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Spanish Culture Club

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NEBRASKA HONORS PROGRAM
CLC EXPANDED LEARNING OPPORTUNITY CLUBS
INFORMATION SHEET

Name of Club: Spanish Culture Club

Age/Grade Level: 3rd-5th grade

Number of Attendees: 10-15

Goal of the Club: For students to be learning Spanish vocab, and about the different traditions and culture of different Spanish-speaking countries

Resources: (Information for club provided by)

Content Areas: (check all that apply)

Arts (Visual, Music, Theater & Performance)

Literacy

STEM (Science, Technology, Engineering & Math)

Social Studies

Wellness (Physical Education, Health, Nutrition & Character Education)

Outputs or final products: (Does the club have a final product/project to showcase to community?): N/A

Introducing your Club/Activities: A club where students are invited to experience the culture of Spanish-speaking countries through hands-on activities where they will become greater global citizens.

General Directions: Club will generally start with a quick 5-10 minute warm-up where the kids will learn new Spanish words, then move into an introduction of the activity and its related culture. The students will then perform the activity for the rest of the club.

Tips/Tricks:

- I, the writer of these lesson plans, am not a person of Hispanic descent who ended up leading this club alone due to unforeseen circumstances, and therefore this curriculum may be inaccurate and flawed. Please feel free to tweak and change these activities to be more accurate as they were made with limited knowledge going in and with whatever knowledge I could glean from the internet.

Lesson Title: Carnival

Group #: Spanish Culture

Date: Week 2
(Mar. 1)

Time: 3:38-4:45

Learning Target: Students will be able to (1) Say 'how are you?' in Spanish (2) identify Carnival, when it is and its purpose and (2) make a mask that reflects the vibrant spirit of

Materials: Music, globe, paper masks, glitter glue, markers

Vocabulary (and kid friendly definitions):

Como estas?/Como esta usted? - How are you? (casual and polite forms)

Carnival - a festive season that occurs before the Christian season of Lent

Lesson:

Warm-up: Spanish phrase (5 mins)

¿Cómo estás? - How are you? (to someone you're friends with)

¿Cómo está usted? - How are you? (to someone you respect)

Introduction: Cultural Background (10 mins)

Show pictures of the way people around the world are dressed and why they think they're dressed this way

What do you guys know about the weather of South and Central America?

Play an example of Carnival celebrations -

(<https://www.youtube.com/watch?v=vt2oijrcPhs>)

Lesson

Mask Making

Explain masks

Hand out paper masks, markers, and glitter glue and have them decorate for the rest of class

Ensure they write their names on it!

Have the kids give it to me to punch holes and tie elastic through when they're done

Reflect/Discuss Activity (5 minutes):

Have kids raise their hands and talk about what they thought the most interesting/fun part of Carnival is

Lesson Title: Bachata

Group #: Spanish Culture

Date: Week 3
(Mar. 7)

Time: 3:45-4:45

Learning Target: Students will be able to (1) identify where the bachata dance comes from (2) perform a basic bachata dance

Materials: Spotify playlist, globe, painter's tape to visualize dance lines if needed

Vocabulary (and kid friendly definitions):

Me llamo - My name is/I am called (lit.)

Social dance - A dance typically only performed in the context of a social event, i.e. a party or wedding

Bachata - a type of social dance that originated in the Dominican Republic

Lesson (45 mins):

Warm-up: Spanish phrase (5 mins)

Me llamo [name]. - My name is [name].

Introduction: Cultural Background (10 mins)

Introduce concept of a ‘social dance’

Provide examples: the Cha Cha Slide, the Cupid Shuffle, etc.

Have kids locate Dominican Republic

Teach background origin of bachata

First emerged after a 30 year dictatorship

Up until 1980s was considered a ‘vulgar’ dance due to content of music

Lesson:

[Learning to Bachata] (25 mins)

Pull up Bachata playlist on Spotify and hit play

Start by demonstrating basic two-step, then having students repeat while going around and giving technique tips

two side-steps to the left, two side-steps to the right

Technique notes ([from Bachata Dance Academy on YouTube](#)):

Keep feet “underneath you”

Don’t pop knees up too high - it’s a step not a march

Instruct them to keep hands above waist and move them to the beat

move them like you’re washing windows

Once kids have gotten the hang of the side-to-side, introduce the forward-to-back step

Two forward steps (left foot first, right follows), toe touch with right leg, two back steps (right foot first, left foot follows) toe touch with left leg

Once they've gotten the hang of that, have them do the left-to-right and forward-to-back steps in sequence

Left>right>forward>back

After that, introduce step-tap sequence

Again, have them do it in sequence:

left>right>forward>back>step-tap

If students have gotten used to the step sequence and are able to perform it easily, introduce 'left and right turns' (2:49 in video)

Reflection (5 mins):

Questions:

Did you like dancing bachata? Why or why not?

Do you guys think you'll get to use this in the future?

Lesson Title: Bull-fighting

Group #: Spanish Culture

Date: Week 4
(Mar. 20)

Time: 3:45-4:45

Learning Target: Students will be able to a) identify the origins of bull-fighting and b) know what to expect when going to a bullfight

Materials: Red piece of fabric

Vocabulary (and kid friendly definitions):

bullfighting - A physical contest that involves a matador whose job it is to subdue, immobilize or otherwise kill the animal in the ring, usually a bull

matador - A person who fights bulls for public entertainment - their job is to kill the bull

gore - pierce or stab with horn or tusk

Lesson (45 mins):

Warm-up: Emotions in Spanish (15 mins)

felicidad - happy

astutado/a - scared

triste - sad

cansado - tired

malhumorado - moody

Yo tengo hambre - I am hungry

Me siento _____ - I feel (emotion)

Introduction: Cultural Background (10 mins)

Bull-fighting originated all the way in ancient Mesopotamia as a form of worship and animal sacrifice

Currently, bull-fighting is banned in most countries except for some parts of Spain and Portugal

While originally about killing the bull, a lot of forms of bullfighting nowadays are about evading the animal

Lesson: Bullfighting (25 mins)

Clear classroom of tables and chairs so the middle is clear

Ask for a volunteer to be the “bull”

Lesson Title: Nazca Lines

Group #: Spanish Culture

Date: Week 4
(Mar. 28)

Time: 3:38-4:45

Learning Target: Students will be able to (1) Say 'good morning', 'good afternoon' and 'good night' in Spanish, (2) identify what nazca lines are, and (3) create their own nazca lines in sand on paper

Materials: cardstock, sand, glue (preferably a large container like those used for slime-making), paintbrushes, container to mix the sand/glue in (I'm using styrofoam plates, for example), popsicle sticks

Vocabulary (and kid friendly definitions):

Peru - A South American country that's home to a section of the Amazon rainforest and Machu Picchu, an ancient Incan city in the Andes mountains
Nazca lines - A group of hundreds of symbols varying in size carved into the desert sand by people a long time ago (between 500 BC-500 AD), some of which are as long as 5.6 miles or as short as 12 inches

Lesson:

Warm-up: Spanish phrase (5 mins)

Buenos días - good morning

Buenas tardes - good afternoon

Buenas noches - good night

Introduction: Cultural Background (5 mins)

Show pictures of the nazca lines to students before asking them why they think they were made

After collecting guesses: "There is no right answer! No one knows who or why they were made"

Lesson (35 mins)

Nazca Line carving (lesson idea credit to

<https://spanishmama.com/nazca-lines-craft-kids/>)

Combine the sand (I bought two types of sand, fine tan sand and coarser red sand) with glue in your container of choice and stir with a popsicle stick until it becomes a thick paste. Place a wide paintbrush with each color of sand.

Give each student a piece of cardstock and have them line up near the containers of the sand-glue mixture, each using the wide paint brush provided to spread the mixture evenly on their piece of cardstock. Provide each student with a smaller paintbrush, preferably ones that have a small, round tip (the non-brush side).

Instruct the kids to carve patterns into the sand so the white paper showing becomes their 'nazca lines' - encourage them to draw inspiration from the already existing ones but if they want it's totally alright for them to make their own designs!

After 30 mins, have them clean up and let the kids take their designs home. Since their paintbrushes will potentially already be ruined by the sand-glue mixture, if they wish it might be best to send them home with their own paintbrush as well.

Bag up the containers of sand-glue mixture so it won't stick to the sides of the trash can/bag and throw it away.

Lesson Title: Dia de los Muertos

Group #: Spanish Culture

Date: Week 6
(Apr. 3)

Time: 3:45-4:45

Learning Target: Students will be able to a) recognize the purpose of Dia de los Muertos b)

Materials: Construction paper/colored tissue paper, scissors, hole punch, pens, [yarn, tape are optional if available to string it up]

Vocabulary (and kid friendly definitions):

Dia de los Muertos - lit. Day of the Dead, a holiday from Nov. 1-2 where people in Mexico and of Mexican descent celebrate the lives of their dead loved ones

ofrendas - lit. offering, offering placed on an altar in the home that can be quite large and elaborate, often including food, drink, flowers, pictures of the dead, etc.

papel picado - lit. pecked paper, a craft made by cutting elaborate designs into paper and hung up during Dia de los Muertos

Lesson (45 mins):

Warm-up: Colors in Spanish (5 mins)

rojo - red

anaranjado - orange

amarillo - yellow

verde - green

azul - blue

morado - purple

blanco - white

Introduction: Cultural Background (5 mins)

Ask what kind of emotions are associated with death in the U.S.

Explain how Dia de los Muertos is a happy holiday rather than a sad one

Show students of common symbols of the holiday, such as sugar skulls and aztec marigold flowers

Show pictures of an *ofrenda* and point out the food offerings, pictures of passed loved ones, flowers, and of course the papel picado

Lesson: Making papel picado (35 mins)

(Idea credit to

<https://www.deepspacesparkle.com/how-to-make-a-papel-picado/>)

Instructions (demonstrate to the kids an example before passing the paper out to them):

Fold a piece of construction paper or colored tissue paper in any desired way as if you were making a snowflake

Cut various patterns and designs inspired by examples of real papel picado

Unfold the paper so it's completely flat again and the patterns are now repeating across the paper

Cut the desired length of yarn and tape the paper to it so that you can hang it up!

Clean up!

Optional: Put on Coco or Book of Life in the background while kids work on their papel picado

Lesson Title: Dia de los Muertos pt. 2

Group #: Spanish Culture

Date: Week 7
(Apr. 10)

Time: 3:45-4:45

Learning Target: Kids will be able to a) identify the purpose of Dia de los Muertos

Materials: Pencils, construction and regular paper, scissors, examples of *calaveras literarias*, downloaded copy of Book of Life

Vocabulary (and kid friendly definitions):

Calaveras literarias - Poems written for the Day of the Dead that often expressed emotions either about the dead or about politics that would otherwise be difficult or not acceptable to express usually written as if something or someone was dead

satire - the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.

Lesson (45 mins):

Warm-up: Body parts in Spanish (5 mins)

la cabeza - head

el pelo - hair

el ojo - eye

el oído - ear

el corazón - heart

el hombro - shoulder

el brazo - arm

la mano - hand

el estómago - stomach

la pierna - leg

el pie - foot

Introduction: Cultural Background (5 mins)

Explain that Dia de los Muertos is a holiday for celebrating something that's otherwise hard to talk about

Show examples of calaveras literarias and explain their meanings, pointing out how they're written as epitaphs (as if someone or something was dead, even if they aren't actually)

Lesson: Writing calaveras literarias (30-35 minutes)

Hand out the construction paper, pencils, and scissors. Have the kids draw out and cut out the shape of a skull big enough to write on.

Have them write their own poems - they should be as if something was dead, or expressing something that they usually don't get to express.

URGE THEM TO KEEP IT APPROPRIATE - poems should not be written about anyone the students know that is alive, especially family, classmates, or anyone working at the school. If they're going to write about a person it should be someone already dead.

Play the Book of Life movie during class so kids can get a better perspective on the lore behind the Day of the Dead and get inspiration. Near the end of class, ask if anyone wants to read theirs out to the class.

Lesson Title: Don Quixote		
Group #: Spanish Culture	Date: Week 8 (Apr. 18)	Time: 3:50-4:45
Learning Target: Kids will be able to a) describe the basic plot of Don Quixote and b) write an exaggerated tale that uses delusions as a plot device.		
Materials: Don Quixote video, notebook paper, pencils		
Vocabulary (and kid friendly definitions): <i>cognates</i> - words in other languages that sound the same or almost the same in another language (English for us)		

Lesson (40 mins):

Warm-up: Cognates in Spanish (10 mins)

Write cognates in Spanish on the board and have the kids guess what it means in English.

armadillo - armadillo

barbacoa - barbecue

ensalada - salad

papel - paper

rosa - rose

tomate - tomato

mapa - map

colores - colors

banana - banana

tornado - tornado

inteligente - intelligent

Introduction: Cultural Background (10 mins)

Ask the students if they've ever heard a story from someone else that they knew wasn't true

After hearing some stories, ask them if they've ever heard of Don Quixote

Show the short video explaining the story of Don Quixote
(<https://www.youtube.com/watch?v=JzKMLzxxxfc>)

Lesson: Writing tall tales (20 minutes)

Have the students make up and write stories about themselves that aren't true that makes themselves look cooler. (Illustrations are optional here but encouraged!)

Write a list of prompts on the board - these are just examples and the kids can write whatever they'd like:

Yesterday, I went out in my backyard, and there was...

The last time I went to the store, I met...

I snuck out last night and I...

When there's 5-10 minutes left of the club, have the kids volunteer to read them out to the class.

Lesson Title: Siestas

Group #: Spanish Culture

Date: Week 9
(Apr. 25)

Time: 3:50-4:45

Learning Target: Kids will be able to a) identify what some simple verbs mean in Spanish and b) identify why *siestas* are taken in Spanish-speaking countries

Materials: iPad with calming meditation music

Vocabulary (and kid friendly definitions):

siesta - a short nap often taken during the early afternoon, usually after the mid-day meal

Lesson (40 mins):

Warm-up: Verbs in Spanish (10 mins)

ser - to be

tener - I have

hacer - to do/to make

comer - to eat

beber - to drink

caminar - to walk

correr - to run

vivir - to live

leer - to read

dormir - to sleep

Introduction: Cultural Background (5 mins)

In the Roman Empire, it was customary to take a rest during the sixth hour of the day, called a *sexta*

It continued in Spain, where it was common for people to take two jobs, one in the morning and one at night, and take a nap in between them

It was also common as a way

Lesson: Taking a siesta (15 minutes)

Put on a guided 20-minute meditation video

Remember to download this before club! School wi-fi can be tricky (<https://www.youtube.com/watch?v=AImuCtIokl0>)

Have the kids lay down on their backs, asking them to be conscious of their bodies and all the thoughts that are going through their head

“First focus on the way your head feels, then your shoulders, down to your arms, then your fingers”

“Acknowledge any thought that enters your head, and just let it pass by”

After the nap, have them reflect on some questions

Did you like this?

Do you feel more energized after that?

Do you wish you still got to take a nap during schooltime?

Activity: Choice time (10-15 minutes)

Have the kids vote on a game to play for the last 10-15 minutes.

Breaks can also mean just doing something for fun, not necessarily sleeping!

Lesson Title: Fiestas

Group #: Spanish Culture

Date: Week
10 (May 2)

Time: 3:50-4:45

Learning Target: Kids will be able to a) recall Spanish words they've learned throughout the club, b) celebrate the year coming to an end!

Materials: (Italicized items for if food is allowed, Option 1): *carne asada, lettuce, shredded cheese, diced tomatoes, hard and soft taco shells, paper plates, napkins, plastic cutlery*, (Option 2): soccer ball, (All three options): piñata, piñata stick, filler candy, ribbon or some sort of way to tie the

Vocabulary (and kid friendly definitions):

fiesta - Spanish word for party

Lesson (40 mins):

First activity options (35 mins):

Option 1 (if food is allowed, and if budget allows):

Bring a container of soft and hard taco shells, carne asada/an alternative meat/vegan option if needed, and other toppings such as lettuce, shredded cheese, tomatoes, guacamole, etc

Have the kids make their own tacos and eat while listening to music that's either in Spanish or instrumental music of Hispanic origin

Option 2 (if being outside is allowed):

Bring them outside and tell them one of the greatest causes for celebration in Hispanic culture is if your favorite soccer team wins. Explain the rules of soccer briefly for kids who aren't familiar. Break them up into two teams by your method of choice, and designate a student from each team to be goalie.

Rotate the student who is goalie every once in a while.

Option 3 (if neither 1 or 2 are viable - I did this option due to limited resources):

Have the students vote on a game to play. Once they're done playing the first game, have them vote on another one.

During class time, the kids did musical chairs to salsa music and then played Statues in the Garden with the lights off.

Second activity: Vocab piñata (15 mins)

Before class, fill a piñata with candy. Tie it up somewhere (from a branch if you're outside, from the top of a doorway if you're inside) Have the kids line up in front of it, and have them take turns saying a Spanish word they've learned this semester. If they get it right, allow them to hit the piñata once and go to the back of the line.

Repeat until the piñata breaks.