautiful cafeterias on this square that in a way is the “heart of town”, and feel like Hemingway who liked to sit in there when he was in Pamplona.

The Cathedral

Pamplona’s gothic cathedral, built between 1397 and 1530, with an 18th century neoclassical façade by Ventura Rodríguez is listed among the most important religious buildings of Spain. Most valuable is claustrum. In the central nave there is the Kings’ Mausoleum of alabaster, built in 1415. Remarkable are as well its 15th century altar, the 14th century Barbanza chapel, the Fuente de la Cruz with the tombs of the Counts of Gades, the “Adoration by the Kings “ and the relics of Holy Sepulchre and Lignum Crucis in its museum.

The Parks along the River

In the beautiful Tejera Park, close to the most monumental part of Pamplona, there are the towers of the town-walls and the square of Plaza de Santa Maria la Real, with the baroque Archiepiscopal Palais. Following the walls you arrive to Puerta de Zumalacárregui, one of the six old doors of the town, and the Park of Santo Domingo. Close to it there is the town-hall, with a baroque façade, the Seminar of San Juan Bautista, with the Sarrasate Museum and the Town’s Archive, where is conserved the famous document Fuero, a medieval privilege of 1129.

The “Burgos”

Pamplona originally consisted of three small fortificated towns (“burgos”), which frequently were in war one with each other. The King of Navarra Charles III decided in 1423 to unite them. The churches of those three original towns are still conserved: San Cénin, from 13th century, San Nicolás, and Santo Domingo.

At the square of Plaza de los Burgos is located the Hotel de la Villa, with an interesting baroque façade, certainly one of the more characteristic monuments of Pamplona. Close to it there is the church of San Saturnino.

A 15th century hospital with a beautiful plateresque portal is used as Museum of Navarra. It exposes archaeological rests from neolithic period to the Goth’ epoch, extraordinary gothic wall-paintings and a valuable 11th century Moorish casket from the Monastery of Leyre.
The festival of **San Fermin** is by far the best known event taking place in Pamplona. TV-spectators in all the world are surprised, impressed or shocked each year when they watch the spectacle of bulls running through the streets of the town and hundreds of young men, usually dressed in traditional white shirts and red belts, ahead of them. Taking this challenge frequently ends in blood and tears.

*Hemingway* was deeply impressed by Pamplona's **Sanfermines**, as by the tradition of bullfighting in general, and reports on it in several of his books. The way through the town leads to the bullring, where in the evening of the same day are celebrated some of the most important bullfights of all the season, with the very best **toreros**. The spectacle as described above takes place on the first day of the festival, on **July, 7**th. During the following week all Pamplona is the scenery of an enormous party, with dancing and singing and drinking - it is certainly the most exciting week of all the year.

Although the **Sanfermines** of Pamplona are the best known event of that kind, there are similar festivals in several of the villages around: in **Tudela** from July, 24th to 28th, in **Estella** from the first Saturday in August, in **Tafalla** from August, 15th to 20th, and in **Sanguesa** from September, 11th to 17th.

Another very interesting tradition in the province is the "**Ceremonia del Tributo de las tres Vacas**", in **Roncal valley**, on **July, 13**th. A contract from 1375 obligates the inhabitants of the french **Baretous** valley to pay an annual tribute in form of three cows to the people of **Piedra San Martin**. The ceremony is executed by the town-mayors, in medieval gowns.

On **May, 25**th takes place a festival of traditional regional dances, called **Baile de la Era**, in **Estella**.

On **June, 24**th, pilgrims of all the region come together in a cave close to the **Hermitage of San Juan de Xar**, in **Yanci**, to wash themselves in the water of its three springs. Illnesses are said to be cured by that in a miraculous way.
Going to the Sanfermines Checklist

Did I really learn today? (Sí/No)

1. Did I decide which places in Pamplona I would like to visit?

2. Did I plan my itinerary according to the directions?

3. Did I use the twenty-four-hour clock to write my responses?

4. Did I communicate clearly with my partner when trying to give him/her directions?

5. Was I easy to get along when working in a group?

6. Did I ask questions clearly using the conversational skills we practiced in class?

7. Did I listen carefully to the bus schedule and find out where I was supposed to go and at what time?

8. Did I participate in class discussions?

¿Cómo se llama?

¿Cómo se llama su profesora?

¿Cuál es la fecha de hoy?
II. Making postcards

*Standards:* Communication, Culture, Connection, Comparison

*benchmarks* (Numeration based on National Standards document):
1.1 Students express their feelings about their experiences in Pamplona, Spain
2.1 Students demonstrate an understanding of the target culture when designing a Spanish-style postcard.
3.1 Students reinforce their artistic skills when choosing a scene from San Fermín to illustrate their postcard.
4.2 Students demonstrate an understanding of the practices and perspectives of the Spanish culture.

*Tasks:*
- Students choose a scene from San Fermín festival to illustrate their postcard.
- Students write a brief description of the picture in the back-left, top-corner in Spanish.
- Students draw a stamp taking into account the cultural designs of the Spanish stamps.
- Students include a Spanish return address.
- Students write their parents about their experiences in Pamplona in Spanish.
- Students share their postcards with the rest of the class.

*Awareness:*
- Spanish addresses
- Postcard format

*Feedback*
- Worksheets

*Scoring Criteria*
- Rubrics

**Possibilities for Extension Activities:**

Students can do a travelogue using a desktop publishing program, a multimedia program such as *HyperStudio*, videos, or a series of digital images. They share their presentation with different audiences (parents, other classes, students in different countries, etc.).

**Interdisciplinary Connections:**

- Computer/Technology Skills (see specific objectives in Telecommunications strand)
- Multicultural Awareness
- Social Studies (Geography)
Brief Description of Classroom Setting:

I have student-generated posters around the class and a TV which is readily available. The Optimum class size for this activity is 15-20 students.
Classroom Information:
Language: Spanish  
Time Needed: Three 50-60 min. classes

Language Level: Spanish I-IV  
Grade Level: Grades 9-12

Software: Netscape or Internet Explorer

Hardware: Computer with Internet connection

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Identify important people, events, and achievements of the target countries and show their contributions to their own and other cultures.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Website address: http://www.kn.pacbell.com/wired/fil/pages/hunelarte.html
- Load the website on each computer for easy student access. (Either bookmark or under Favorites)
- Print out and laminate color pictures of the paintings. Hang the pictures for student viewing or view pictures from laserdisc. Write the six questions on the board in the lab. The six questions are found on the Internet Treasure Hunt (see end of lesson for questions).

Day 1
- Go to the Internet. Introduce the website by reading it with students. Students answer the six questions orally.

Day 2
- Students answer questions on the worksheets (see following pages).

Day 3
- Students complete worksheets and answer the big question (yes/no and how?).

Possibilities for Extension Activities:
- Students prepare a PowerPoint presentation.
- Students create a one-page newsletter on painters using Microsoft Publisher.
• Students write biographical sketches of artists.

• Students report data on a painting which is a class favorite.

• Students research other Spanish-speaking painters (e.g., David Siquiercs, Pablo Picasso, Frida Kahlo, Diego Rivera, Salvador Dalí, Joan Miro, Fernando Botero, Pérez Celis, Francisco de Zurbarán).

Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Telecommunications strand)
Information Skills
Social Studies (World Cultures)

Brief Description of Classroom Setting:

28 computers in a lab setting and 1 computer in a classroom setting set up as learning center.
Señorita DeLargy’s Worksheet for El Arte

A. Which Spanish painting shows:

1. The young prince
2. The man with water
3. The noble being buried in a church

B. Which Spanish artist works show:

1. Things and people in a distorted view
2. Colors and lighting showing reality
3. Human form in spiritualized manner
4. Scenes that are pastoral in nature
5. The human body in realistic portrayal
6. Symbolism with light and darkness

C. Match the following:

1. The burial of the Count of Orgaz
2. El Greco
3. Velazquez
4. Goya
5. Toledo

   a. painter of rural life
   b. home of El Greco
   c. Domenikos Theotokokpoulos
   d. father of Spanish realism
   e. mystical painting

D. Complete the following:

1. Velazquez is to realism as El Greco is to---
2. Country life is to --- as court life is to Velazquez
3. Governor is to El Greco as --- is to Velazquez
4. Madrid is to Velazquez as Toledo is to---
E. Name the Spanish artist that would:

1. Paint peasants at work and play
2. Use a horse for exact proportion
3. Attend a grand church ceremony

F. Which Spanish artist works could:

1. Show how country people live and work
2. Show things as they really are
3. Decorate a Catholic cathedral

Which painting is your favorite?

Who is the artist?

Tell what the painting is about and why you like it

H. Answer the following questions

1. Where was Francisco de Goya born?
2. Where did Francisco de Goya work?
3. Who sponsored El Greco?
4. Who worked at the Royal Palace?
5. Where was the Royal Palace?
6. What century was El Greco associated with?
7. What century was Velazquez associated with?
8. What century was Velazquez associated with? 

9. In what museum and city is Don Manuel Osorio de Zuniga? 

10. In what museum and city is the Parasol? 

11. In what museum and city is the Water Carrier of Seville? 

12. Where is the Burial of the Count of Orgaz?
Buscalo / (el arte)

an Internet Treasure Hunt on el arte

created by Nancy DeLargy
Watauga High School

Introduction \ The Questions \ Internet Resources

Introduction
Think about the many different ways people decorate their living rooms. Porcelain figurines and plates, oil paintings, watercolors, woven wall hangings, photographs, posters, mobiles, and many other objects should enter your mind. ‘Should a painting be like a photograph, showing exact and true-to-life details, or should it be abstract?’ ‘Should artists focus only on pretty subjects?’ Below is a list of questions about the topic of this page. Surf the Internet links on this page to find answers to the questions. Have fun and don’t forget to answer the big question.

Questions
1. Which of these artists was actually Greek and what was his real name?
2. What is happening in this painting, ‘The Burial of the Count of Orgaz’?
3. What was Diego Velazquez’s occupation?
4. Francisco de Goya was famous for two styles of art. What are they called?
5. ‘The Parasol’, one of Goya’s most famous paintings, is located in which Spanish Museum?
6. Francisco de Goya became discouraged with the cruelty around him in Spain. He moved to another European country. Which one?

The Internet Resources
- Goya
- Tres Artistas Grandes
- Goya
- El Greco
- Diego Velazquez
- Goya

The Big Question

‘Is an artwork ever used to send a message to the public?’
Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Identify and process information and skills that are common to the foreign language class and other disciplines.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Now that we have learned various Hispanic foods and drinks, we shall try our hand with the Internet to find recipes.

In this activity we will be visiting web sites for traditional recipes of the Hispanic world.

- Go to WWW site: La Comida
  http://mexico.udg.mx/cocina/home.html

- Select a recipe area and click on it (place the pointer on the item, the pointer becomes a hand, and then click your mouse)

  Here you will find a description of the different types of recipes. Click on it.

  (You could also look particularly for typical dishes (Platillos Tipicos de Mexico). Click on it. On this page you will find a listing of the states in Mexico. Choose an area and write it down.)

- Browse through the various recipes listed by clicking on to each one individually. After reading it, hit the BACK key (at the top of the screen) to return to any of your previous listing. Then click onto another.
Choose the recipe which is of most interest to you and click on it again.

Print your recipe on the printer, or copy it long-hand if the printer is not available.

(You could also cut and paste your text if you are submitting your work on-line. Then paste into the box at the bottom of the page. On-line Responses.)

Return to your listing by hitting the BACK key. Then click onto the particular state/city from which your recipe came.

You are now on the state/city page, which should provide general geographical information needed to complete the activity.

Print out this information or copy long-hand.

Possibilities for Extension Activities:

Compile a shopping list of the foods needed to cook this recipe. Write long-hand or on the computer if you have one at home. Next to each item write the locations where you would purchase the different items.

Make a recipe book (use a desktop publishing program) including pictures (can use a digital camera) and try out the recipes.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Art
Information Skills
C. Telecommunication

- WWW
- E-Mail

- Me and My Community
- Internet Use and Pen Pals
- Individual Pen Pals
- Un Echange Electronique Franco-Américain
- Culture
### Classroom Information:
- **Language:** All
- **Language Level:** Levels II and up
- **Time Needed:**
- **Grade Level:** Grades 9-12

**Software:** Word-processing program, multimedia programs such as HyperStudio or PowerPoint

**Hardware:** Computer with Internet access, printer, camcorder, tape recorder, digital camera

**Other Equipment:** Audio and video cassette

### Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.
- Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- Identify and process information and skills that are common to the foreign language class and other disciplines.

### Procedures:

- Since this is a unit on community, students brainstorm a list of questions pertaining to the community they would like to ask of their counterparts in another town, state, or country. Students include the question “What do you want to know about our community?”

- Students e-mail the questions or send them through regular (snail) mail. They may choose to send those questions to students in one town or they may want to venture and send them to people in different locations in the target country or to different countries. Sending the questions to countries where the language is spoken is optimum. However, if this is not an option, students can pair up with a school in an other area where the foreign language is taught as long as the communication takes place in the target language.

- Students collect the responses to their question, “What do you want to know about our community?” They read and share them with the rest of the class and begin to organize the questions into
topics. (Because several days may elapse before students get a response, the teacher will begin a unit of study of the particular country or region in which the corresponding students live.)

- In groups, students select a special topic related to their own community as suggested by the key pals or pen pals (e.g., location and climate, history, tourist attractions, foods and animals indigenous to the area) for the purpose of conveying this information back to their e-mail pal or pen pals.

- Students begin researching and collecting information on their selected topics using on-line searches, CD-Rom resources, and World Wide Webs.

- Students videotape special features of their local community, they record some oral history from grandparents or older people in the community, and they take snapshots of buildings, foods, etc. using digital cameras.

- Students organize their research and develop a presentation to be made to their classmates prior to sending it to their e-mail pals or pen pals. In developing their presentation. Students can use the following:
  
  Graphic software to make charts and graphs
  Word Processor to make their presentation
  HyperStudio to present travelogue
  PageMaker to do desktop publishing

- Students prepare a package of items indigenous to their own area and mail it to their counterparts along with a brief explanation about each item and a request for comments.

Possibilities for Extension Activities:

- Students collect and organize the responses to their questions about the communities from their key and/or pen pals. According to the number of responses received, they may want to develop a data base to collect and organize this data.

- Students share their newfound knowledge about other communities with other classes in their schools, in feeder schools, in their communities, and in a variety of programs (PTA or PTO, International Festivals, School Boards, TV shows, etc.).

Interdisciplinary Connections:

Computer and Technology Skills (see specific objectives in Telecommunications strand)
English Language Art
Social Studies (World Geography)
# INTERNET USE AND PEN PALS

Raye Hedden, Marion Elementary School, Shelby City Schools

## Classroom Information:
- **Language**: French
- **Language Level**: Beginner (Novice)
- **Time Needed**: On-going
- **Grade Level**: Grades 1-5

Software: Access to E-mail through GroupWise or others

Hardware: Computer with access to the Internet, printer

## Other Equipment:

## Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Demonstrate an understanding of children’s literature including stories, poetry, folktales, fables, and legends of the target cultures.
- Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
- Identify and process information and skills that are common to the foreign language class and other disciplines.

## Procedures:

Note that this is not a formal lesson plan, but rather an explanation of procedures that were used in and out of the classroom to facilitate the activities.

The specific objectives of this lesson follow: To “open the world” to elementary language students so that they will be able to experience international friendships on a personal basis. They will be able to learn of the interests and activities of children their age in Francophone countries. There will also be an enhanced interest in learning the language because of the students’ personal interest in the unit.

Classroom pen pals: In March 1997, I posted a request on the Internet for an elementary class in a Francophone country who would be interested in corresponding with my elementary students. I received an immediate response from a teacher of first and second year students (ages 6-7) in France and our correspondence began via e-mail.

We wrote almost daily for several weeks, asking each other questions and answering about our teaching situations, schools, students, where we lived, etc. We then exchanged letters between our students via “snail mail.” (I chose one of my first grade classes to do the actual writing, but shared all correspondence from France with all of my students K-5.) My students wrote several sentences in French, and the remainder of their letters were completed in English at a writing center in the classroom. (The classroom teacher has been very cooperative in helping to prepare all materials when I need extra time with her students.)
INTERNET USE AND PEN PALS

continued...

My first graders are now writing a book with Lucien’s class (see sample pages at conclusion of the lesson). He sends his students’ episode in French via e-mail. I show it in French to my first graders, ask them if they can guess the meaning of any of the words (cognates, etc.) and then I translate for them. They give me their ideas for the next continuing episode in the story. Lucien asked that I send it in English, so that they could practice their English, and he will translate for his students into French. So it will be a bilingual endeavor! He will post the book on his Internet site (Le village des petits lapins http://www.chez.com/lmartinot/village.htm) and keep it updated as we continue the story.

It has been very helpful to have a “ready reference” via E-mail who could answer my questions about current customs, vocabulary, interests of young children in France, etc. We have exchanged much material, such as individual pictures of our students, letters from the students, audio tapes of the children speaking French and my children speaking English for them, simple texts written in French by the French children, pictures of our towns, Christmas cards, and school newspapers. Since the French teacher is beginning to teach his children English, I sent simple books in English accompanied by my reading the texts on tape. He has been using these as a basis for his English lessons using the “méthode Raye”! He has also requested materials about the Indians, since they have been studying North American Indians. They were asking for some material from “le pays des Indiens”.

The teacher from France is also very interested in how our children learn to read. He asked if he could visit our school to observe this and to be a part of our daily lives for several days. We are very excited that he will be visiting Shelby in February 98. This will be his first visit to America!

This experience has truly added a new and exciting dimension to our language learning experience!

Possibilities for Extension Activities:

- The teacher and students may together prepare a booklet to include all correspondence with classroom pen pals, photographs, drawings, etc. This may be kept in the library for all students to enjoy.

- Students might do guided research (using the Internet and/or encyclopedia software) about the geographical location of the pen pals in order to prepare individual reports.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts (letter writing, stories)
Social Studies (Geography)
Brief Description of Classroom Setting:

Mrs. Hedden teaches French K: 20 min. once a week, 1-2: 20 min. twice a week, 3-5: 30 min. twice a week. She does not have her own classroom. She “floats” to individual classrooms. Each classroom is equipped with six computers, but there is only one Internet site - the library - in each school. With upcoming renovations, they anticipated one Internet site per classroom.

*Note: Here are some interesting web sites that I have discovered in my searches for French “connections”.

Posting the request for a partner classroom: http://www.stolaf.edu/network/iecc

Partner classrooms for middle schools and high schools: http://www.ecemail.com/ece/

French children’s site: http://www.imaginet.fr/momes

French-speaking teachers and pupils:
http://ourworld.compuserve.com/homepages/NOE_education


Tour Paris, Museums: http://sunsite.unc.edu/louvre

FLANC: http://www.wfu.edu/~redmond

Projects: http://www.iearn.org

Canadian Government Educational Site: http://www.edu.gov.on.ca

My E-mail address is jhedden@shelby.net, if anyone has a question about these activities.
Le singe
et la banane magique

The monkey
and the magic banana

Once upon a time, in the jungle, in Africa, there lived a big, black monkey, who was very nice. One beautiful morning, the monkey woke up and said:
«Oh, I am so hungry! I am going to find my breakfast!»

Il était une fois, dans la jungle, en Afrique, un grand singe tout noir très gentil. Un beau matin, le singe se réveilla et se dit:
«Oh, que j'ai faim! Je vais chercher mon déjeuner!»
He climbed down from his tree and looked around for something to eat. He saw a banana shining in the sun. He tried to catch it with his hand. But the banana ran away ...

Il descendit de son arbre et chercha quelque chose à manger. Il vit une banane briller au soleil. Il essaya de l’attraper avec sa main. Mais la banane se sauva en courant ...

Les enfants ayant participé à la rédaction du livre:

**Aux Etats-Unis**
- Martiese
- Tione
- Kiara
- Tyler
- Brandon
- Alexis
- Ashley
- Joshua
- Melanie
- Corrie
- Joy
- Andrico
- Kory
- Jamela
- Allie
- Whit
- Turner
- Cameron
- Antony

**En France**
- Sébastien
- Kenny
- Delphine
- Charley
- Matthieu
- Mathieu G;
- Marion Da
- Benjamin
- Anne-Laure
- Eléna
- Marion Do
- Charline
- Akli
- Anita
- Quentin
- Bertille
- Maxime
- Doriane
- Solène
- Jétôme
- Marie
- Aurélien
INDIVIDUAL PEN PALS

Raye Hedden, Marion Elementary School, Shelby City Schools

Classroom Information:
Language: French
Time Needed: Ongoing

Language Level: Beginner
Grade Level: Grades 1-5 and grade 3
French club

Software: Access to e-mail through GroupWise or others

Hardware: Computer

Other Equipment: Access to the Internet, printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Interact with people of other cultures in the target language about familiar topics.

Procedures:

The purpose of this activity is to “open the world” to elementary language students so that they will be able to experience international friendships on a personal basis. They will be able to learn of the interests and activities of children their age in Francophone countries. There will also be an enhanced interest in learning the language because of the students’ personal interest in the unit.

All students who have Internet access at home were given the web site address for “Premiers Pas sur Internet” (http://www.imaginet.fr/momes). This is a wonderful web site in French for children. One of the pages is a long list of children in Francophone countries who are seeking pen pals via E-mail. I explained to the children how to use the Internet, and how to find a pen pal through this site. Many of them have been successful in finding a pen pal in such countries as France, Belgium, Switzerland, and Canada. Some have exchanged photographs and Christmas cards. One is even talking of a visit from his pen pal! They have been doing this at home usually with the help of a parent, which has the added benefit of involving parents in the excitement! They usually bring in the printed copy of their letters to share with all of us.

Last year we had an after-school Third Grade French Club in which we chose pen pals individually from this web site, and I helped them to write their letters in French. This was successful because we received many responses from the pen pals to our school Internet address, but it was very time-consuming since we have only one Internet site here for the children to use. I have not been able to continue this year because of the time problem, but it was worthwhile since some of the children who do not have Internet access at home were introduced to this activity.
Possibilities for Extension Activities:

Students can make booklets about their pen pals, including all correspondence with them, maps, etc. The booklets can be offered for extra credit in their regular classrooms or in their French class.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts (letter writing)
Social Studies (Geography)

Brief Description of Classroom Setting:

Mrs. Hedden teaches French K: 20 min. once a week, 1-2: 20 min. twice a week, 3-5: 30 min. twice a week. She does not have her own classroom. She “floats” to individual classrooms. Each classroom is equipped with six computers, but there is only one Internet site - the library - in each school. With upcoming renovations, they anticipated one Internet site per classroom.

My E-mail address is jhedden@shelby.net, if anyone has a question about these activities.
Classroom Information:
Language: French
Time Needed: On going

Language Level: Levels II-IV
Grade Level: Grades 9-12

Software: Groupwise and a desktop-publishing program

Hardware: A thirty-station computer lab with on-line capacity

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Recombine known language to produce personalized statements.
- Interact with people of other cultures in the target language about everyday topics.
- Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Identify and process information and skills that are common to the foreign language class and other disciplines.

Procedures:
This activity was devised as part of project “International School Partnerships Through Technology” sponsored by the Center for International Studies at Duke University. In this activity, students will communicate by e-mail with a class near Nantes, France and produce a publication reflecting the culture of this region. The newspaper will be in French as if going to press in the French town.

Outcomes:
• The class will publish a newspaper after sending and receiving e-mail on cultural aspects of France and make a presentation of results to parents and school personnel.

• Each student will e-mail a letter of introduction, a daily log, information on an aspect of Haywood County, NC and e-mail personal letters frequently.

• The teacher will correspond with the host teacher to oversee student communication and will assist students in layout of the newspaper.

Activities:
• Introductory: Students will fill out an attitude survey, search the map for the small town, brainstorm cultural areas to explore, and e-mail letters of introduction.
• Developmental: Students will exchange a log of one day's activities with times and specifics of where, what and who. Students will exchange information on the following areas: school, the arts, history/politics/government, the family, geography and demographics, popular culture (media, movies, t.v., radio, etc.), religion, shopping/consumerism, business/industry, and attitudes/outlooks. Students may devise surveys, interviews, trips to stores and other means of gathering information.

• Culmination: Students will publish and present the newspaper (using a desktop publishing program) to schoolmates, parents and school personnel. Students will exchange summariz e-mail reflecting on changes in attitudes and improvement of language skills.

• Another option could be to have students create a multimedia stack or a video.

Time Frame:
• January 5, surveys
• January 6-8, map work
• January 13, introductory e-mail
• January 22, log of one day
• January 26, e-mail logs
• January 27 - March 13 gather information and e-mail periodically to France and receive information from France on 10 cultural areas. Continued personal exchange.
• March 23-April 10 edit and publish newspaper and send culmination e-mail.
• April 20-May 1 plan sessions to share results with the public.
• May 11-15 share with the public.

Assessment:
Students should be able to understand better the culture of a small town in France and to better communicate in French. Students should gain proficiency in electronic communication and desktop publishing.

Possibilities for Extension Activities:

• Continue to e-mail the following year.

• Start the same procedure with a 9th grade class and culminate with a real exchange of students living in homes and attending American and French schools.
Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Telecommunications strand)
Cuisine
Dance and Music
Social Studies (History - US and French, World Geography)

Brief Description of Classroom Setting:

Only a normal classroom is needed, but I often use the overhead to display letters to be mailed (we correct errors as a class) and letters received from France. An on-line computer lab is a necessity. We are unable to chat on-line because the school only had one computer on-line.
Classroom Information:

Language: French
Time Needed: 2 class periods
Language Level: French III-IV
Grade Level: Grades 10-12

Software: Microsoft Works
Hardware: Computer with Internet access
Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:
- Compose messages, announcements, personal notes, advertisements, postcards, or simple letters.
- Participate in activities and celebrations, and experience and analyze customs, traditions, and celebration of the target cultures.
- Interact with people of other cultures.

Procedures:

The objective of this lesson is to promote international friendships through cultural understanding and awareness and to discuss holiday celebrations.

South View has been part of the Center for International Understanding program entitled International School Partnership Through Technology. We are paired with a lycée in Guadeloupe.

We choose various topics - school systems, holidays, leisure activities - and prepare our material in groups of two or three. We go out into the town to tape portions of our presentation and/or scan information from other areas. Then we go to the computer lab where we put all the material into one file and e-mail it to Guadeloupe.

I organized the class into pairs with an assigned topic. For holidays in the spring, two groups worked on Easter and on Valentine’s Day, one on Martin Luther King, one on St. Patrick’s Day, one on April Fool’s Day and Friday the 13th celebrations, and finally one group on President’s Day. Students had to tell about their day, give background information and at least one visual. They had one Friday to prepare their draft. I needed their visuals by Monday. We went to the lab Monday, copied all the information to a file, and then mailed it. We expect our sister school to ask questions, make comparisons to our culture. We do our part in French. We also include recipes for our friends to try.
Possibilities for Extension Activities:

- Students enter their feelings and reactions in a journal.
- The English teacher from Guadeloupe has offered the possibility of an exchange or visit to Guadeloupe.

Interdisciplinary Connections:

- Computer/Technology Skills (see specific objectives in Telecommunications strand)
- English Language Arts
- Foods and Nutrition
- Social Studies (World Geography, World History, United States History)

Brief Description of Classroom Setting

I take my class to the general purpose computer lab. There, they use Microsoft Works to type. This lab has 28 computers, but since they work in pairs, only 7 to 10 may be used. I circulate to check spelling, accents, etc. We used Rich Text to send our file so all the accents would be saved. This class has 14 students (French IV).