



## Project Starter Kit for Online Collaborations

Submitted by Jennifer Geist  
Bridges to Understanding  
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# A Day in the Life

## *Un Día en la Vida*

### **A Starter Kit for Language Teachers**

Contents:

1. Introduction and suggestions for finding a project partner(s).
2. Project description.
3. Teacher Worksheet #1 Topic, Goals, Assessments
4. Teacher Worksheet #2 Planning Questions, Lesson Plans
5. Assessment Rubrics:
  - Diorama expectations.
  - Essay guidelines.
  - Response Rubric.
  - Photo and essay guide.
  - Group collaboration: final project.
6. Student work.

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Un Día en la Vida

## *A Day in the Life*

The contents of this kit will enable any language teacher to adapt this project to their classroom. Adapted here for Spanish III, Grades 10-12, this project is appropriate for any level, any language and can serve many disciplines. The *National Foreign Language Standards* are used as a guide throughout the project design.

To seek a partner class through iEARN, teachers can post a message in one or both of these options:

- One day in the Life, post message saying that you are looking for a partner, when you would like to begin and what age your students are. Include your email address for direct responses.  
<http://www.iearn.org/projects/oneday.html>
- Teachers Forum, telling teachers around the world that you are looking for a partner, the ages of your students and when you would like to start. Include your email address for direct responses.  
<http://foro.iearn.org/>
- Language Forum, of your choice, telling your colleagues what project you would like to do and when you would like to start. Include your email address for direct responses. <http://foro.iearn.org>  
(Look to the right side bar for language options.)

After you establish contact, *the single most critical thing you can do* to ensure the success of your collaboration is get to know your partner teacher through frequent, friendly email or forum correspondence.

<p>For general materials for getting started on any project, a <i>Basic Starter Kit</i> is also available. In addition, the iEARN website has many resources and materials for enhancing project work. Your iEARN colleagues around the world are the best resource of all!</p>
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# A DAY IN THE LIFE PROJECT

## *Un Día en la Vida*

This is a project where everybody not matter their age or even their experience of life can be part of this project. Here you can share descriptions and cross-cultural comparisons not only of ordinary days but also of special ones for you and your family . This might include accounts of holidays or celebrations, vacations, memorable occasions such as a birthday, graduation, or other experiences that have left an imprint in your memory and on your life.

This project is complemented with a digital photo section in which the students share captioned autobiographical photographs on topics such as:

- Mealtime at Home (What does a typical meal look like at home?)
- Transportation To and From School (How do you get to school each day?)
- Interesting Places in My Community
- An Exciting or Important Event, My Daily Routine
- Clothing
- Autobiographic Profile
- Do you have an idea for a topic?

Students should accompany each digital photograph with a short written explanation of what is depicted in the photograph and its significance.

Ages: 6 to 18

Dates: Ongoing

Languages: All

## iEARN Project Planning Worksheet #1

<b>Project Title</b>	<b>One Day in the Life</b>
<b>Generative Topic</b> (Essential Questions)	Why do we celebrate differently in different cultures? What commonalities do celebrations have? What are celebrations based on? Why do we celebrate at all?
<b>Understanding Goals</b> <input type="checkbox"/> Literacy <input type="checkbox"/> Culture <input type="checkbox"/> Subject Area Content	Gain confidence to use context for decoding. Understand commonalities with students far away who speak different language. Art and language are ways to communicate, and we can use them to cross barriers. Celebrations around the world are often tied to nature, and are aimed at understanding the human condition.
<input type="checkbox"/> <b>Student Performances of Understanding</b> <input type="checkbox"/> Skills and Knowledge <input type="checkbox"/> Inquiry to gain understanding <input type="checkbox"/> Apply Understanding	Students review vocabulary and use in a new context and for real purposes. Students gain new vocabulary. Students express personal feelings and ideas using target language. Students learn description aimed at crossing cultures.
<b>Collaborative Community</b> <input type="checkbox"/> Teacher <input type="checkbox"/> Student	Online peers, project coordinator and other teachers and classroom volunteers.
<b>Ongoing Assessment</b> <input type="checkbox"/> Monitoring <input type="checkbox"/> Culminating	Rubric for forum postings, dioramas, and essays Rubric for final presentation, photo and essay.

## **iEARN Planning Worksheet #2**

### **Projects and NFLS: One Day in the Life**

1. Teacher goals/Student goals: Students will gain confidence to use context for decoding. They will understand commonalities with students far away who speak different language. Art and language are ways to communicate, and we can use them to cross barriers. Celebrations around the world are often tied to nature, and are aimed at understanding the human condition.

2. A timetable: Four weeks.

3. Specific lessons:

- How will you present this project to your students? Read about Dia de los Muertos, and make dioramas of a scene, with the idea of sending photos of art for Mexican students. Invite reply and then see how students would like to share about US celebrations.
- How will you tie it into their curricular studies? Cultural studies of Spanish speaking countries always fit.
- How will you get them interested in the topic? Tell them that they will be working with students in another country on the same project (see #1)
- What background knowledge do your students bring to the project? Personal experience and traditions.
- Will your students need to do research for their project? Need to learn about Dia de los Muertos enough to make dioramas and ask good questions about holiday.
- How will they be organized to gather information? Do online research as homework.
- Who will be responsible and in charge? Individual assignment.
- How will the appropriateness of their work be evaluated? Rubric (A) for diorama and messages (B). Participation in class discussion (-,√,+). Final project will have rubric (C) for quality as well as group participation and organization (D).
- How you will handle the e-mail exchanges, how often, who will be in charge? We will compose group messages in the forum along with photos. Eventually students will post in small groups.
- Conclusion of activity: When does your participation end? We will continue to share about our celebrations throughout school year.
- How will the students draw their projects to a conclusion? In small groups they will collect information and make a PowerPoint or digital story about celebrations using all the digital materials from the year. Show at fiesta at years end.

4. Identify technological and material requirements

- Technological requirements: Internet access for all classes. Audio recording software. Digital camera. Overhead Projector. Scanner. Computer and PPT or iMovie/Premier.
- Material requirements: Art supplies. Books about Day of Dead in Spanish.

<b>Project Title</b>	One Day in the Life
<p><b>Phase 1: <u>Introductory Performances</u></b>  Activities to set the stage: What do they know? What else do they need to know to begin the project?</p>	<p>Introduce students to forums using basic starter kit.  Lesson 1: Read about Dia de los Muertos, and make dioramas of a scene, with the idea of sending photos of art for Mexican students. Invite reply and then see how students would like to share about US celebrations.  (3.1)</p>
<p><b>Phase 2: <u>Guided Inquiry</u></b></p> <ul style="list-style-type: none"> <li>• Activities to engage students in learning (fieldtrips, visiting experts, vocabulary sets, map work, interviews, research....)</li> <li>• Activities where students prepare documents to share locally and globally.</li> </ul>	<p>Lesson 2: Locate Mexico, Puebla on map and research online about city. Also research D of D. (3.1,2.1, 1.2, 1.3)  Lesson 3: Review art supply vocabulary, make dioramas that depict “life” scenes. (1.2, 1.3, 2.2, 3.1) Homework, essay about diorama.  Lesson 4: Photograph dioramas and post with essay.  (1.1,1.2,1.3, 3.1, 4.1,5.1)  Lesson 5: Students receive messages from Mexican students and write responses using rubric. Post in forum.. (1.1,1.2, 1.3, 2.1, 3.2, 4.2, 5.1)  Lesson 7: Students read and decode messages from Mexican students. Respond with thanks. (1.1,1.2, 1.3, 2.1, 3.2, 4.2, 5.1)  Lesson 8: Students compose essays about one of their traditional celebrations and take photographs to post with essay. (1.1, 1.2,1.3, 2.1 2.2, 3.2, 4.2, 5.1,5.2)</p>
<p><b>Phase 3: <u>Culminating Performances</u></b>  Activities in which students share knowledge in culminating event, as well as reflect on project and learning.</p>	<p>Students make digital story or PowerPoint for presentation in film festival at end of year, using digital images exchanged. (1.1, 1.2,1.3, 2.1 2.2, 3.1, 3.2, 4.2, 5.1,5.2)</p>

## Un Día en la Vida

### Rubric A: Diorama (Individual)

Excelente	Bastante Bien	Falta
Diorama is neat, any labels are legible.	Diorama is somewhat neat and any labels are mostly legible.	Diorama is generally messy and labels are illegible.
Diorama depicts a life scene with skeletal figures who represent characters in scene.	Character of skeletal figures is not entirely clear from the details, but are present and active in the scene.	Skeletal characters don't appear to be connected to the scene in any way.
Diorama contains colorful miniatures which provide details about the scene.	Diorama contains some miniatures which provide details about the scene.	Diorama contains no colorful miniatures or if it does, they provide no details about the scene.
Diorama contains background setting that sets the location of the scene clearly.	Diorama contains background setting that somewhat sets the location of the scene.	Diorama contains no background setting and the location of the scene is difficult to determine.

## Un Día en la Vida

### Rubric B: Messages (Individual)

Excelente	Bastante Bien	Falta
Opening greeting is personal and friendly and in Spanish.	Opening greeting is friendly but not addressed personally.	Opening greeting is neither friendly nor personally addressed.
Message contains specific response to partner's messages or work, comments or compliments.	Message contains response to partner's messages or work, but no specific comments or compliments.	Message contains no specific response to partner's messages or work.
Message shares essay, or excerpt of essay describing the scene of diorama photo. Essay adheres to iEARN's <i>International Communication</i> guidelines.	Message shares essay, or excerpt of essay describing the scene of diorama photo, but does not follow guidelines on all points.	Message no essay.
Message asks leading question related to the project that will continue the dialogue.	Message asks questions that may continue the dialogue.	Message asks questions unrelated to the dialogue.
Message shares a personal thought or idea that will promote the friendship.		Message contains no personal thoughts that will promote the friendship.
Message signs off with appropriate salutation in Spanish and is signed by group members.	Message signs off with appropriate salutation, but not in Spanish and/or is not signed by group members.	Message signs off without appropriate salutation in Spanish or is not signed by group members.

## Un Día en la Vida

### Rubric C: Final Presentation (Group)

Excelente	Bastante Bien	Falta
Digital media (story or ppt) portrays at least 4 celebrations, two from Mexico and two from the US.	Digital media (story or ppt) portrays at least 2 celebrations, one from Mexico and one from the US.	Digital media (story or ppt) portrays only one celebration with no comparisons.
DM is structured to compare different celebrations in each country.	DM makes vague comparisons but they are not apparent in the structure.	DM makes no comparisons.
DM illuminates the connection between the celebrations and nature.	DM illuminates the connection between the celebrations and nature.	DM makes no connection between the celebration and nature.
DM communicates feelings and emotions around the celebrations.	DM communicates feelings and emotions around one celebrations.	DM communicates no feelings and emotions around the celebration.
DM describes “who, what where, when” of celebrations, following guideline for cross-cultural communication.	DM describes “who, what where, when” of celebrations, but makes a few cultural assumptions.	DM minimally describes “who, what where, when” of celebration leaving viewers to wonder what it is about.
DM credits all contributors to the product, Mexican and US.	DM credits almost contributors to the product, Mexican and US.	DM credits few contributors to the product, Mexican and US.
DM contains photos acquired from the exchange as well as from other sources.	DM contains photos acquired from the exchange but not from other sources.	DM contains few photos acquired

## Un Día en la Vida

### Rubric D: Group Organization (Group)

Excelente	Bastante Bien	Falta
Group chooses member roles within allotted 10-minute time frame.	Group needs extra time (under 5 mins) but resolves the process.	Group is unable to resolve the process without teacher intervention.
Group chooses a leader using a democratic process.		Group requires teacher to assign a leader.
Group considers wishes of members when assigning roles. All members' compromise and balance choices.	Group considers wishes of members when assigning roles. Most members willing to compromise and balance choices.	Group does not consider wishes of members when assigning roles. Most members unwilling to compromise and balance.
Group members work together to share vital information about celebrations		Group members work separately, forcing certain tasks to be repeated and outcomes to be incomplete.
Each group sends a representative to the Spanish Celebration to explain the project to families in attendance.		No representatives attend Spanish Celebration and no one hears about the project!

## Student Work



Hace cuatro años mi hermano y yo volvimos a la casa de nuestro padre y buscamos una sorpresa en la sala. Era un jaula y eran dos gerbiles en la jaula. Un gerbil era gris y blanco y el otro era rubio. Cada uno, mi hermano y yo recibimos un gerbil. El gerbil rubio era de mi hermano y el gerbil gris y blanco era mío. Le puse el nombre de 'Apolo' por el olímpico patinaje de velocidad, Apolo Ohno. Mi hermano le puse a su gerbil 'Gerbie' porque él no tenía mucha imaginación.

Mi hermano y yo jugábamos con los gerbiles todos los días. Los gerbiles jugaban por la mañana, la tarde y toda la noche y mucho hacía ruido. A 'Gerbie' y a 'Apolo' les encantaba jugar en los tubos de papel excusado. Muchas personas de mi familia trajeron los tubos para los gerbiles.

Un día mi gerbil, 'Apolo' estaba enfermo y nosotros visitamos al veterinario. Él dijo que mi gerbil estaba muy enfermo. Yo estaba muy triste y mi gerbil se murió esa noche.

'Gerbie', el gerbil de mi hermano estaba muy triste porque en la jaula era solo. 'Gerbie' y yo jugábamos todos los días después de mi escuela. Pero un día 'Gerbie' no jugaba, él solamente dormía. Yo estaba muy preocupada y nosotros visitamos el veterinario. Cuando al veterinario miró a 'Gerbie' el dijo que él estaba enfermo y necesitaba medicina. El veterinario nos dio medicina.

Yo le di a mi gerbil la medicina, pero se murió. Yo estaba muy muy triste. Para los dos gerbiles yo pinta un sepultura muy bonita.

## Un Día en la Vida

## Student Work



Quando era niña, yo vivía en Las Vegas. Recuerdo el clima y los árboles. Los días hacía calor. El sol brillaba todos los días. Me levantaba por las mañanas y veía el sol. Cuando pienso en Las Vegas estoy triste porque me gustaba Las Vegas. Mi abuela me tomaba a la Ciudad de Sam, Las Vegas era el primer sitio que me encauzó.

Quando yo tenía cinco o seis años mi prima, mi hermana y yo fuimos a cenar cuando salimos el cuatro, entramos el ascensor, cuando necesitamos salir, yo tenía miedo. Creí que el ascensor caería. Pero mi mamá siempre decía que “cuando necesitas ayuda, ve a la policía.” Y esto es lo que hice. Busqué los escalones y fui a la policía. recuerdo la cara de mi mamá, ella estaba muy feliz.

Otra cosa que yo extraño de Las Vegas son las tormentas. Las lunas amarillas, y los cielos cuando oscurece. Yo recuerdo el olfato, era similar a la primavera.

Las Vegas era muy diferente, los edificios eran diferentes, las personas eran diferentes, deseo que sea lo mismo.

# Un Día en la Vida

## Student Work



Yo no conocía a mi abuelo muy bien durante su vida. Cuando mi madre era niña mi abuelo no vivía con mi abuela. Porque a mi madre no le gustaba que yo lo veía. La primera vez que yo me recuerdo estar con él fue durante los días festivos. Mi abuelo venía a la casa de mi abuela y traía su esposa nueva.

Hace cuatro años en el día de las Gracias toda mi familia fue en la casa de mi abuela. Aunque nosotros teníamos nuestras diferencias gozábamos comer juntos. Era muy interesante tener toda mi familia junta. Mi abuela siempre tenía regalos para los nietos. Hablábamos mucho de las cosas de nuestras vidas. Mi abuelo era muy amable y me gustaba cuando yo lo veía.

Hace tres años mi abuelo se murió. Y mi mamá esperaba que nosotros lo veríamos con más frecuencia. Aunque yo no lo conocía muy bien, me parece que yo recuerdo mucho de mi abuelo.