


## Thematic Culminating Activity

<p><b>Title of Activity:</b> <b>Un témpano de hielo</b></p> 	<p><b>Type of Activity:</b> (<i>impressionistic lesson, a dynamic activity such as a group initiative or group game, a simulation/role play, a creative task, a quiet or reflective activity with sharing, a discrepant event, etc</i>)</p> <p><b><i>A creative and reflective activity with sharing</i></b></p>
<p><b>Approximate Time Needed:</b></p> <p><b>15-20 minutes</b></p>	<p><b>Materials Needed:</b></p> <p>Various pictures, labels, and other artifacts from the target culture. There could be personal drawings and/or simple narrations as well</p> <p>Large piece of blue butcher paper and an iceberg cut out in white paper</p> <p>Hand drawings from students to cut out and/or a fingerprint</p> <p>Markers, colored pencils, etc.</p> <p>Scissors, glue, tape</p>
<p><b>Describe the Connection to the Cycle Theme:</b></p> <p>Students will reflect on the learnings of the cycle. Students will learn a framework to organize their learnings and personal connections to the target culture. Students interact with intercultural competence using knowledge and understanding of native and other cultures.</p>	
<p><b>Provide Step-by-Step Directions for Implementation:</b></p> <ol style="list-style-type: none"> <li>1. Students will reflect on the learnings of the cycle.</li> <li>2. Using the display piece, I introduce the theory of the iceberg as a tool for cultural appreciation.</li> <li>3. Students place various pictures, labels, and other artifacts from the target culture in relation to the iceberg.</li> <li>4. Students choose an image to connect with and write out in simple Spanish with a drawing that demonstrates how they connected to it. Students can also provide a detail as to a new perspective gained about the target culture.</li> <li>5. Students cut and paste their work on our class “témpano de hielo”.</li> <li>6. I may choose to keep it up, or roll it up as a “time capsule” and bring it out later on in the year as we learn more and can contribute more to our display piece.</li> </ol>	

# SURFACE CULTURE

**Food**  
**Language**  
**Flags**  
**Festivals**  
**Fashion**  
**Holidays**

**Music**  
**Performance**  
**Dance**  
**Arts & crafts**  
**Literature**  
**Games**

## **Communication styles & rules**

Facial expressions ~ gestures ~ eye contact  
personal space ~ touching ~ body language  
tone of voice ~ display of emotion  
conversational pattern in different social situations

## **Notions of**

courtesy & manners ~ friendship  
leadership ~ cleanliness  
modesty ~ beauty

## **Concepts of**

self ~ time ~ past & future  
roles related to age, sex, class, family etc.  
fairness, justice

## **Attitudes towards**

elders ~ adolescents ~ dependents  
rule ~ expectations ~ work ~ authority  
cooperation vs. competition  
animals ~ age ~ sin ~ death

## **Approaches to**

religion ~ courtship ~ marriage  
raising children ~ decision making  
problem solving

# DEEP CULTURE

design by @celestialpeach\_uk



For reference