# Exploring Nuisances in Languages of Different Regions: Spanish Humor
## First Level College Spanish

<table>
<thead>
<tr>
<th>Overview</th>
<th>The purpose of this activity is for a student to be able to conduct research on a foreign language using internet resources and discuss their findings.</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>Given a handout with instructions, a student will be able to complete research on a Spanish speaking country or region on the internet and then post their findings on a Web 2.0 technology while meeting the requirements of the two point evaluation.</td>
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| Standards | - ACTFL-1.1: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions more  
- ACTFL-1.2: Understand and interpret written and spoken language on a variety of topics more  
- ACTFL-1.3: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics more  
- ACTFL-2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied more  
- ACTFL-2.2: Demonstrate an understanding of the relationship between the products and perspectives of the culture studied more  
- ACTFL-3.2: Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures more  
- ACTFL-4.2: Demonstrate understanding of the concept of culture through comparisons of the cultures studied and one's own more  
- ACTFL-5.1: Use the language both within and beyond the school setting more  
- CIVICED (9-12) I: What are Civic Life, Politics, and Government?  
- CIVICED (9-12) IV: What is the Relationship of the United States to Other Nations and to World Affairs?  
- NCSS-1: Culture and cultural diversity, more  
- NCSS-9: Global connections and interdependence, more  
- NGS-10: The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics |
| Materials | - Handout and computer with internet access  
- Poster board to post students findings (student may also need headphones) |
| Procedure | Each student will receive a handout.  
1. Begin the lesson by asking students what they know about the culture of the foreign language that they are studying. Explain to students that different regions have different cultures and saying despite the fact that they all speak the same language.  
2. Give each of the children a handout that explains to them the procedures on how to navigate through the [http://lanic.utexas.edu/](http://lanic.utexas.edu/) website and how they will be graded for their project.  
3. Encourage students to explore beyond the websites gathered at EDSITEment for foreign language resources on the Internet, particularly resources that tap into |
foreign language-speaking communities within the United States. Students for whom a foreign language is part of their heritage might also be encouraged to maintain that heritage through an e-mail exchange with family members, both in the United States and in their homeland.

4. Give students time in class to work on their research. Students can record their findings on the computer or in notebooks. Have the students set up a Yammer account. On this account, the students should post one of their most interesting pieces of research and why they thought it was interesting. Then the other students in the class should reply. (It might be efficient on time if the class was divided into groups of two or three and each student in that group posted replies to the other members in their group. This way they every student will have a response to their research and no one would feel left out. ) For a more tightly focused learning experience, have students collect examples of humor from various countries that speak the language they are studying. They can look for political cartoons, jokes, examples of irony and sarcasm in journalism, and comical tales in literature and folktale collections. Have each student deliver one example of humor to the class for experience in controlling tone and nuance in the language. Then discuss as a class some of the similarities and differences between humor in the cultures they have sampled and American culture. Some points for comparison: Do all cultures find humor in attacks on authority? Do all cultures engage in wordplay and punning? How do other cultures signal the difference between a comical put-down and a genuine insult? What sorts of American humor -- for example, in stand-up comedy routines or in advertising -- would fall flat in other cultures? On each of these points, help students probe for some reasons why humor has specific characteristics in different cultures.

5. Give each student an opportunity to present his/her findings. Have the student write down their interesting findings. Then create a display of each student's presentation.

6. Place the displays on a several large pieces of poster board. Use the displays to discuss the complexity of the project.

7. Conclude the lesson by discussing students' overall reaction to the culture of different regions that speak the same language. Some discussion questions include:

-What kind of factors contribute to the differences in culture of different regions that speak the same language?

-Have you ever spoken to someone that is from another country or state that spoke English to you, but you had a hard time understanding them?

-What kinds of stereotypes exist between people that speak the same language, but have a hard time understanding each other? In what ways will learning about different cultures influence you in the future?

**Evaluation** Use the following three-point rubric to evaluate how well students conduct their
research, compile their findings, present them to the class, and participate in class discussions on complex issues:

- **Three points:** exhibited strong research skills; showed above-average ability to compile findings and present them to the class; demonstrated the ability to share keen insights and ideas during class discussions.
- **Two points:** exhibited on-grade research skills; showed average ability to compile findings and present them to the class; demonstrated on-grade ability to share insights and ideas during class discussions.
- **One point:** exhibited slightly below-average research skills; had some problems in compiling findings and presenting them to the class; demonstrated difficulty sharing insights and ideas during class discussions.