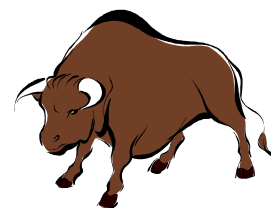


Viva el Toro – An Experience with Spanish Culture through Reading and Summarizing

Spanish III Reading & Culture Unit **Submitted by: Kimberly Rojas**



Overview of the Unit

This unit has been designed to give students the opportunity to practice their reading strategies and skills in Spanish while learning about Spanish culture, including bullfights. Students also develop their summarization techniques, as each learning group summarizes three separate parts through a variety of electronic media options.

The content of the book Viva el Toro, our in-class discussions, student summaries, and student presentations are in Spanish.

Unit Goals

By the end of this unit, students are able to (in Spanish):

- ✓ Summarize the main events and supporting details in the book Viva el Toro
- ✓ Discuss the varying views about bullfights
- ✓ List the people involved in a bullfight and what the job is of each *torero*
- ✓ Discuss the different parts of a bullfight
- ✓ Present a personal argument for or against bullfighting

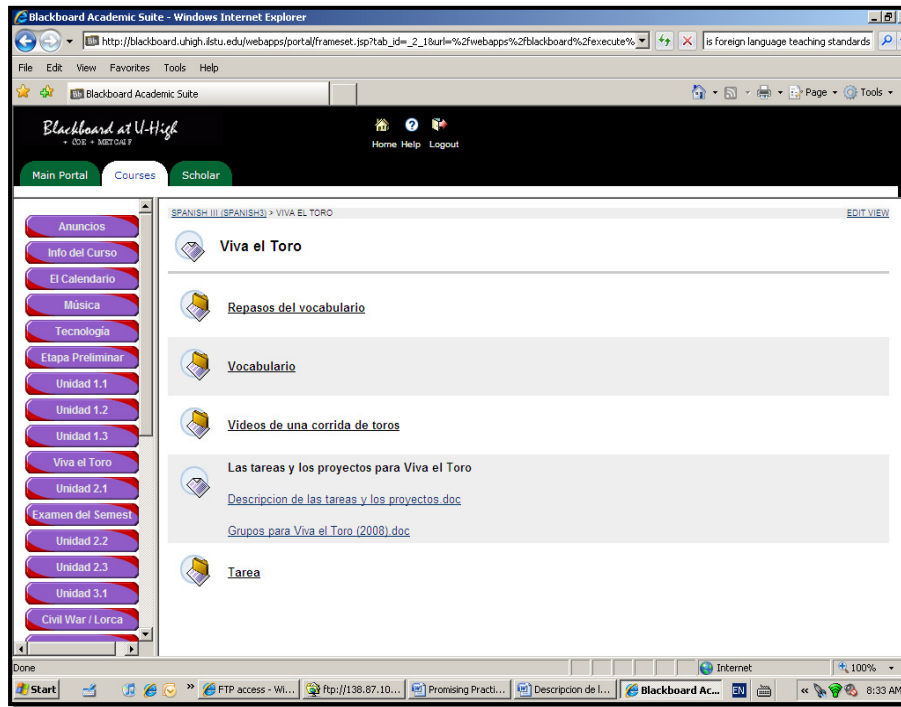
Illinois Foreign Language Learning Standards

- ✓ 28.A.3b: Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.
- ✓ 28.C.4a: Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.
- ✓ 28.C.4b: Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).
- ✓ 29.B.4a: Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.

Learning activities throughout the unit (all activities are in Spanish)

1. Teacher introduces reading unit by pre-testing students' knowledge about Spanish culture and bullfights.
2. The book Viva el Toro is broken up into 10 reading sections. Students read one section each night, completing comprehension questions while they read. The comprehension questions prepare students for the reading comprehension quiz they have at the beginning of each class period covering the material in the reading from the previous night. These daily comprehension quizzes are administered electronically in Blackboard.
3. Students learn vocabulary words each day to prepare them for that night's reading. The vocabulary packet is available on Blackboard, as well as the vocabulary definitions (in Spanish) that students need to match with the words. Class time is given each day for students to open up the vocabulary packet on their computers and fill in the definition

that matches each word. We then discuss the words and their corresponding definitions as a class. Two vocabulary quizzes are given throughout this unit.



4. Students are separated into learning groups with 2-3 students per group. These groups are assigned three different sections of the book that they are to summarize in an electronic form. Students are given the instructions (through a document in Blackboard) for the three projects and the possible formats they can use. Each group must use different format for each of the three projects. These projects are turned in through the Discussion Board in Blackboard and presented each week. The projects are viewed not only by students in one class, but by students in the other three sections of Spanish III as well.

[Instructions for Group Project of Viva el Toro](#)
[Example of Student Summary \(news broadcast\)](#)

Laptop Implications

The main component of this reading unit is the ability for students to use a variety of electronic media to summarize parts of the book and then share the summaries with students in all sections of Spanish III. Every group interprets the book a little differently and shows their own interpretation through their unique project. The online collaboration allows students to share their work not only in their own class, but throughout all four sections.

Before the students had access to the laptops in the classroom, I used to summarize the reading daily through in-class discussion. Students are now much more engaged and producing more Spanish as they are the ones who have to summarize and present parts of the book to their peers. Giving them many possible electronic formats has been very important to this project as each student brings different technological abilities, personal creativity, and expertise to their learning group.

Also with the laptops, students have instant access to watch videos about bullfights and to get opinions from all over the world about the role of bullfighting in today's society.

Role of the Teacher

The teacher provides students with comprehension questions for daily readings that help guide the students in the right direction when they begin to summarize their assigned pages. The comprehension questions are reviewed daily as a class so the students have an opportunity to ask questions and clear up any misunderstanding in the reading. Students monitor their own work and make decisions among the group as to what group member is going to complete the different parts of the group project. The teacher also monitors each group's progress and makes note of the different electronic formats being used by each group. After each project is turned in, the teacher grades the group work and gives feedback to help the group improve on the next project.

Student Response

Students respond very well to the group project as they have opportunity to work with their peers to create an original and creative summary of their assigned pages. They enjoy presenting their work as well as seeing the presentation of their classmates. This format engages the students much more than before, when I used to summarize the reading everyday in class. Students also get excited about the idea that I will show their summaries to other sections of Spanish III as a way to collaborate among all the classes reading the same book.