Michigan State University  
STARTALK Student Program Curriculum

**Theme:** Culture and Real World Experiences: Listening and Looking

**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 the importance of careful listening (interpretive communication) and looking (visual literacy) and apply these skills in cultural and real world situations. Students will participate in a class visit by a visiting poet and a field trip to a museum. Students will reflect on how careful listening and looking enhances appreciation of cultural products and provides insights into cultural practices and perspectives.

**Enduring Understandings:**
- We can learn by listening.
- We can learn by looking.
- We can learn through hands-on experiences.
- We can learn about other cultures through listening, looking, and having hands-on, real world experiences.
- 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 can we learn from listening?
- What can we learn from looking?
- What can we learn from hand-on, authentic experiences?
- What are cultural products, practices, and perspectives?
- How can we learn about cultural products, practices, and perspectives?
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
- Basic listening skills
- Basic visual literacy skills
- How to use advanced search options (image searching) on internet search engines
- How to find virtual examples of culture
- How to behave during a class visit
- How to behave in a museum/on a field trip
- How to create a PowerPoint presentation

Students will understand
- How to be an attentive audience
- The purpose and importance of museums
- How to look and listen to gain insight into culture and language

Key Vocabulary: images, icons, art, sculpture, poems, poetry, poet, culture, details, background, see, look, listen, recite, museum, behavior

Skills:
What we want students to be able to do
- Identify cultural details through careful listening
- Identify cultural details in visual presentations (paintings, photographs, etc.)
- Interpret visual cultural clues based on observation of museum pieces
- Present personal reactions to individual pieces of art
- Incorporate technical vocabulary terms into presentations
- Develop imagery and visual memory to enhance retention of vocabulary
- Make connections between art and culture to reinforce language learning

Connections to Other Disciplines:
Art, geography, history, poetry, writing

Technology Integration:
Internet research, advanced search engine applications, virtual tours, PowerPoint
Assessments:

**Performance tasks**
- Write an original poem (in the language)
- Create a virtual personal museum
- Interpretive tasks – Listen to poetry
- Presentational tasks – Recite a poem, present their museum virtual tour (in the language)

**Quizzes, Tests, Prompts, Work Samples**
- Formative assessments - Checks for knowledge
- Rubric for evaluating internet search results
- Rubrics for evaluating PowerPoint presentation (one for process, one for product)
- Reflection on museum tour (journal writing in the language)

**Unprompted Evidence (observations, dialogues)**
- Class discussion in the language
- Interactive personal responses to listening, viewing, and hands-on activities in the language

**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 listen and find cultural clues?
- Can I look and find cultural clues?
- Can I use listening and looking vocabulary to communicate meaning?
- Can I learn from hands-on experiences?

**Required Resources:**
- Internet access
- Search engines with “image” search capabilities
- Model online Virtual tours
- 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
- 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?

• Poems, rhymes, song lyrics
• Pictures, photos, advertising, posters, works of art
• Previous educational field trip experiences (museums, tours, family vacations)
• Standard internet searching (Google)
• Informational internet sites
• 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
Google
http://www.google.com
Detroit Institute of Arts
http://www.dia.org/
Arab American National Museum
http://www.arabamericanmuseum.org/
Los Angeles County Islamic Art Collection
http://www.lacma.org/islamic_art/lia.htm
Smithsonian Freer Gallery
http://www.asia.si.edu/collections/islamicHome.htm
State Hermitage
http://www.hermitagemuseum.org/html_En/03/hm3_5_5.html
Young Artists’ Gallery
http://www.youngartists.com/islamic.htm
Islamic Art (Elisabeth Siddiqui)
http://www.colostate.edu/orgs/MSA/find_more/islart.html
Art History Resources on the Web
http://witcombe.sbc.edu/ARTHislamic.html#Islamic
Studio Bendib
http://www.studiobendib.com/

Daily instructional plan
See CEU schedule information