THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags
Festivals
Fashion
Holidays
Music
Performances
Dances
Games
Arts & Crafts
Literature
Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions
Gestures
Eye Contact
Personal Space
Touching
Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:
Courtesies and Manners
Friendship
Leadership
Cleanliness
Modesty
Beauty

Concepts of:
Self
Time
Past and Future
Patience and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:
Elders
Adolescents
Dependents
Rule
Expectations
Work
Authority
Cooperation vs. Competition
Relationships with Animals
Age
Sin
Death

Approaches to:
Religion
Courtship
Marriage
Raising Children
Decision-Making
Problem Solving

Saturday, November 4, 2017
Donna L. Clementi
WAFLT
Sparking Curiosity
About Culture
Resources referenced during session:

• Chatter (Mingle activity): https://www.peacecorps.gov/educators/resources/chatter/

• Teaching Intercultural Competence Across the Age Range: From Theory to Practice (Languages for Intercultural Communication and Education) Paperback—October 31, 2017

• by Manuela Wagner (Editor), Dorie Conlon Perugini (Editor), Michael Byram (Editor)
“If you lead with culture, language will follow.”
Intercultural Communicative Competence

Both language and culture are noticed

“...culturally appropriate interaction occurs when two individuals engage in a reciprocal conversation based on mutual understanding and an attitude of openness.” (Moeller & Nugent, 2014)
Time to Mingle

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Reflection

• How did you feel in the role you assumed?
  • What did you do to stay “in character”?

• How did you feel talking to others who had different roles?
  • What did you do to keep the conversation going?

• What was the purpose of the activity?
  • How could it be used in class?
“When you cross the border from your way of life into theirs, your challenges become communicating, building relationships, and accomplishing tasks in their language using their set of rules. To achieve these ends, you have to manage your language, actions, emotions, beliefs, and values through trial and error—through experience.”

---Patrick Moran
“Savoirs”

• Knowledge of another person’s world strengthens communication with that person.
  - Byram
## What do photos communicate?

<table>
<thead>
<tr>
<th>STEREOTYPES</th>
<th>GENERALIZATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>limited experiences or observations related to a place or group, stated in a simplified way</td>
<td>a series of observations or experiences related to a place or group, stated in a simplified way</td>
</tr>
<tr>
<td>assigns certain characteristics to an entire place or group</td>
<td>does not imply that the entire group or place has this characteristic</td>
</tr>
<tr>
<td>tends to limit understanding rather than broaden it</td>
<td>helps give insight to the tendencies of a particular group of people or place</td>
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</tbody>
</table>
Selecting Images
Performance Assessment Tasks

- Do the tasks provide an opportunity for learners to interpret authentic materials/resources and apply them to a presentation and response to the essential question?

- Do the tasks provide evidence of cultural competence and communication competence?
<table>
<thead>
<tr>
<th>Language and Level / Grade</th>
<th>French: Novice Mid – Novice High</th>
<th>Approximate Length of Unit</th>
<th>4 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Number of Minutes Weekly</td>
<td>250 minutes (5 days/50 minutes)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme / Topic</th>
<th>Exploring Time and Place: Living in the City</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>What makes a city special?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th>Learners will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify businesses, services, parks, historic areas, tourist attractions on a map of a city in France</td>
</tr>
<tr>
<td></td>
<td>Describe the purpose(s) of the places identified.</td>
</tr>
<tr>
<td></td>
<td>Compare cities in France to cities in the US, identifying similarities and differences (layout of the city, historic areas, types of businesses)</td>
</tr>
<tr>
<td></td>
<td>Ask for and give directions from one point to another within a city</td>
</tr>
<tr>
<td></td>
<td>Describe what makes a city special</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>What should learners know and be able to do by the end of the unit?</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Summative Performance Assessment</th>
<th>Interpretive Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>These tasks allow learners to apply what they have learned</em></td>
<td><em>Watch a video of a walking tour of a city in France. Note what the guide considers important to show on the tour. Give reasons why the guide chose the places included in the tour.</em></td>
</tr>
<tr>
<td><em>They are integrated throughout the unit.</em></td>
<td><em>Listen to and follow directions from one place to another on a city map.</em></td>
</tr>
<tr>
<td><em>The template encourages multiple interpretive tasks.</em></td>
<td><em>Read information on a website about (Poitiers: <a href="http://www.poitiers.fr/">www.poitiers.fr/</a>) in order to identify what makes Poitiers special, paying special attention to the historic and modern aspects of the city. Give reasons for the items on your list.</em></td>
</tr>
<tr>
<td><em>The interpretive tasks inform the content of the presentational and interpersonal tasks.</em></td>
<td></td>
</tr>
<tr>
<td><em>The tasks incorporate 21st Century Skills.</em></td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Presentational Mode</th>
<th>Interpersonal Mode</th>
</tr>
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<tbody>
<tr>
<td>Your class is planning a trip to France. You need to suggest a city to visit. Explain what there is to do there and why it is a good place to visit.</td>
<td>In small groups, review all the suggestions of cities to visit in France. Make a list of criteria for selecting cities that are good to visit. Select three cities that you want to visit, giving reasons for your choices. What makes the cities you chose special?</td>
</tr>
</tbody>
</table>

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“Savoir comprendre”

• Ability to interpret a document or event from another culture, explain it and relate it to documents, events from one’s own culture

---Byram
Compare – Interpret - Relate
“Savoir apprendre/faire”

• Ability to acquire new knowledge of a culture and cultural practices and operate in real time

---Byram
<table>
<thead>
<tr>
<th>Language and Level / Grade</th>
<th>French – Novice High ➔ Intermediate Low</th>
<th>Approximate Length of Unit</th>
<th>6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approximate Number of Minutes Weekly</td>
<td>250 minutes weekly</td>
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</table>

### Theme/Topic
Challenges: Education

### Essential Question
Why can’t all young people go to school?

### Unit Goals

Learners will be able to:
- Describe the current status of education of young people locally, nationally, and globally.
- Identify and categorize economic, political, and social reasons why young people around the world cannot go to stay in school.
- Give reasons why going to school is important to oneself and locally, nationally, globally.
- Give examples of initiatives to support schooling for all young people around the world.
- Connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued communication.

### What should learners know and be able to do by the end of the unit?

**Summative Performance Tasks**

<table>
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<tr>
<th>Interpretive Mode</th>
<th>Presentational Mode</th>
<th>Interpersonal Mode</th>
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<tr>
<td>Watch a movie about a young girl in Senegal who cannot go to school. List the reasons she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.</td>
<td>Polished - Work in groups to design a plan for continued collaboration with a school in (country); groups share their plan with other groups in class in order to select one plan to pursue. On Demand – Write a personal statement about the importance of education. Compare the role of education in your life to what you have learned about the lives of other children.</td>
<td>Meet in small groups to discuss the plan selected by the class. Discuss how to implement the plan and how to involve other classes/schools/community in the collaboration.</td>
</tr>
<tr>
<td>Read an article giving reasons why all children should go to school. Categorize the reasons given by completing a graphic organizer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to an appeal for support of a school initiative and list reasons why support is needed.</td>
<td></td>
<td></td>
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</table>
Interculturality

“...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience.”

(Keys p. 72)