

## **Project ideas from teachers attending 11/7/09 IFLTA session**

*Thanks to all the teachers who contributed ideas after my presentation on Saturday, 11/7/09 at 8:30. They were a great audience and have wonderful projects to share with others. I've done variations on some of them and am looking forward to integrating the others into my own classes! If you have a rubric or project idea to share, please send it to me [jvanhatt@lakes.k12.in.us](mailto:jvanhatt@lakes.k12.in.us) and I will post them to share.*

*– Jane VanHatten, Edison Jr/Sr High School*

Laura Jackson – Horizon Christian HS (Spanish levels 3-4)

Our school has no newspaper so our class created a bilingual newspaper and published it for the whole school. Each student wrote an article in Spanish about a school activity/news. Then they traded articles and translated their partner's article (into English). They HAD to write first in Spanish, edit it, submit a rough draft, have a peer edit and then submit the final paper. They also designed and name the paper. We publish it quarterly.

Amanda Bailey – Union Co. HS, (stolen from) Dr. Sara Colburn-Alsop, Franklin College

Ofrendas for Day of the Dead – They may do these for family members or a celebrity. They have to write a short essay of the person including their DOB, Date of death, 5 fun facts & 5 things the person liked. Then they take a shoebox and fill it with pictures of the person, things the person liked, & things that represent the person. On the due date, they give a speech about their person & show off their ofrenda. (All done ¡en español, por favor!)

(Anonymous)

Día de los muertos Ofrenda contest

1. Students read about, watched movies or saw visuals about the history & celebration of Day of the Dead.
2. Show students an example of an ofrenda that you built yourself with the 3 levels of the ofrenda & explain the elements & objects that go on a typical ofrenda/altar. Give them a rubric for the contest/altar.
3. Split the room up into stations – sugar skulls, papel picado, paper construction activities, paper maché, etc. (whatever you want)
4. Provided that there is enough space, designate an are of the classroom per class & have them work collectively to build their ofrendas.
5. Have judges (they can be other teachers or students) Rate the altars & select a 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> place. Give prizes.

Glenda LePage – Twin Lakes HS

At the beginning of the year, hand out a progressive story outline. Students decide on the name of the main character, write a description of him/her. During subsequent classes, they write for 5010 minutes, adding information to the story. They outline will build in a transition from present to past to future.

Jenna Moore – Knightstown HS, Karen De La Vergne – Highland HS

Students are given a poster board on which they are asked to draw a “city map”. They must decorate, color, and label the places using ALL the “location” vocabulary used in class. Then, they are to write directions from their house to a specific point. Then, each group gets a Matchbox car & they swap boards and attempt to follow each other’s directions. I give them peer edit forms to follow for all the groups which ask: clarity of directions, labeling of places and roads, etc. I walk around observing the directions and grade myself as well. They love naming the city & roads after themselves!

(Anonymous)

The best project I have done is a music project. Students selected a singer from the target language and wrote a biography. They then translated and played the song for the class.

Maria R. Robles – Hammond Gavit HS

Mi Familia (Spanish I)

1. When you are in the chapter where you explain family words, show them a poster or Power Point of your own pictures (I also include my pets). Kids love to know more about you.
2. You write “Esta es mi familia”, “Este es mi padre”, etc. Include age, where he/she is from, b-day, what they like to do and any additional information that you have from past chapters.
3. Students will (*create &*) present to the class (*their own family*)

(Anonymous)

Spanish I – Family Tree

Poster with 10+ family members (30 points)

Picture, name, relationship to you

Essay (40 points)

2+ sentences describing each family member using SER & TENER

Work on adjective agreement & 2 verbs

Presentation of family (30 points)

Describe family to class

(Anonymous)

Family Project – 15 people, 15 sentences (varied), pictures of each person, can be real or made up (Simpsons, Family Guy, other TV shows)

Kelsey Read – (did project at Purdue University – from Dr. Patricia Staver)

This was a project I did in college, but it could probably be adapted to HS levels. We had to get a children’s book & translate the story. (We had to cover the words with our translation.) Kids could either maybe explain/write sentences about what is going on in the pictures or use the pictures to write their own little story. It was fun...I chose Curious George, so I could also translate his name.

Cathy Shumaker – Plainfield HS (taken from original ideas from Michelle Fife)

Third year French – Impressionism: Students pick a painter. They research and report on the following:

1. Date of birth/death
2. influenced by...
3. 2 characteristics of his/her technique
4. name of selected painting
5. 2 other points of interest
6. which school of art (impressionism, post-impressionism, etc.)

Student selects one masterpiece and tries to reproduce it. Final project is mounted with a photo of the artist, biography of artist written in French and English, picture of original and student's version of masterpiece, title of work. Project culminates with a trip to the Art Institute of Chicago to view original works.

Hillary Halsema & Theresa Hammond – Elmhurst HS, Ft. Wayne, IN

Have students use a website that deals with "culture grams". (If you Google it, you can find them.) They can research countries that speak L2. These can be printed or viewed online so it's adaptable. Have a sheet for them to compare their country to the US or any country you want. They then will do a Power Point to show the comparisons. You choose English or TL, based on level. They must present a PPT as a speech not read their Power Point. For extra credit they can bring in food and do a taste test comparison as well.

Jennifer Wilson – Portage HS West

The best project I ever did was when I taught ESL in Columbia. I was teaching weather expressions. I had them write a skit in which they were reporters & they were reporting on the weather. Everyone had their own job in the group: Wardrobe, props, writing & performing. When they were all done, I video-taped them & showed them to other classes, who voted on a 1<sup>st</sup> prize, 2<sup>nd</sup> prize & 3<sup>rd</sup> prize. They were awesome!

Ray Gonzalez – Covington HS

Spanish 3 – foto ensayo

1. Take 10-12 photos with a digital camera that tell a story and upload them to Power Point.
2. Each slide must have a title and a caption at least one sentence long. Note: Power Point is finicky – accent marks, tildes, may not work at all times.
3. A rubric is given – grading is based on color(s), if pictures correspond with captions, vice versa, eye contact from presenter.
4. Worth 200 pts. Given one week to complete – following week presentations.

Karen Berg – Valparaiso University & Chesterton HS

Spanish 3 – For a volunteer unit

Have them plan a trip to a Spanish-speaking country to volunteer. They decide the cause based on the needs of the area. They make a poster to advertise their trip and then present it to the class to try to encourage them to choose to go on their trip. Volunteer vocab & commands

(Anonymous)

Spanish 2 wrote “Once upon a time...” stories. We “published” them and then took a field trip to an elementary school to share. Spanish 1 wrote vocabulary centered picture books and read them to elementary school kids. Each page reviewed a chapter from the year.

Martha Zolvinski – Michigan City HS

Level 1 – Calendar Project

Divide each class into 12 groups. Group 1 has January, Group 2 has February, etc. Each group is responsible for making a calendar page. They must have a picture that includes the month and the season of the year. The calendar itself must include correct days, dates & important holidays.

Cathy Adams – Sheridan HS

Power Point of a region in France

Mitch Aubuchon – Lake Central

Postcards: Students pick a place that speaks the target language to which they would like to travel. They decorate the front of a 4x6 blank note card to represent that place & on the back they have to write about their experience, using a given grammatical criteria.

Julie Rifner – Tecumseh Jr HS

Monster Project – level 1 – Students create monsters. They draw a picture, describe the monster & its body parts, nationality, etc. & introduce the monster to the class.