

REAL
WORLD



This is a true story, about Spanish students, living in the U.S.A. They will explore 8 of the listed activities, and share with their class. This sheet will be collected at the end of the unit. Find out what happens when Spanish STOPS being a class. and starts being REAL!

Nombre

Wear a modern interpretation of a traditional Hispanic/Spanish outfit. Explain your inspiration in class.

Download an app of a clothing store from a Spanish-speaking country. Write down 8 new words you learned.

Find a coupon/ad/billboard in Spanish for a local business.

Find a clothing commercial in Spanish. What persuasive techniques does it use?

Pick a Spanish-speaking country and research what the top 5 brands. Create a infographic.

Bring a donation. Include a short note in Spanish & English saying that you hope they enjoy the clothing.

Look at the tags on clothing. Take photos of 2 that are in Spanish.

Find 4 clothing ads in Spanish on the internet. Write a caption in Spanish for each one.

Take a selfie with a sign in Spanish at a store.

Visit a Hispanic clothing store, maybe even a Quinceañera shop. What did you notice? What phrases in Spanish did you hear/see? How does it compare to your culture?

Your idea!

Start a project at school for an charity/organization that is based on items from our vocabulary. Create posters in Spanish to promote your project.

Have a conversation in Spanish with someone from another country, either in person or on social media. Find out what styles and brands are popular. Screenshot or record your conversation.



This is an authentic homework that the students work on during the unit. These are adapted to match different multiple intelligences and give students choices. We find that this creates a homework that students end up enjoying and spend more time on. This also can be a “When you are finished” activity for students that are finished early.

For more information read “Real World Homework.”

Here are some tips for each one:

1. The idea is that they research a traditional outfit (Flamenco dancer, Mayan Indians, Celia Cruz) and modernize it. If they don't want to wear it to school, give them some other options (on a doll, drawing, photos from home, etc).
2. They must first find out what some stores are that are in the Spanish-speaking countries (Spain: Zara, El Corte Ingles, Mango, etc).
3. Let them find them the community! Maybe have a bulletin board where they add what they find.
4. Let them know how they should share the video link with you. Here is a post with the persuasive techniques. <http://www.creativelanguageclass.com/activities/modes-skills/listening/super-bowl-commercials/>
5. piktochart.com is a good site for making infographics or they can make other types of graphs to represent their research.
6. This is for students that want to participate, but not organize/run the event (see 1st box in last row) or this is a good way to support a local charity.
7. They will probably find words about sizes and care instructions.
8. Walmart and JCPenny's tend to have bilingual signs.
9. Remind them to write the search words in Spanish to find it in Spanish. Let them know how to share what they find.
10. You may want to give them some ideas of where they can find this around your school.
11. Let the students start a donation drive! You can suggest some local charities or let them find them. Examples: Pulsera Project, Souls4Souls. They could work in small groups. This could be a main focus of your unit.
12. If they really want to connect with a non-Spanish-speaking person, just have them report back in Spanish.

