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Purpose
Our 80+ Flipped Lessons for Spanish Classroom book helps teachers introduce students to the Spanish culture using lessons as out-of-class assignments or as in-class computer activities. These lessons are excellent tools for students to experience the Spanish world view.

Organization
This book is organized into seven groups. Each group has chapters: three on “first things first,” 20 on everyday life, 11 on oddities, seven on food, 10 on special days, 12 on entertainment, and 24 on travel and geography. Each chapter has its own lesson and instructions.

Scope
Our 80+ Flipped Lessons for Spanish Culture book covers major cultural topics. Through these topics, students master many of the National Standards from the American Council on the Teaching of Foreign Languages requirements including:

CULTURES—Gain Knowledge and Understanding of Other Cultures
• Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

• Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS—Connect With Other Disciplines and Acquire Information
• Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

• Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS—Develop Insight Into the Nature of Language and Culture
• Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

• Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES—Participate in Multilingual Communities at Home and Around the World
• Standard 5.1: Students use the language both within and beyond the school setting.

• Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
WHAT IS “FLIPPING” A CLASSROOM?

Classroom flipping is a form of learning where students learn new content online or outside of class. They can learn by watching videos, reading articles, or completing notes from outside sources. The teacher no longer lectures but uses class time to work with the students. Teachers can now use their time to interact with students and do more guided learning.

What does flipping look like?

Out-of-Class Activities
- Reading articles
- Writing notes
- Watching videos

In-Class Activities
- Completing homework
- Guided instruction
- Interaction between student/teacher
- Project work time

Students who practice **right** will always do it right!
Students who practice **wrong** will always do it wrong!
Let’s help them practice **correctly** with flipping!
**Why Flip Culture?**

With all of the stress teachers have, culture is being cut from many world language programs. Let’s bring it back by flipping the classroom. Students will now have a greater knowledge depth of Spanish culture than ever before. Teachers will have additional time to guide students as they practice vocabulary and grammar in class.

**How to Start Flipping?**

1. Give students their assignments two days in advance so they are able to organize their time and resources.

2. If students do not have the Internet at home, instruct them to use the school’s Internet during study hall or after school. Another idea is to partner students.

3. Assign only one task a night for these assignments to minimize time spent on out-of-class assignments, and/or spread out assignments throughout the week.

4. Have students discuss and share their information in class the next day briefly. Make them accountable for in-class discussions, too. Collect the sheets from students as an assessment or for formal grades.

5. These topics work for all levels, but make sure to pick and choose which culture topics fit the age or level of students.

6. Make these assignments sub-plans and in-class activities instead of homework.


**Suggested research sites:** aboutspain.com, travel.michelin.com, donquijote.org, explore-hispanic-culture.com, ediplomat.com, britannica.com, spainculture.us
Why Sources Are Cited
The book contains a section at the end of every worksheet for the student to record the websites they used to find the information. The reasons we recommend citing sources are as follows: to give credit to authors whose works are used, to provide a trail by which others can locate the materials, to supply evidence of research, and to avoid plagiarism.

How to Cite Sources
This book uses the most common style guide, the MLA, for reference. The MLA is the most used citation style guide in most school districts. For this book, we do require a URL listing from the students.

- Website
  - Structure:
    Last name, First name. “Article Title.” Website Title. Publisher of website, date article was published. Web. Date article was accessed. <URL>.
  - Example:

- Images
  - Structure
    Last name, First name. “Image Title.” Date image was made. Website Title. Publisher of website, date article was published. Web. Date image was accessed. <URL>.
  - Example:

- eBook
  - Structure
    Last name, First name. “Book Title.” Website Title. Publisher of website, date article was published. Medium of publication.
  - Example:

- Multimedia (YouTube, podcast, etc.)
  - Structure:
    Last name, First name. “Title.” Project type. Publisher of video, date video was published. Web. Date article was accessed. <URL>.
  - Example:
# Flipped Culture Lesson Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Teacher's Notes</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent Work: information is complete, accurate, and presented logically; neat and cites multiple sources; bonus effort in neatness and creativity</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Very Good Work: information is complete, accurate, and presented logically; neat and cites multiple sources</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Good Work: most information is complete, accurate, and is mostly presented logically; one source is cited</td>
<td></td>
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<tr>
<td>D</td>
<td>Good Effort: some information is missing, inaccurate, or presented illogically; no source is cited</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Little Effort: most information is missing, inaccurate, or presented illogically; no cited sources</td>
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FIRST
THINGS
FIRST
Benefits of Taking Spanish Class

What to do: Research the benefits of learning Spanish on the Internet, and record the findings below.

Learning Goal: To describe in detail the benefits of taking Spanish.

1. How many countries have Spanish as an official language?

__________________________________________________________________________________________________

2. Write five facts about the benefits of taking Spanish.

1. 

2. 

3. 

4. 

5. 

3. How is Spanish in demand in the business/job market?

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

List all sources:

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________
What Do They Think of Us?

**What to do:** Research Spanish speakers’ opinions of your country on the Internet and record the findings below.

**Learning Goal:** To describe what many Spanish speakers think of us.

1. What stereotypes do some Spanish speakers have of your country?
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________

2. What can you do to change these stereotypes?
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________

3. What stereotypes do you and your friends hold about native Spanish speakers?
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________

List all sources:
   - __________________________________________________________________________
   - __________________________________________________________________________
   - __________________________________________________________________________
Formal v. Informal Greetings

**What to do:** Research rules for greetings on the Internet, then record the findings below.

**Learning Goal:** Determine when to use the informal and formal greetings in Spanish.

1. When would you use the formal voice?

2. When would you use the informal voice?

3. How would you greet each of the following people in Spanish? *Buenos días* or *Hola*?

| Your sister - |  |
| Your mom - |  |
| Mr. Lebrun - |  |
| A teenager - |  |
| Your dog - |  |
| The principal - |  |
| Your teacher - |  |
| The new kid - |  |

4. Summarize Spanish greeting etiquette in your own words. List four facts about it.

List all sources:
EVERYDAY LIFE
Family

**What to do:** Research views of family in Hispanic culture on the Internet and record the findings below.

**Learning Goal:** To explain how Hispanic cultures view their family.

1. List three similarities and three differences in how Hispanic cultures view their family versus how you view your family. (Look at Sunday Dinners, how long they live with their families, how the elderly are taken care of, etc.)

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
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2. How do the Spanish parent their children? How is this different from your culture?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

3. How does Latin American culture value godparents?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

List all sources:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
# First Names

**What to do:** Research naming trends on the Internet and record the findings below.

**Learning Goal:** To know popular names in Spain, Mexico, and Argentina.

1. Research current baby-naming trends in Spain and list four popular boy and girl names.

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<th>Girls</th>
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2. Research current baby-naming trends in Mexico and list four popular boy and girl names.

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<th>Boys</th>
<th>Girls</th>
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3. Research current baby-naming trends in Argentina and list four popular boy and girl names.

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4. Research a Spanish name you would like to be called this year.  
*Me llamo ___________________.* (Choose one backup name.) *Me llamo ___________________.*

List all sources:

_________________________________________________________
_________________________________________________________
_________________________________________________________
Sur names

What to do: Research surname traditions in Spain on the Internet and record the findings below.

Learning Goal: To understand the Spanish naming traditions.

1. In Spain, what are the general rules for double surnames?

2. What would be your name if you lived in Spain?

3. When women marry in Spain, how do they write their new name?

4. How would you formally address Mr. Joaquín Tomás García Martínez?

5. How would you formally address Mrs. María del Pilar Blanco Trajo, who is married to Pedro Pérez Núñez?

List all sources:

_________________________________________________________

_________________________________________________________

_________________________________________________________