



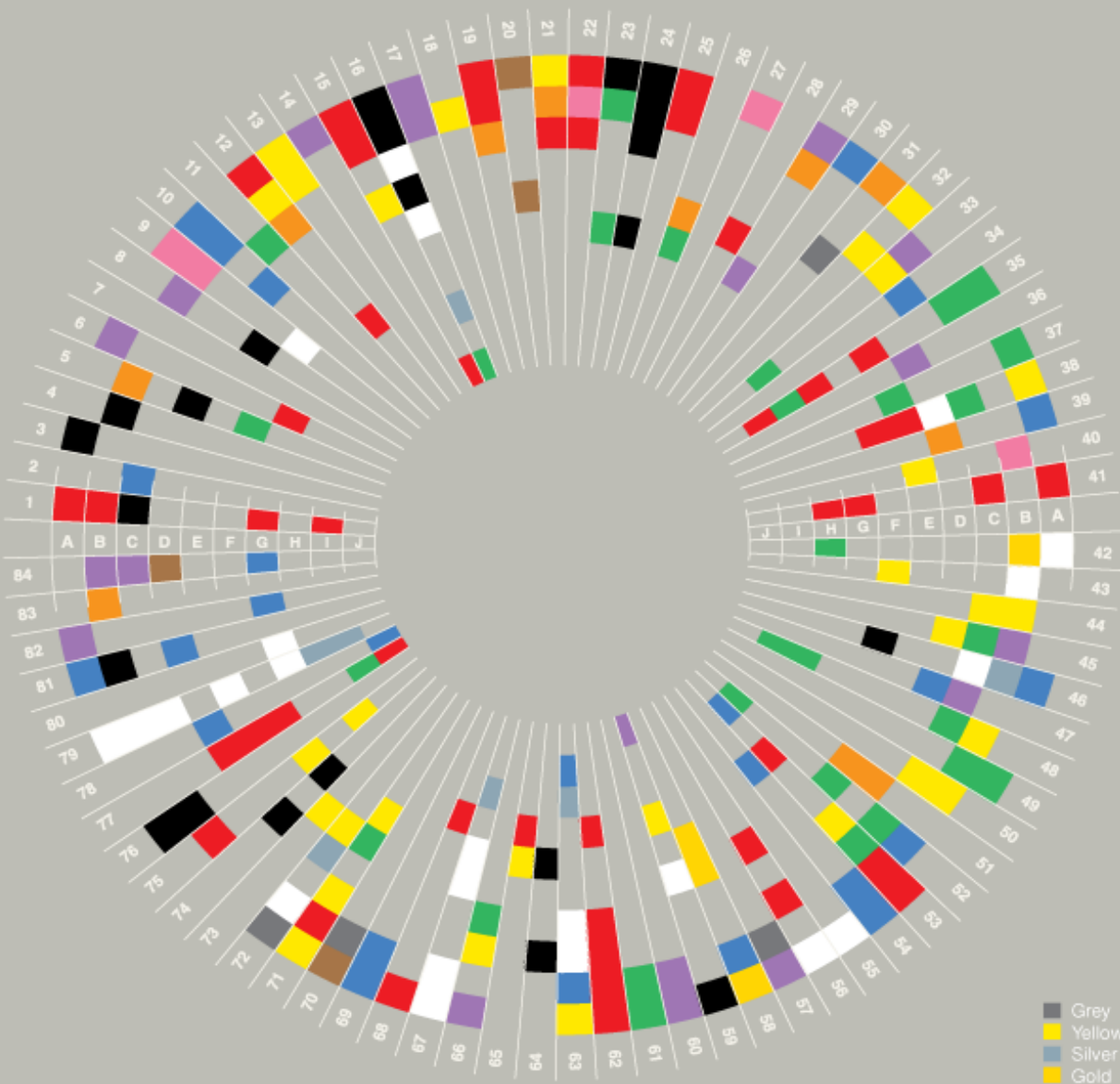
Products, Practices, and Perspectives

Culture in the Language Classroom

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Colours In Culture



- A Western / American
- B Japanese
- C Hindu
- D Native American
- E Chinese
- F Asian
- G Eastern European
- H Muslim
- I African
- J South American

- 1 Anger
- 2 Art / Creativity
- 3 Authority
- 4 Bad Luck
- 5 Balance
- 6 Beauty
- 7 Calm
- 8 Celebration
- 9 Children
- 10 Cold
- 11 Compassion
- 12 Courage
- 13 Cowardice
- 14 Cruelty
- 15 Danger
- 16 Death
- 17 Decadence
- 18 Deceit
- 19 Desire
- 20 Earthy
- 21 Energy
- 22 Erotic
- 23 Eternity
- 24 Evil
- 25 Excitement
- 26 Family
- 27 Femininity
- 28 Fertility
- 29 Flamboyance
- 30 Freedom
- 31 Friendly
- 32 Fun
- 33 God
- 34 Gods
- 35 Good Luck
- 36 Gratitude
- 37 Growth
- 38 Happiness
- 39 Healing
- 40 Healthy
- 41 Heat
- 42 Heaven
- 43 Holiness
- 44 Illness
- 45 Insight
- 46 Intelligence
- 47 Intuition
- 48 Religion
- 49 Jealousy
- 50 Joy
- 51 Learning
- 52 Life
- 53 Love
- 54 Loyalty
- 55 Luxury
- 56 Marriage
- 57 Modesty
- 58 Money
- 59 Mourning
- 60 Mystery
- 61 Nature
- 62 Passion
- 63 Peace
- 64 Penance
- 65 Power
- 66 Personal power
- 67 Purity
- 68 Radicalism
- 69 Rational
- 70 Reliable
- 71 Repels Evil
- 72 Respect
- 73 Royalty
- 74 Self-cultivation
- 75 Strength
- 76 Style
- 77 Success
- 78 Trouble
- 79 Truce
- 80 Trust
- 81 Unhappiness
- 82 Virtue
- 83 Warmth
- 84 Wisdom

- Grey
- Yellow
- Silver
- Gold

Communication
Communicate in
languages other
than English

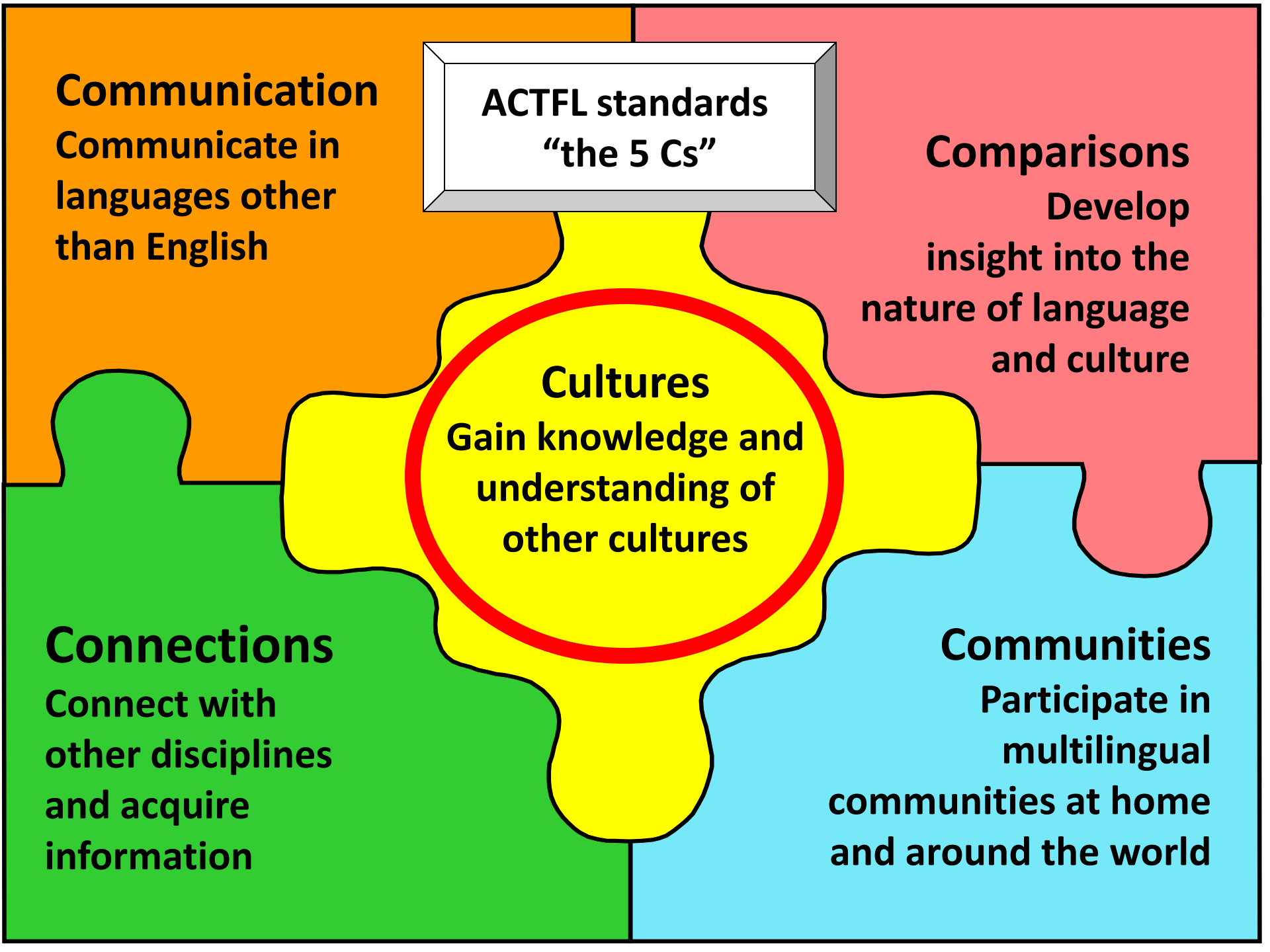
ACTFL standards
“the 5 Cs”

Comparisons
Develop
insight into the
nature of language
and culture

Cultures
Gain knowledge and
understanding of
other cultures

Connections
Connect with
other disciplines
and acquire
information

Communities
Participate in
multilingual
communities at home
and around the world



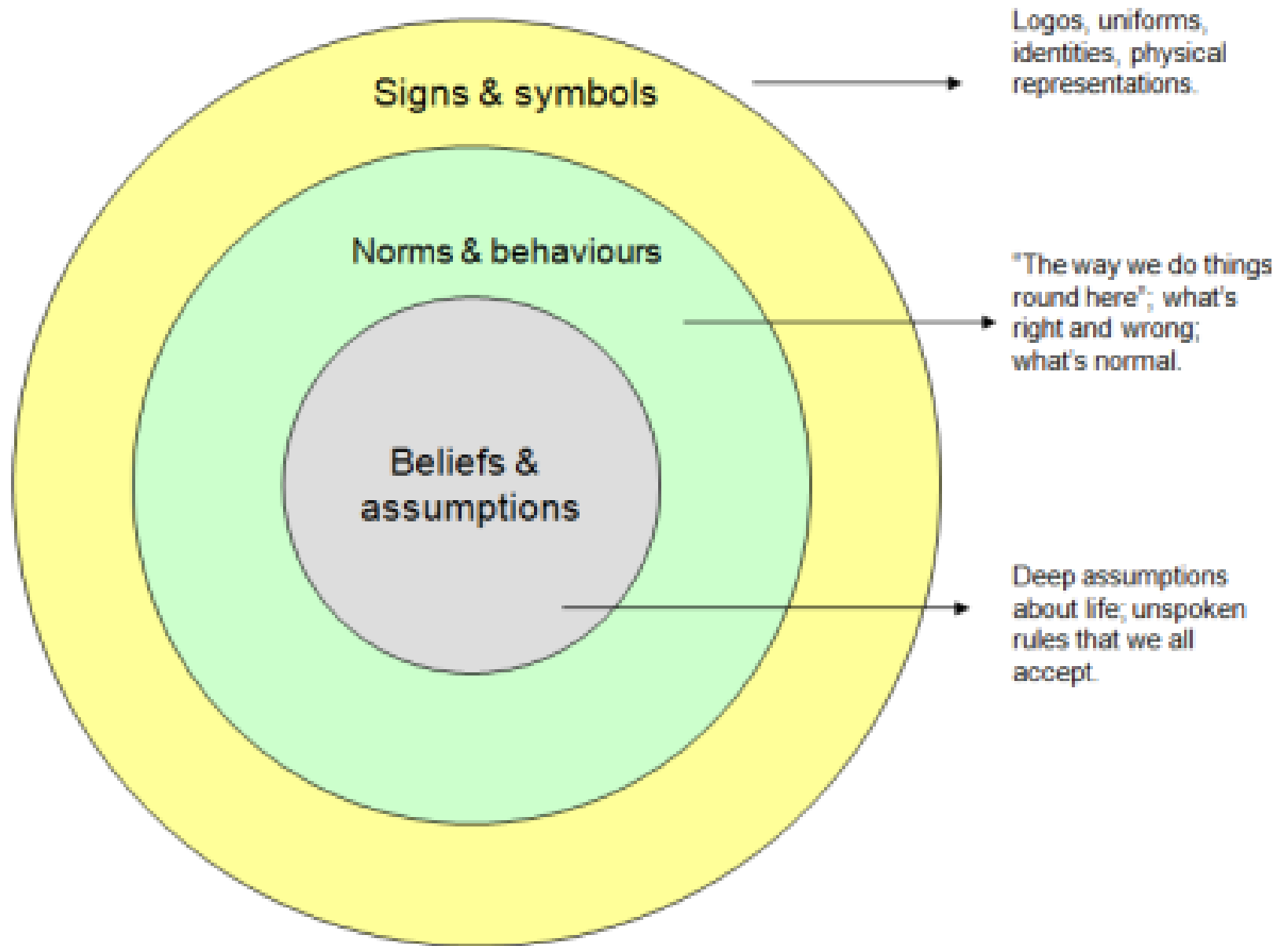
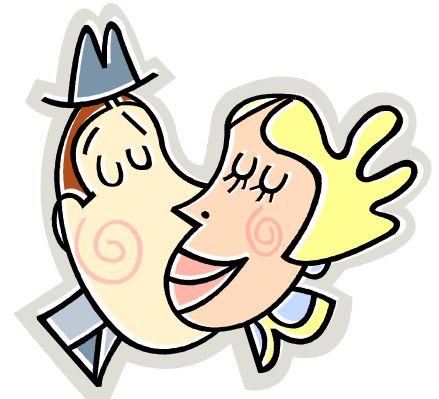


Image accessed online 11/11/12 at: <http://patrickdunn.squarespace.com/occasional-rants/2009/12/17/the-nature-of-the-chasm-is-cultural-not-technical.html>

CULTURES

Gain Knowledge and Understanding of Other Cultures

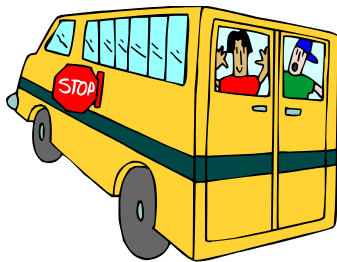
2.1 Students demonstrate an understanding of the relationship between the **practices** and **perspectives** of the culture studied.



CULTURES

Gain Knowledge and Understanding of Other Cultures

2.2 Students demonstrate an understanding of the relationship between the **products** and **perspectives** of the culture studied.



Kids respect your elders... PLZ!! :!(



Perspectives



Why?

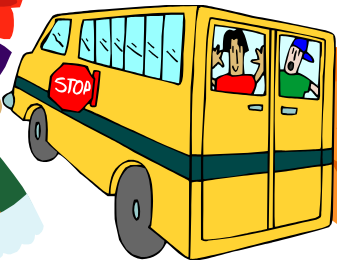
How?

What?



Practices

Products



PRODUCTS

Cultures: Gain Knowledge and Understanding of Other Cultures

→ Examples of cultural products

- **Concrete aspects of daily life**
 - Tools, foods, laws, games, etc.
- **Tangible and intangible**
 - Paintings, monuments, work of literature
 - An oral tale, a sacred ritual, a system of education
- **Inventions and innovations**
 - foods, gadgets, forms of transportation, processes, etc.
- **Aesthetic expressions**
 - music, literature, art, etc.

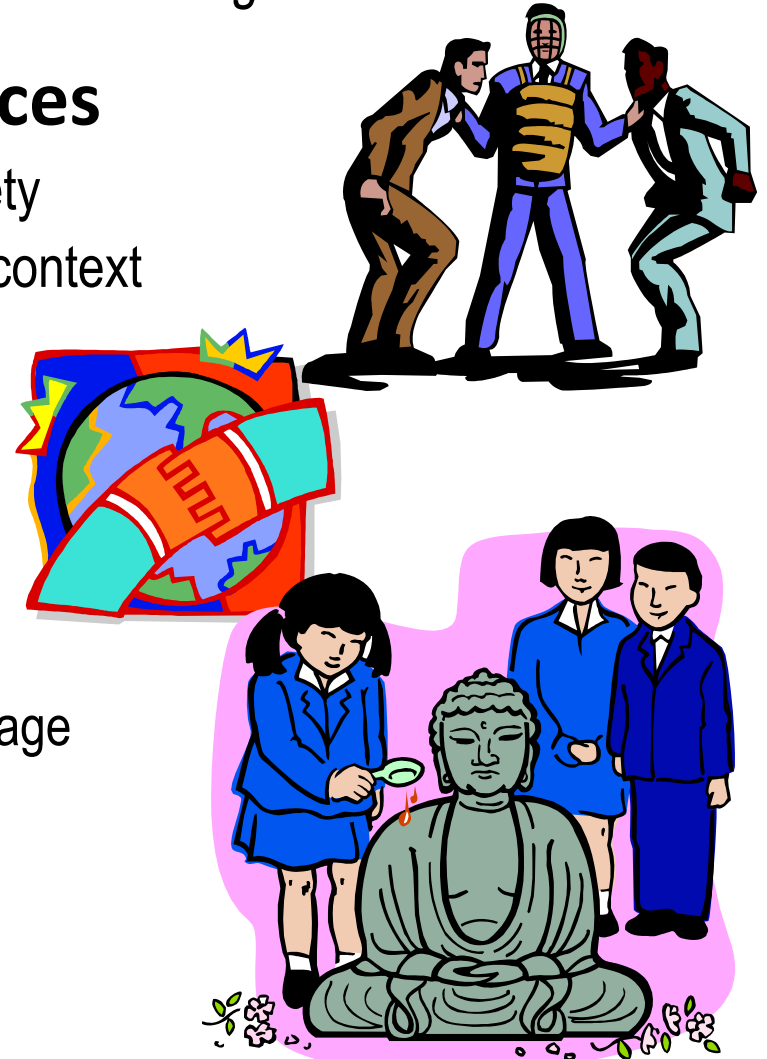


PRACTICES

Cultures: Gain Knowledge and Understanding of Other Cultures

→ Examples of cultural practices

- Patterns of behavior accepted by society
- Social interaction in a specific cultural context
- Personal, small group, or societal
- What to do when and where
- How to interact
- They may be things such as:
 - rites of passage
 - the use of formal and informal language
 - the social “pecking order”
 - the use of personal space
 - when to embrace or shake hands

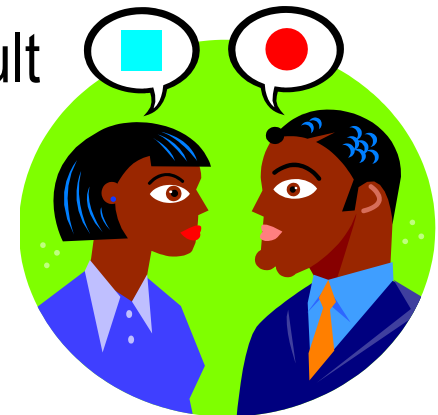


PERSPECTIVES

Cultures: Gain Knowledge and Understanding of Other Cultures

→ Examples of cultural perspectives

- Traditional ideas, attitudes, and values
- Underlying beliefs or values that justify a product or practice
- What individuals think or do from their own particular points of view
- World view, belief system
- The *perspectives* of a culture are often difficult to articulate for one's own culture
- They are even more difficult to articulate for another culture





el ciclo de la vida

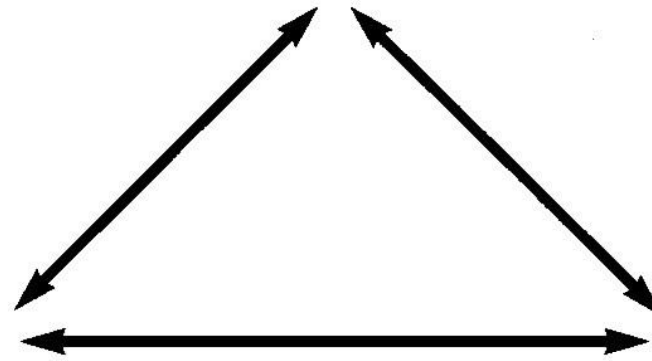
recordar



AFP/Getty Images

celebrar

Perspectives



calaveras



Setting up an *ofrenda*



visiting the cemetery

Practices

Products



alfeñiques



cempasúchil

OFRENDA DE MUERTOS

El altar u ofrenda de muertos es una tradición mexicana sagrada, donde los vivos honran a los muertos que los visitan el 1 y 2 de noviembre. Conviven con ellos, departen, conviven y los confortan ante su pérdida



EL ALTAR Y SU SIGNIFICADO

Farol o estrella de luz

Para que los difuntos no pierdan su casa

Papel picado de colores

Unión entre la vida y la muerte

Banquete

Para celebrar la llegada de las ánimas (Lo favorito del difunto, se puede incluir alcohol, cigarrillos y dulces)

Sahumerio con incienso o goma de copal

El paso de la vida a la muerte y aleja los malos espíritus

Plato con sal

Purificación para que el alma no se corrompa

Cruz de cal en el piso

Representa los cuatro puntos cardinales

Camino de flores de la puerta al altar

Para guiar el camino de las almas a la ofrenda

Juguetes

Para la diversión de los niños difuntos

Velas y veladoras*

Ascensión del espíritu, símbolo de amor que guía a las almas al altar

Objetos personales del difunto

Pueden ser fotos o algo que utilizaban

Calaveritas

De azúcar o chocolate, representan a los difuntos de la familia

Flores

Biancas: El cielo
Amarillas: Tierra (compasichil, guía a los espíritus a este mundo)
Moradas: El luto

Pan de muerto

Representa la generosidad del anfitrión, y el regalo de la tierra misma

Vaso de Agua

Para mitigar la sed de las almas y fortalecerlo para su regreso

COMIDA TÍPICA PARA LA OFRENDA

Arroz, mole, calabaza en tacha, frutas de la temporada (naranjas, cañas, Tejocotes, jicamas, mandarinas etc.)

NOTA IMPORTANTE

El 1 de noviembre esta dedicado a las ofrendas de los niños difuntos y el día 2 para las almas de los adultos

Good source material for cultural products & practices

- Folktales
- Films
- Magazines, newspapers
- Television shows
- Websites and online media
- Theater and dance
- Sports events
- Music and music videos
- Tickets, receipts, ephemera
- Brochures & advertisements
- Photos and art



What is realia?

Objects from real life or from the real world, as opposed to theoretical constructs or *fabricated examples*; especially, such objects used as instructional or classroom aids.



I know it
when I
see it!

“Materials which convey the everyday life of different cultures” (cultural products)

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SONIC 3

Er ist wieder da. Der blaue Igel mit dem roten Schuh. EINMALIG schnell, ZWEIMALIG schwer und DREIMALIG größer.

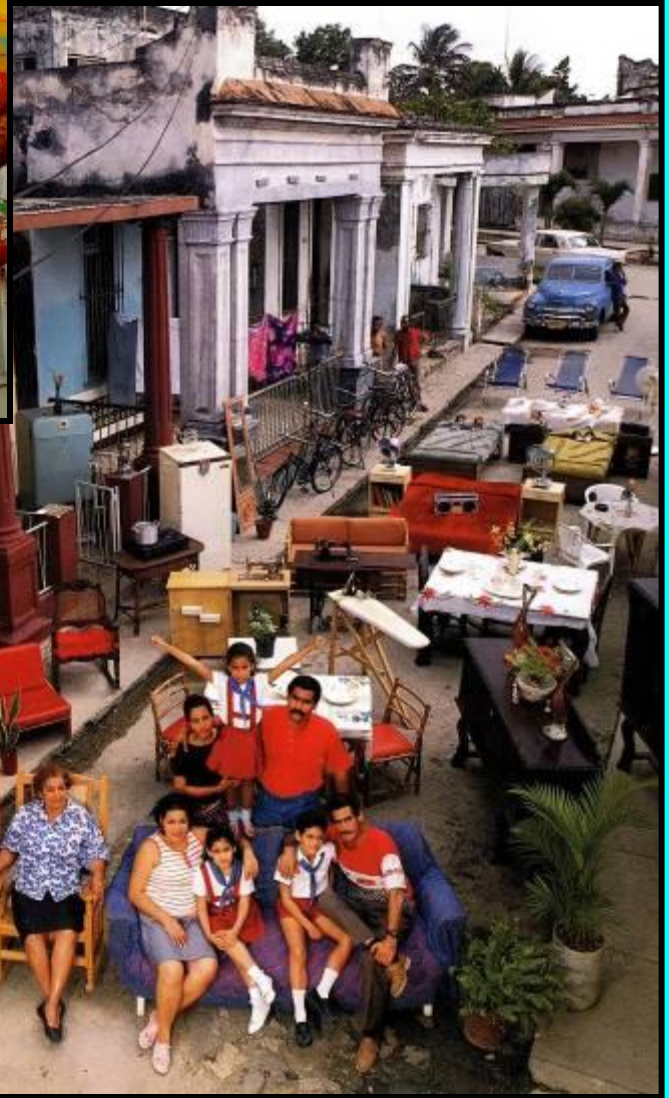
SEGA

**museo
del ORO**

Nro 50 DOMINGO 07 AGOSTO 9:50
A. EXTRANJERO
CORTESIA
CORTESIA

Orden n. 431127

Photos can depict cultural **products** and **practices**



A vibrant, detailed illustration of a busy city street filled with a diverse crowd of people. The scene is viewed through a magnifying glass, which is positioned in the lower-left foreground. The magnifying glass's lens is centered over the text, making the words appear larger and more prominent. The background is a dense, colorful mosaic of people in various outfits, engaged in different activities, creating a sense of a bustling, real-world environment.

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we **FIND**
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newsstand!





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OMNI News

All Newspapers of the World
by Country

A scenic view of a turquoise lake with three canoes on a sandy shore. The water is a vibrant turquoise color, and the sky is a pale blue with light clouds. In the foreground, three canoes are beached on a sandy shore. The canoe on the left is green, and the two on the right are red. The background shows a lush green shoreline with trees and a rocky outcrop. The text "in our travels..." is overlaid in the center of the image in a blue, 3D-style font.

in our travels...

The REALIA Project - Internet Explorer

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The REALIA Project publishes faculty-reviewed media for the teaching and study of modern languages and cultures. Faculty and students at all levels are encouraged to contribute materials to our searchable, online database. The focus of the REALIA Project is realia: Materials which convey the everyday life of different cultures.

Displaying top 25 of 372 possible tags

- animals (65) antiquities (74) art (95)
- clothing and dress (78)
- commerce** (213)
- dance (56) everyday life (57)
- food** (175) **history** (113)
- holidays (84) housing (97) la paz (bolivia) (74) landscape (90)
- monuments** (152)
- moscow (russia)** (129)
- oaxaca (mexico : state) (102)
- people** (125)

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For **realia** in a specific language, click on the flag icons below:

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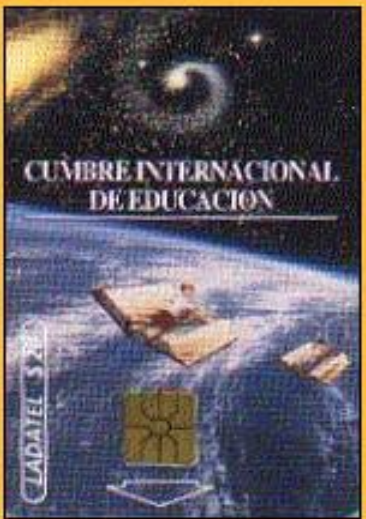


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1	7	2
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		\$13
		\$13

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Authentic Materials for Teaching Languages

- music
- tv & videos
- podcasts & radio
- magazines & newspapers
- children's lit & folklore
- games and fun

Music

- [Mama Lisa's World of Children and International Culture](#): A neat site with children's songs, nursery rhymes, stories and other materials from around the world. The site can be viewed in English, French and Spanish, but the songs lyrics are available in many languages (Chinese, French, Italian, Spanish, German -- just to name a few!)
- [LanguagesOnline](#): Fantastic series of well-organized lessons, games, songs and other teaching/learning materials for Chinese, French, Italian, German, Indonesian, and beginning ESL.
- [TV5 Musique](#): A collection of lyrics from popular songs in French - a very hip site; excellent for creating cloze listening activities for students of French
- [KS5 French Through Song](#) and [KS5 Spanish Through Song](#): A great resource for incorporating modern music into the curriculum; songs with lyric sheets and cloze activities available for download; recommendations for grammar connections are included with each song.

The Politics of Art simulation

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TEACHING FOREIGN LANGUAGES K-12

Select a Lesson

Spanish: Politics of Art

- INTRODUCTION
- CLASS PROFILE
- ANALYZE THE VIDEO
- CONNECT TO TEACHING
- STANDARDS
- RESOURCES

Video Summary

In this lesson, students read a letter written by prominent Colombian artists and intellectuals to Spain's prime minister. The letter is in protest of a new Spanish policy requiring Colombians to obtain a visa in order to enter Spain. Role-playing Latin American artists, students formally debate the pros and cons of accepting an invitation to exhibit their work in Spain. After a vote, they prepare to write a letter in response based on majority opinion.



Classroom at a Glance

Teacher: Lori Langer de Ramirez

Language: Spanish V

Grade: 12

Standards Addressed

Communication:
Interpersonal, Interpretive, Presentational

Questions? Comments?



lori@miscositas.com