Michigan State University
STARTALK Student Program Curriculum

Theme: Bridges across Cultures

Target Proficiency Level: Intermediate Mid to Intermediate High

Number of Hours: 9 Hours

Designed by: Dr. Wafa Hassan and Kathleen McBroom

Brief Description of Program

Students will be exposed to multiple concepts of bridges and the roles they play in our society. This includes bridges for utilitarian purposes as well as conceptual bridges that express images or ideas, such as using language to build bridges between friends, ideas, and cultures.

Enduring Understandings:

Students will understand:

- There are different kinds of bridges, concrete and abstract.
- Bridges are used as metaphors to connect people, ideas, and cultures.
- Learning about other cultures facilitates the bridging of cultural gaps.

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

1. What kind of bridges can you describe?
2. What are the functions of bridges?
3. What connections do bridges make?
4. How can you build concrete and abstract bridges?
5. How can the multiple functions of bridges be illustrated?
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 Objectives:
• Students will understand and use vocabulary associated with concrete and abstract bridges
• Students will understand multiple concepts of bridges and images they evoke
• Students will understand relevant structures that support linguistic functions

Students will be able to:
• Describe both concrete and abstract kinds of bridges
• Use the image of bridges to help them form new cross-cultural relationships

Key Vocabulary:
Bridge, culture, image, book, idea, friend, connection, understanding, borders, languages, crossing, exchange

Connections to Other Disciplines:
Geometry
Geography
Religion
Culture

Technology Integration:
• Internet Search engine - advanced search options
• PowerPoint presentations
• Video Taping and Photography

Assessments:

Performance tasks
• Develop a plan to construct a bridge
• Identify appropriate materials for a bridge that they wish to build
• Build a bridge that expresses the kind of bridge they intend to symbolize

Criteria for assessment:
• Accuracy of target language usage
• Evidence of understanding of the multiple meaning of bridges
• Evidence of effective group work
• Evidence of a plan that is inclusive of: materials, design, and cultural expression
• Presentation of the plan

Quizzes, Tests, Prompts, Work Samples:
• Rubric for assessing the presentation of their final bridge projects
• Draft an e-mail message to a friend applying one of the concepts of bridges

Unprompted Evidence (observations, dialogues)
• Interactive instructional strategies where students practice the language
Can do Statements:

- I can engage in simple conversation about 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.

Bridges Can Do Statements:

- Can I write an e-mail message exchanging information about bridges?
- Can I identify different kinds of bridges?
- Can I use the bridge-related vocabulary to communicate meaning?
- Can I identify the different perceptions regarding bridges across cultures?

Required Resources/Materials:

- Internet, maps, images of bridges, craft-building materials, wood sticks, building blocks

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
- Group work activities
- Hands-on building and craft activities
- Questioning strategies
- Building analysis and evaluation skills
- Visualization

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

- Specific bridges--Golden Gate, Bahrain-Saudi Arabia bridge, Mackinaw, Ambassador
• Familiar with bridge's utilitarian functions
• Pedestrian bridges
• Sky bridges
• 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
Detroit Institute of Arts
http://www.dia.org/
Arab American National Museum
http://www.arabamericanmuseum.org/

Daily instructional plan
See CEU schedule information