Products, Practices and Perspectives

Using the “3 P’s” to teach culture in the World Languages classroom.
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<td>4</td>
<td>Teachers will not only be able to define and understand products, practices and perspectives in the World Languages classroom and apply this knowledge to their lesson plans/everyday classroom culture, but will also serve as resources to their peers for implementing the 3 P’s.</td>
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<td><strong>Goal:</strong> Teachers will be able to define and understand products, practices and perspectives in the World Languages classroom and apply this knowledge to their lesson plans/everyday classroom culture.</td>
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<td>Teachers will be able to define, understand products, practices and perspectives to the World Languages classroom.</td>
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<td>Teachers are able to define products, practices and perspectives to the World Languages classroom.</td>
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Essential questions for the teacher.

• What culture do your students want and need to know to function in the target country? In their home country?

• What is culture?
Culture is:
• Authentic
• Relevant
• Connected to language instruction
• Integrated into everyday lessons
• Assessed
• A progression from products to practices to perspectives
• Understanding your own culture better by understanding the culture of others (Cultural comparisons and connections!)
Some answers...

Culture is NOT
- a list or trivia
- reserved for Fridays
- a food tasting
- dress-up day
- making a piñata

*Can I do these things? Yes - as PART of your cultural component.
Defining the 3 P’s

More Than a Decade of Standards: Integrating “Cultures” in Your Language Instruction, by Sandy Cutshall
https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Apr12_Article.pdf

**Products**—
Both tangible and intangible - Items required or justified by the underlying beliefs and values of that culture.

**Practices**—
“What to Do When and Where” Patterns of social interactions or behaviors accepted by a society.

**Perspectives** -
Representing that culture’s view of the world, including meanings, attitudes, values, and ideas.
“In the best language education happening today, the study of another language is synonymous with the study of another culture. The two are inextricably linked and long gone should be the days when anyone would suggest that language could be taught ‘on its own’…”

“In reality, then, the true content of the foreign language course is not the grammar and vocabulary of the language, but the cultures expressed through that language.”
Consider an iceberg...

**Products**

Refer to things created by members of the culture, both tangible and intangible.

Patterns of behavior accepted by a society; they represent knowledge of what to do and where.

**Practices**

Are the traditional ideas, attitudes, meanings and values of members of that society.

**Perspectives**
Can you place these terms on the iceberg?
Can you identify the 3 P’s?

Discuss the following in small groups:

Looking at the terms you have just included in the iceberg, what are some examples of products, practices and perspectives relating to the cultures we study?
What this looks like in our classrooms...

Let’s take now the knowledge we have acquired and see if we can apply it to our classrooms....
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.
FLORIDA STANDARDS/BENCHMARKS - SP. 1 (NOVICE-MID)

WL.K12.NM.6 - The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

6.1 - NM - Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

6.2 - NM - Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

6.3 - NM - Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

6.4 NM - Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
Benchmarks for Sp. 3 (advanced low)

AL. 6.1 - Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.

AL. 6.2 - Explain why the target language has value in culture and in a global society.

AL. 6.3 - Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes)

AL. 6.4 - Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
Focusing on the "3 P's" also prepares Spanish 1, 2, 3, students for upper levels. Look at the directions for the presentational speaking portion of the AP Spanish Language and Culture Exam.

"Compara tus observaciones acerca de las comunidades en las que has vivido con tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc."
How do we go beyond “products”

By using authentic resources, we can help students better understand practices.

By helping our students make cultural connections, comparisons/contrasts, we help them better understand others and allow them to form perspectives.

This helps teachers effectively **assess students' performance on standards relating to culture.**
List of authentic resources:
• APcentral, ACTFL
• Radio stations, Podcasts
• Youtube.com
• Newspapers
• Smithsonian education, Discovery education
• Teachers pay teachers (not free)
• Textbooks
• newseum.org - click on front pages
• Pinterest.com https://www.pinterest.com/pin/77476056066517374/
• SHARE!!!
Día de los muertos

Turn & Share

• List a product, practice and a perspective that surround death in American (United States) culture.

• List a product, practice and a perspective that surround death in a Spanish speaking culture (think Día de los muertos)
https://www.youtube.com/watch?v=jCQnUuq-TEE
Upper levels

Cortometraje: *Volver*
Play from Amazon.
Turn and share:
What can be inferred about death/funeral practices from this clip?
Here are some other examples.

https://www.youtube.com/watch?v=zAH-lE71wE4 (new Orleans jazz band)
http://www.ver-taal.com/noticias_20101027_funeralesmodernos.htm
https://www.youtube.com/watch?v=iJ3Laay9oxA (PR “wake”)
Level 1 / 2
- Papel picado
- Calaveras
- Ofrendas

Level 3 / 4
- Build an ofrenda to a famous Hispanic writer/artist
- Read Octavio Paz’s essay (in translation)

"La muerte es un espejo que refleja las vanas gesticulaciones de la vida." Octavio Paz

http://chuma.cas.usf.edu/~pinsky/texts/The%20Day%20of%20the%20Dead.pdf
Ofrendas y más

https://www.youtube.com/watch?v=h6qK7-_Z17c
https://www.youtube.com/watch?v=sUUAgEWeYel
Perspectives

el ciclo de la vida

Practices

Setting up an ofrenda
visiting the cemetery

Products

calaveras
alfñiques
cempasúchil

celebrar
Continuamos con la lección...

Students can take what they have learned and use the presentational mode - speaking and/or writing as a final activity - this is also a great assessment. Make sure that you provide a rubric along with your prompt.

Compare and contrast how death is perceived in the United States and Mexico.

What are some of the products, practices and perspectives relating to *El día de los muertos*? Compare and contrast them to your own culture.
Another excellent example

http://www.smithsonianeducation.org/educators/lesson_plans/carnival/index.html

Carnavales y las máscaras de vejigante...
“Language is the written and oral expression of a people’s culture. Consequently, culture should not be considered as a separate entity with its own curriculum and activities because it exists in every aspect of the language.”

Más pan...


o:
https://en.wikipedia.org/wiki/Joaqu%C3%ADn_Sorolla#/media/File:La_fiesta_del_pan.jpg

http://miviajar.com/2013/07/08/5-fiestas-raras-de-espana/
Two scenarios...

Scenario 1 - Mr. A. plays a song from the target culture and students complete a cloze exercise that asks them to listen to the song and fill in the blanks of the written song lyrics as they listen.

Scenario 2 - Mrs. Z. has students put together a fashion show and students describe the clothes being modeled.
Pick a lesson, unit, chapter

Pick an upcoming lesson from the book you brought to class. Can you embed the 3 P’s into your chapter/lesson/“tema”? 
Full circle…

Identify the activity you wrote down at the beginning of the workshop as a product, practice or perspective. Discuss how you might apply what you learned today to your activity. Can you assign standards to it as well?
En resumen...

• TEACH CULTURE EVERY DAY. Use the 3 P’s as your cultural framework.

• Know your standards!

• Create verticality within your departments.

• Use authentic resources. Provide your students with interesting, current and authentic resources!
Sources

• More Than a Decade of Standards. Integrating “Cultures” in Your Language Instruction, by Sandy Cutshall
https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Apr12_Article.pdf

• FOR ACTFUL STANDARDS:

• self evaluation for beginning of class

www.miscositas.com
Ken Stewart - Chapel Hill, NC