

**Curriculum Project - Fulbright-Hays Seminars Abroad Program**  
**Dr. Anne Marie Plante**  
**South High School, Minneapolis MN**

<b>Unit title:</b>	Imaging Culture and Identity
<b>Grade Level:</b>	11–12 (AP)
<b>Subject/Topic:</b>	Spanish Language
<b>Key Words:</b>	Culture, Language, Identity, Spanish, Mexico
<b>Unit Designer:</b>	Dr. Anne Marie Plante
<b>School, School District:</b>	South High School, Minneapolis, MN
<b>Time Frame:</b>	Two weeks

**Summary of Unit with Curriculum and Unit Goals**

“Imaging Culture and Identity” is a unit designed for AP Spanish Language, grades 11–12. It is intended to coordinate with the college text *Conexiones* (publisher website: [http://wps.prenhall.com/wl\\_zayas\\_conexionesCW\\_3/32/8374/2143922.cw/index.html](http://wps.prenhall.com/wl_zayas_conexionesCW_3/32/8374/2143922.cw/index.html)).

**Curriculum / Project Goals**

- Integrate Fulbright-Hays Seminar content, arts, and technology into Spanish-language instruction;
- Explore cultural identity within the context of current geopolitical realities affecting both the United States and Mexico;
- Integrate vocabulary related to the arts, technology and current events into Spanish-language instruction;
- Create and collaborate in an experiential learning project relating classroom Spanish-language learning to the community at large.

**Essential Questions**

- What are cultural stereotypes that students in the United States have of Mexico and that students from Mexico have of the United States?
- What are some artistic manifestations of Mexican cultural identity in the community?
- How are cultural icons formed and disseminated in art?
- How are the indigenous roots of contemporary Mexican culture expressed in art of the Mexican diaspora in the United States?

**Enduring Understandings**

- Artistic manifestations of Mexican cultural identity;
- Cultural frames of reference (personal, group, national) and their expression in the visual arts;
- Positive and negative aspects of personal frames of reference;

- Current and historical contexts that contribute to the formation of cultural frames of reference, identity and culture, particularly with respect to indigenous cultures.

### **Key Knowledge and Skills Acquired through Unit**

Students will learn...

- Through direct application in meaningful contexts, key vocabulary in Spanish pertaining to core concepts and objectives of the unit;
- Core information about the histories and cultures of Mexico and the United States that have directly affected the bilateral relationship and current assertions of national identities expressed through the visual arts.

Students will be able to...

- Articulate in Spanish key issues regarding the relationship between Mexico and the United States pertaining to stereotypes and national/cultural identity and how these are expressed artistically;
- Demonstrate technology integration (flipcams, video editing) in content-based second-language instruction;
- Read and analyze independently authentic Spanish texts (journalistic, expository, literary) in relating to the theme of the unit.

### **Essential Questions Addressed by the Project**

- What are some of the artistic manifestations of the contemporary Mexican presence in the school's community?
- How are both historical and contemporary events and lifestyles in various regions of Mexico expressed in contemporary local art?
- Are there any manifestations of the indigenous heritage of Mexican culture expressed in the murals? If so, are there any overt links to local indigenous cultures expressed?
- How does the examination of artistic expression inform language learning and enhance intercultural competence?

### **Project Design Outline**

- Using Seminar notes and visual sources (video / photo), the instructor will provide overview of styles and themes in contemporary Mexican artistic expression (murals). Additional reading will be assigned from the core text of the course, *Conexiones*, 4th edition (Pearson Prentice Hall, 2010) and from other relevant sources on contemporary Mexico, including the Internet, Fulbright Seminar materials and other notes.
- Student teams will create journalistic videocasts in Spanish of at least ten minutes' duration, showing a selected work of contemporary Mexican artwork in the community. Podcasts will be edited in the school's media lab or at home. Examples of works to be selected may include public murals by local Mexican-American artists, of which there are several in the immediate area of the school, or works at local galleries or artists' studios. When possible, the podcast will include an oral interview in Spanish of the artist (or owner of the work) regarding the content and stylistic influences of the work.

- Videocasts will include description of fundamental visual elements, such as composition, color, form and texture. (Students will receive a hard copy of relevant specialized vocabulary to aid them in this task).
- In addition, podcasts will analyze the cultural content of the work and address the essential question, “What elements are representative of historical or contemporary Mexican culture?”
- Students will post completed podcasts to a course wiki, where they will be available to other members of the class, as well as the larger school community. (To protect student identity privacy, the wiki will not be open to the general public, though students may voluntarily post their projects.)
- All students will write guided creative reflections in Spanish (minimum of 200 words each) in response to at least two other podcasts from the class. Commentary will focus on personal responses to the works of art as well as reflections on their possible significance as expressions of contemporary Mexican cultural and linguistic identity.
- As a segment of their AP Writing Portfolio, students will write an individual formal essay of at least 200 words (minimum length of an AP Examination essay), analyzing and interpreting their choice of one of the works of art in a formal critique.

### **Assessment**

- Group podcasts will be graded according to the UW/Stout Podcast grading rubric. Students will comply with district standards for responsible use of Internet and media resources ([http://policy.mpls.k12.mn.us/uploads/6415\\_Policy\\_2.pdf](http://policy.mpls.k12.mn.us/uploads/6415_Policy_2.pdf)).
- Students’ personal responses and summative formal essays in Spanish will be graded with the AP rubrics for informal and formal writing.
- As a capstone project contingent on funding sources, students would additionally create a Mexican-themed class mural in collaboration with a local Mexican-American artist, to be displayed either on the school grounds or at a nearby international commercial center.

### **ACTFL Standards in World Language Addressed**

(<http://worldlanguages.mpls.k12.mn.us>)

- 1.1 Students will engage in conversations, provide and obtain information (live, virtual), express feeling and emotion, and exchange opinions.
- 3.2 Students acquire information and perspectives through the use of authentic materials in the world language and from the cultures.
- 5.1 Students use the language both within and beyond the school setting for a variety of purposes.

## References

### Core Texts

- Fuentes, Carlos. *El espejo enterrado*. (México, D.F.: Taurus, 1998).
- Joseph, Gilbert M. and Henderson, Timothy J. (eds.) *The Mexico Reader: History, Culture Politics*. (Durham and London: Duke University Press, 2002). 750–755.
- Porter, Eduardo and Elizabeth Malkin. "Way North of the Border".  
<http://www.nytimes.com/2005/09/30/business/30immigrants.html?pagewanted=2>. <30 September 2005>.
- Roethke, Lee and Jesse Bethke Gomez. *Latino Minnesota*. (St. Paul: Minnesota Historical Society Press, 2006).
- Zayas-Bazán, Eduardo, Bacon, Susan M., García, Dulce M. *Conexiones: Comunicación y cultura*, Fourth Edition. New York: Pearson Prentice Hall, 2010.

### Online Resources about Mexican Art

- Mexican Art (LANIC).  
<http://lanic.utexas.edu/la/region/art/#mexico>
- Muralismo mexicano (visual resources).  
<http://www.google.com/search?q=muralismo+mexicano&hl=en&biw=980&bih=400&prmd=ivnsb&tbm=isch&tbo=u&source=univ&sa=X&ei=JnY5Tv2kGumysALdptEQ&sqi=2&ved=0CD4QsAQ>

### Web Resources - General

- University of Texas Latin American Network Information Center.  
<http://lanic.utexas.edu/la/mexico>
- El Instituto Nacional de Estadística, Geografía e Informática (INEGI).  
<http://www.inegi.gob.mx/>

### Online Newspapers and Articles

- Mexican Newspapers Online.  
<http://www.w3newspapers.com/mexico/>

## Daily Lesson Plans

(May be executed in either English or Spanish, depending upon instructional context. Spanish is preferred for Spanish-language courses, especially AP courses in grades 11–12).

### Day 1

Introductory class discussion (45 minutes)

(Students participate and take notes while instructor records student comments).

Topics of guided in-class discussion:

1. What is culture?
2. What are typical stereotypes of U.S. and Mexican cultures?
3. What are ways that artists express culture and cultural identity?
4. What are some manifestations of U.S. and Mexican culture in the school building? In the immediate neighborhood? In the community?
5. Summary (5 minutes)

Homework:

- Read and summarize "The New World Border" by Guillermo Gómez-Peña in Joseph, Gilbert M. and Henderson, Timothy J. (eds.) *The Mexico Reader: History, Culture Politics*. (Durham and London: Duke University Press, 2002). 750–755.

### Day 2

Walking tour of Mexican- and graffiti-inspired murals in Spanish within the school and immediate vicinity (45 minutes).

Students take notes and record personal observations about identity as expressed in the murals.

Homework:

- Write three paragraphs in Spanish of reflection on art observed during walking tour.

### Day 3

In-class survey lecture on the history of 20th-century Mexican muralist movement.

### Day 4

Oral sharing in Spanish of observations from walking tour and Day 3 Lecture.

Homework:

- Prepare interview questions for podcasts.

### Day 5

Review questions for podcasts with instructor and discuss plans for filming in the community.

### Days 6–7

Filming in the community and discussion of technical and cultural issues that may arise.

### Days 8–9

Editing of videos in the school Media Laboratory.

**Day 10**

Screening of video projects in class and discussion /analysis in Spanish.

**Final Assessment**

Students will write an individual formal essay (critique) in Spanish of at least 200 words (minimum length of an AP Examination essay), analyzing and interpreting their choice of one of the works of art examined and discussed in class.