The *Whys* and the *Hows* - Incorporating Culture through a Project-based, Interdisciplinary Approach

Sarah Dunn: 5-8 French
Grace Perez: 7-8 Spanish
*Trinity Episcopal School*
*New Orleans, Louisiana*

http://tiny.cc/WHYSandHOWS
Who we are and **WHY** we do these projects (and want you to try them, too!)

True value of these projects:

- Promote student growth and empowerment
- Provide **authentic, culture-infused** interaction with AND demonstration of the language
- Instill students with a **global perspective** and an appreciation for foreign cultures
The Painting Project

THE WHYS:

● Expand cultural horizons by researching, studying, and replicating classic pieces of art
● Integrate learning from many different disciplines in a single, multi-faceted project
● Multiple ways of demonstrating understanding
● Opportunity to share with an authentic audience
The Painting Project - The Hows

Process:
- Introduction to project and painter/painting selection
- Trip to New Orleans Museum of Art
  - Or: Google Museum Views
- In-class work:
  - Gridding and initial sketch
  - Painting
- Independent work:
  - Research (NPD format)
  - Creation of oral presentation
- Presentation Day
- Gallery
In-class work: Grid, sketch, paint.

“Before I did this project, I felt that I would not be able to produce good artwork. I struggled a lot at first because I have never painted. I was surprised when I actually got the hang of it and did well on the painting. I am very proud of how my painting turned out. It looks very much like the real thing, and I was very happy with the way the colors came out.”
Student research

NPD format develops...

- Student choice and inquiry
- Note-taking skills and source citation
- Ability to sort and evaluate information

"It was hard to find specific details [about my artist’s life] and to decide what was important to add on the slide. It was fun to become an expert on a well-known artist, and I can now look at his paintings differently. I was surprised at how easy it was to memorize my oral presentation."
Presentation Day

“It was fun learning how the artists inspired each other and influenced each other’s painting styles.”
“My favorite part was seeing everyone else’s paintings and watching everyone else’s process.”
The Painting Project: Takeaways

“I was scared to take on the challenge of replicating the masterpieces of world-renowned artists, but I was also excited for that very same reason. I didn’t know how many French artists had relationships with Spanish artists, but I learned about how they influenced each other through presentations and about both cultures. I also learned that I really like to paint!”

“I learned that I need to not say I can’t do something before I try. If I think something’s going to be hard, I can’t just shut down.”

“If a younger student asked me about the project, I would tell them not to be worried about the art and that it is one of the best projects ever.”
Children’s Picture Book

THE WHYS:

- Explore the ways in which a culture’s context affects the traits that are valued and passed on
- Learn about how parables, allegories, folk tales, etc. use imagery and allusion to communicate a message
- Apply literary tools and grammar/vocabulary elements to create a children’s story with a personally important lesson or moral takeaway
- Promote self-reflection
Children’s Picture Book: The Hows

- Process:
  - *Le Tableau* - Jean François Laguionie
  - Examination of folk tales from various Francophone cultures
  - Creation of story and picture book
   - Brainstorm and outline story
   - Rubric
   - Rough drafts
   - Final product
   - Sharing of stories with younger students
Le Tableau - Jean François Laguionie

- Example of a “children’s story” that leaves room for multiple interpretations
- Discussion of historical and artistic allusions as well as creative choices made by filmmaker
- Students take a stance - what is the takeaway?
  - Parable? Allegory?
  - ...something more?
- Cinéfête 15 - Dossier pédagogique “Le Tableau” par Carole Wrona
Contes et légendes du monde francophone - André Vary

- Examine the cultural context of various tales
- Discuss literary elements that made the messages successful
- Shorter-format example as they prepare to write their own stories
- Ex: *Ce sont les paroles qui mènent le monde* - Gabon
Creation of Picture Book

- **Brainstorm Sheet**
- **Story Outline**
- **Rubric**
- Rough Drafts
- Picture books
  - www.barebooks.com
- Final books shared with younger students
Examples of Student Work

Humb était furieux et cherchait le Harris bleu. Il a vu la fourrure de Marcus et il a suivi le trace. Il a trouvé le barrage et sentait Marcus. Humb a fortement rugi. Marcus s’est réveillé quand il a entendu le rugissement. Il a couru du barrage avec Humb juste derrière.

Quand il s’est réveillé, il a senti rendu compte qu’il n’était plus dans son lit. Il est tombé dans le sommeil de conte de fée! Melvin était dans l’histoire de Boucles d’Or et les Trois Ours. Tout à coup il entendit des bruits, alors il est allé en bas. Il a vu Boucles d’Or. Boucles a dit, “Que fait tu ici?” Melvin a répondu “Je ne sais pas.”

Children’s Picture Book in Spanish

- Students choose a holiday or event
  - Research Topic
  - NPD notes
  - Write a children’s story- basic sentences and vocabulary while incorporating research on holiday or event
  - Illustrate story
  - Share with younger students
Safe Passage and Libertad

THE WHYS:

- Students grow as global citizens
- Learn about the poverty that children in certain parts of Latin America face daily.
- Instill empathy for those less fortunate
- Explore how one person can make a difference
Safe Passage - The Hows

● Process:
  ○ Read Libertad by Alma Fullerton
  ○ Answer questions on reading
  ○ Choose one of the projects
    ■ Research Safe Passage
    ■ Make flyers
    ■ Business plan (expense vs profit)
    ■ Fundraiser for Safe Passage
Trinity students’ work has led to the sponsorship of two Safe Passage participants.

Buddies from Trinity Episcopal School work their lemonade stand on St. Charles Avenue near Octavia Street during Lemonade Day on Saturday, May 6, 2017. The entrepreneurship skills-building event is in its seventh year in Louisiana.

Beau Evans, Nola.com | The Times-Picayune
Beyond the Classroom: Service Trip
CPR’s - The Hows

- Choose topic of choice for the country we are studying
- Do research and gather information
- Make slides with information
- Present in the target language to the class
- Make a visual relating to topic
- Complete Reflection Sheet
Sports, Music, Festivals, Art
Merci et Gracias!

Contact us!

- Sarah Dunn
  - sdunn@trinitynola.com
  - @madame_dunn
- Grace Perez
  - gperez@trinitynola.com
  - @gdebangoperez

Presentation and all documents available at: http://tiny.cc/WHYSandHOWS

Go to https://swcolt2018.sched.com
Click on the title of the presentation. Click on the “Submit an Evaluation for This Session” button.