



# VIRTUAL TOURISM: **ONLINE TOUR OF THE ALHAMBRA DE GRANADA**

6 SPANISH CLASSROOM LESSON PLANS TO DO WITH YOUR STUDENTS BASED ON THE *NEW BLOOM'S TAXONOMY FOR WORLD LANGUAGE INSTRUCTION*



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## CONTACT US

### **General Information**

***For group leaders or schools:***

800-888-ACIS / [info@acis.com](mailto:info@acis.com)



## FOREWORD

# VIRTUAL TOURISM IN THE SPANISH CLASSROOM

This guide is for Spanish teachers who wish to make their language instruction and cultural lessons about the target language come alive through virtual tourism in the world language classroom. These lesson plans could be used in preparation for future travel with students or in lieu of travel for those students or teachers who are unable to do so. Elementary, middle school and high school classrooms could all use these lesson plans in various degrees of complexity. These lesson plans could be conducted entirely or partially in the target language, Spanish, or in English for a cultural lesson at a novice level. In the Ohio World Language Standards mission statement it reads: “When learners are asked why they wish to study another language, they most often respond that they want to be able to communicate with other people and understand their culture. Indeed, language and culture are at the heart of the human experience.”



# ABOUT THE AUTHOR

**Nicolette Miller** is a retired high school French teacher who taught French for 36 years. She received a B.A. in French and a B.S. in Education from Miami University. She went on to study French and English literature and has an M.A. in French from Kent State University. At present, she is an Academic Travel Advisor for ACIS, mentoring and advising teachers who are traveling with students.

Email: [npmiller@gmail.com](mailto:npmiller@gmail.com)



# INTRODUCTION TO FOREIGN LANGUAGE INSTRUCTION AND THE NEW BLOOM'S TAXONOMY

*The following virtual tourism lesson plans for the study of the Alhambra de Granada are planned for learning and thinking at all 6 levels of Bloom's Taxonomy. In these lesson plans, the students can engage in all 3 types of communication, according to the ACTFL standards:*

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

**Students will be able to demonstrate and perform a variety of Can Do statements within these 3 means of communication.**

# THE NEW BLOOM'S TAXONOMY FOR WORLD LANGUAGE INSTRUCTION:

GOOD COMPREHENSIBLE INPUT-BASED SECOND LANGUAGE TEACHING USES ALL OF THESE LEVELS OF THINKING  
We can encourage students to think at high levels even in beginning courses.

Level of Thinking	Key Question / Verb Examples	Examples of Comprehensible Input-Based Activities
<b>1. REMEMBER</b> <i>(lowest level)</i> <i>Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</i>	<b>Can the student recall or <u>remember</u> the information?</b>  arrange, define, label, list, match, memorize, name, order, recall, recognize, repeat, reproduce, restate, state	*Answer questions that begin with who, what, when, where (if the answer is explicitly given in a story) *Match characters to action/dialogue *Information gap questions *True-False, Either/Or statements *Match L2 vocabulary to English
<b>2. UNDERSTAND</b> <i>Constructing meaning from oral, written, and graphic messages.</i>	<b>Can the student <u>explain</u> ideas or concepts?</b>  classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate	*Summarize a story in own words *Restate main idea of story *Explain why a character in a story does/says something (when answer was stated in story) *Describe a person/place in the story *Translate text aloud to English
<b>3. APPLY</b> <i>Carrying out or using a procedure.</i>	<b>Can the student <u>use</u> the information in a new way?</b>  apply, choose, demonstrate, dramatize, execute, illustrate, implement, interpret, outline, point out, role play, show, sketch, solve, use	*Act out novel commands *Rewrite a story from a different point of view (POV) *Act out a story *Draw a story
<b>4. ANALYZE</b> <i>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</i>	<b>Can the student <u>distinguish between</u> the different parts?</b>  analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, , discriminate, dissect, distinguish, examine, organize, question, test	*Answer <u>why</u> or <u>open-ended</u> questions (when answer is indirectly stated or implied in a story) * Break down the main actions of the story *Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.)
<b>5. EVALUATE</b> <i>Making judgments based on criteria and standards.</i>	<b>Can the student <u>justify</u> a stand or decision?</b>  argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value	*Evaluate appropriate/inappropriate actions of characters *Compare cultures *Predict what will happen next *Make inferences
<b>6. DESIGN</b> <i>(highest level)</i> <i>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</i>	<b>Can the student <u>create</u> a new product or point of view?</b>  assemble, combine, compile, compose, create, construct, design, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write	*Create and give novel commands *Write an original story *Compose a class story *Invent new details for a story *Generate / invent answers to hypothetical questions *Rewrite a story adding details &/or characters that were not in the original

\* Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.

# THE ALHAMBRA DE GRANADA

Taking an online virtual tour of the Alhambra de Granada provides a lesson in 14th and 15th century and Moorish architecture, an opportunity for Spanish students to use the target language and to learn about the role of the castle in Spanish history while using Interpersonal, Interpretive and Presentational communication.



# LESSON 1: REMEMBER

*(pre-set skills to teach: A list of vocabulary words related to the castle could be taught or given to the students; review question words)*

1. Students may work individually or in groups. Students are given comprehension questions to answer, based on their virtual tour of the Alhambra de Granada. They will then use the following website to take a virtual tour of the Alhambra on their computers (note that these websites may be accessed in English or in Spanish):

<http://archive.aramcoworld.com/issue/200604/alhambra/default.htm>

They will then answer the questions, using interpretive reading.

The teacher may wish for this to be a guided tour for the students to do together at their computers in a language or computer lab or allow the students to explore on their own. This may be an in-class or out of class assignment.

2. When students are finished, the answers should be discussed in class. This should lead to a discussion about what they have learned about the architecture and history of the castle.

3. As homework for that evening, assign the following article on the Alhambra de Granada to be read for interpretive reading and for cultural connection, assigning a sheet of short answer questions regarding the article (again, these websites are available in English or Spanish):

<http://www.alhambradegranada.org/en/info/historicalintroduction.asp>

4. Discuss and go over the answers to the questions the next day, checking the students' interpretive reading skills.



## LESSON 2: UNDERSTAND

*(pre-set skills to teach: A list of vocabulary words related to the castle could be taught or given to the students; review or teach adjectives that could describe the castle)*

1. Divide students into pairs in a language lab, with each pair having a computer. Students are to take a virtual tour of the castle of The Alhambra de Granada, using the following website:

<http://archive.aramcoworld.com/issue/200604/alhambra/default.htm>

2. After having taken the virtual tour, the students are to describe 3 different areas of the Alhambra de Granada and summarize their use, using the target language. For each area of the castle, they should write a 3-10 sentence paragraph, depending on their ability level. This activity will involve the use of interpretive reading and presentational writing. The paragraphs may be collected for a presentational writing grade or may then be presented to the class, with the students pretending to be tour guides of the castle. This will further demonstrate their presentational speaking skills.



## LESSON 3: APPLY

*(pre-set skills to teach: A list of vocabulary words related to the castle could be taught or given to the students; review the 5 main parts of a story (( character, setting, plot , conflict and theme and exposition, rising action or conflict, climax, falling action, and denouement )) and vocabulary inherent to these parts ie. Habia una vez...)*

1. At a computer students will use the following website to take a virtual tour of the Alhambra de Granada during a class period:

<http://archive.aramcoworld.com/issue/200604/alhambra/default.htm>

2. Assign the students that evening to read the history of the Alhambra de Granada at the following website for interpretive reading for homework: (note that the website may be read in Spanish or English)

<http://www.alhambradegranada.org/en/info/historicalintroduction.asp>

3. The next day, divide the students into groups of 3 or 4. Give them the period to write a story that takes place in the sections of the castle or to write a play, acting out a story from the Alhambra's history. The length can be determined by the ability level of the students. The students will be demonstrating their interpretive reading, presentational writing or interpersonal speaking skills. These may be presented to the class for a presentational speaking grade and/or collected for a presentational writing grade.



## LESSON 4: ANALYZE

*(pre-set skills to teach: A list of vocabulary words related to the castle could be taught or given to the students; review or teach adjectives needed to describe castle and review how to create a VENN diagram)*

1. Assign students to computers in a computer or language lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Alhambra de Granada on their computers:

<http://archive.aramcoworld.com/issue/200604/alhambra/default.htm>

2. Next, assign for the students to read the following website about the Alhambra de Granada. This will be read for interpretive reading and for cultural connection:

<http://www.alhambradegranada.org/en/info/historicalintroduction.asp>

3. The next day, using their notes from their reading, the students, working in pairs, are assigned to create a VENN diagram to compare and contrast the Alcazaba with the Nasrid palaces. They will be using their interpretive reading and presentational writing skills. This is good pre-writing for a presentational speech or a comparison contrast paper that could be written on these two palaces within the Alhambra. This is excellent practice for these sections of the Advanced Placement Test in Spanish.



## LESSON 5: EVALUATE

*(pre-set skills to teach: A list of vocabulary words related to the castle could be taught or given to the students; review or teach the format and vocabulary needed to write a comparison/contrast paper. Recommended format would be that required by the College Board for the AP French Language and Culture test. This is excellent AP and Pre-AP preparation)*

1. Assign students to computers in a computer or language lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Alhambra de Granada on their computers:

<http://archive.aramcoworld.com/issue/200604/alhambra/default.htm>

2. Next, have the students read the following website about the Alhambra de Granada. This will be read for interpretive reading and for cultural connection:

<http://www.alhambradegranada.org/en/info/historicalintroduction.asp>

3. The next day, using their notes from their reading, the students, working in pairs, are assigned to write a comparison contrast paper of 5 paragraphs in length, comparing and contrasting how Yusef I and Charles V each left his mark upon the castle. This may be done individually or in pairs. This is excellent practice for the presentational writing portion of the AP Spanish Language and Culture test.



## LESSON 6: DESIGN

*(pre-set skills to teach: A list of vocabulary words related to the castle could be taught or given to the students; review the 5 main parts of a story (( character, setting, plot , conflict and theme and exposition, rising action or conflict, climax, falling action, and denouement )) and vocabulary inherent to these parts ie. Habia una vez...)*

1. Assign students to computers in a computer or language lab. Students may work individually or in groups. They will then use the following website to take a virtual tour of the Alhambra de Granada on their computers:

<http://archive.aramcoworld.com/issue/200604/alhambra/default.htm>

2. Next, have the students read about the Alhambra de Granada and the history of the castle on the following website. These will be read for interpretive reading and for cultural connection:

<http://www.alhambraGranada.org/en/info/historicalintroduction.asp>

3. The next day, using their notes from their reading, the students are to write an original story involving the Alhambra, using it as a setting. Encourage pre-writing and organization and adherence to the 5 main parts of a story. They should include some of the castle's history, and at least one of its kings, but they may add details and characters that are fictional. This activity will involve interpretive reading, presentational writing and cultural connection at a very advanced level.



# CONCLUSION

Tourism, whether live or virtual, is a great way to motivate language learning and the acquisition of language skills. Culture is absorbed as the students are engrossed in exploring a new world where they have never been. Using any level of thinking in Bloom's Taxonomy and meeting the standards can be easily integrated in live or virtual tourism. Be creative and have fun with it and your students will, too!



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