

## PROVERBS PROJECT

### Performance Standard 28C.F

Demonstrate understanding of two or more proverbs from a target language society on the same topic or theme by illustrating them with a poster and writing two paragraphs about them accordingly:

- *Knowledge*: know structures of proverbs;
- *Comprehension*: respond with understanding and fluency; and
- *Communication*: use appropriate strategies to communicate effectively.

### Procedures

1. ***In order to understand written passages in the target language (28C)***, students should experience sufficient learning opportunities to develop the following:
  - Identify word use, phrasing and sentence structure (e.g., idioms, false cognates, word order) of the target language.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide students with some proverbs in the target language and compare word use, phrasing and sentence structure of the target language to the native language, discuss values associated with the target culture.
4. Have students choose two proverbs not previously studied in class before to illustrate on a poster. Both proverbs should relate to the same topic (e.g., time, money, marriage, love, friends, work, food).
5. Instruct students to illustrate the meaning of each of the proverbs in a way that shows understanding of them. Any artistic medium suitable for a poster may be used (e.g., paints, colored pencils, chalks, markers, computer graphics, collage, etc.). The written proverbs themselves (neatly printed or written) should be included on the poster.
  - a. Have students write two paragraphs about the proverbs, using a separate sheet of paper, as follows:
    - i. In the first paragraph compare one or both of the target language proverbs to their English equivalent(s) in both vocabulary usage and sentence structure.
    - ii. In the second paragraph describe the target society roles, mores, and/or values reflected in the proverbs and compare them to those of the student's society.
    - iii. The comparisons and explanation of the proverbs should be approximately 75 to 100 words long.
6. Evaluate the student's performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: illustrations and proverbs were correct.
  - *Comprehension*: responses showed understanding and fluency.
  - *Communication*: interpersonal and interpretive skills were used to convey ideas.

### Examples of Student Work not available

### Time Requirements

- 5 days - the work on the project may be done entirely outside of class time, or the teacher may wish to allow part of a class period for student to choose their proverbs and begin.

### Resources

- The requirements of the project may be written on the board or on a overhead transparency for presentation to the students
- Poster board
- Markers
- Colored pencils
- Paints
- Foreign Language Rubric