



**Michigan State University
STARTALK Student Program Curriculum**

Theme: Culture and Real World Experiences: The Arab-American Experience

Target Proficiency Level: Intermediate – Low to Intermediate - Mid

Number of Hours: 12

Designed by: Kathleen McBroom and Dr. Wafa Hassan

Brief Description of Program

Students will learn about cultural social situations and traditional dance (Dabke) and apply this knowledge to classroom, social, and real world situations. Students will compare how traditional cultures impact other cultures and societies. Students will observe how cultures impact, mesh and are absorbed by other cultures. Students will participate in a field trip to a museum. Students will reflect on how participating in cultural activities enhance appreciation of cultures and provide insights into cultural practices and perspectives.

Enduring Understandings:

- We can learn about other cultures through having hands-on, real world experiences.
- We can learn about cultures through their contributions and impacts on other cultures and societies.
- Most cultures are diverse and contain elements of several cultures and societies.
- Cultural and real world experiences help us learn languages.
- To be able to effectively communicate in another language, we need to know and understand its cultural products, practices, and perspectives.

What Essential Questions Will Guide this Program and Focus Teaching/Learning?

- What are some of the components of a culture?
- What happens when different cultures come together?
- What can different cultures share?
- What are common cultural experiences between different cultures or societies?

Standards/Goals:

Major Standards:

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

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

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting

Content:

Students will know

- Definition of “culture”
- How to use a graphic organizer to compare and contrast
- How to dance the Dabke
- How to behave in a museum/on a field trip

Students will understand

- Diverse components of a culture
- Cultures are influenced and impacted by other cultures
- All cultures provide meaningful and important contributions to society
- All cultures should be respected
- The purpose and importance of museums
- How to look and listen to gain insight into culture and language

Key Vocabulary: Dabke, dance, culture, society, contributions, respect, identity, assimilation, contributions, tolerance, acceptance

Skills:

What we want students to be able to do

- Interpret visual cultural clues based on observation of museum artifacts
- Present personal reactions to cultural similarities and differences
- Participate in traditional dance
- Incorporate technical vocabulary terms into presentations
- Develop imagery and visual memory to enhance retention of vocabulary
- Make connections between society and culture to reinforce language learning

Connections to Other Disciplines:

Geography, history, social studies, anthropology

Technology Integration:

Internet research on traditional dances
Online graphic organizers

Assessments:

Performance tasks

- Learn and perform the Dabke
- Create a comparative graphic organizer
- Present their graphic organizer in the language

Quizzes, Tests, Prompts, Work Samples

- Formative assessments - Checks for knowledge
- Rubric for evaluating the graphic organizer
- Reflection on museum tour (journal writing in the language)

Unprompted Evidence (observations, dialogues)

- Class discussion in the language
- Interactive personal responses to practicing and performing the dance

Can do Statements:

- I can engage in simple conversation about my work.
- I can ask and answer questions on familiar topics to keep a conversation going.
- I can give and seek personal views and opinions in an information discussion.
- I can give supporting details about plans and actions

Listening and Looking Can Do Statements:

- Can I follow directions and learn the steps to a dance?
- Can I create a graphic organizer?
- Can I use appropriate vocabulary to communicate meaning?
- Can I learn from hands-on experiences?

Required Resources:

- Computers and graphic organizer software
- Internet
- Dance instructor, music, practice area
- Field trip: Bus, admission fee, museum venue

Differentiation of Instruction:

- Students will be divided into groups according to language level
- Students will have numerous opportunities to acquire information
- Information will be provided in diverse ways and at various levels
- Peer support and instruction will offer additional support

Instructional Strategies:

- Student learning centered activities
- Online group work activities
- Hands-on physical activities
- Questioning strategies
- Building analysis and evaluation skills
- Visualization

What do they already know that will help them learn new information?

- Dances, physical activities, sports
- Previous educational field trip experiences (museums, tours, family vacations)
- Informational internet sites
- Sorting, comparing, contrasting (likes and differences)
- Countries of the Arab world
- Communities of the Arab people
- Customs and traditions of Arabs

Links to relevant web sites:

Linguafolio:

<http://www.nde.state.ne.us/FORLG/linguafolio/NebraskaLinguaFolioWorkshopOnline.htm>

Arab American National Museum

<http://www.arabamericanmuseum.org/>

Daily instructional plan

See CEU schedule information