

## Intro Spanish 11 – Culture Project #2 (5%)

### Learning Outcome:

- Identify the contributions of Hispanic people to the world.

### Sample topics:

Architecture, Religion, Politicians (Choose from below or one of your own choosing)

The list below is taken from [http://www.wilkesdining.com/hispanic\\_whoswho.pdf](http://www.wilkesdining.com/hispanic_whoswho.pdf)

#### Activists/leaders:

**Bolívar, Simon** . led charge for independence in Spanish American colonies  
**Chavez, César** . Mexican-American labor leader, founded United Farm Workers  
**Guevara, Ernesto Che** . Argentine revolutionary (Cuba, Colombia, Bolivia)  
**Huerta, Dolores** . Mexican American labor leader  
**Inez de la Cruz, Juana** . Mexican nun, feminist scholar, playwright, poet  
**Muñoz, Cecilia** - Politician, lobbyist and civil rights activist

#### Artists

**Dalí, Salvador** -- Spanish surrealist painter, sculptor and illustrator  
**Gaudí, Antoni** . Spanish architect  
**Goya, Francisco de** . 19<sup>th</sup> century Spanish painter, engraver  
**Kahlo, Frida** . Painter . Mexican painter  
**Miró, Joan** . Painter . Spanish abstract and surrealist painter  
**Picasso, Pablo** . Spanish cubist painter, sculptor  
**Rivera, Diego** . Mexican painter, muralist  
**Velázquez, Diego** . Spanish painter

#### Athletes

**Clemente, Roberto** . Puerto Rican baseball player for the Pittsburgh Pirates  
**De la Hoya, Oscar** . Mexican American boxer  
**Di Stéfano, Alfredo** . Argentine soccer player  
**Fernandez, Lisa** . Cuban/Puerto Rican American softball player, coach  
**Lobo, Rebecca** . U.S. born basketball player, member of the WNBA  
**Indurain, Miguel** . Spanish cyclist  
**Rodriguez, Alex** . U.S. born pro-baseball player, Seattle Mariners  
**Rodriguez, Chi Chi** . Puerto Rican professional golfer  
**Sosa, Sammy** . Dominican baseball player, Chicago Cubs

#### Authors:

**Allende, Isabel** . Chilean novelist, journalist, and playwright  
**Anaya, Rudolfo** . U.S. born author  
**Borges, Jorge Luis** . Argentine writer  
**Cervantes Saavedra, Miguel de** . Spanish Writer (*Don Quixote de la Mancha*)  
**Cisneros, Sandra** . Mexican American poet, writer  
**Fuentes, Carlos** . Mexican author  
**García Márquez, Gabriel** . Colombian novelist, Nobel Prize -1982  
**García Lorca, Federico** . Spanish poet/dramatist  
**Hijuelos, Oscar** . Cuban American Pulitzer Prize winning novelist  
**Mistral, Gabriela** . Chilean poet, Nobel Prize - 1945  
**Neruda, Pablo** . Chilean poet, Nobel Prize . 1971  
**Paz, Octavio** . Mexican poet, Nobel Prize . 1990  
**Santiago, Esmeralda** . Puerto Rican author

#### Musicians/Entertainers:

**Arnaz, Desi** . Cuban American actor  
**Banderas, Antonio** . Spanish actor/dramatist  
**Blades, Rueben** . Panamanian musician  
**Cruz, Celia** . Cuban salsa singer  
**Domingo, Plácido** . Spanish singer  
**Estefan, Gloria** . Cuban American singer, songwriter  
**Falla, Manuel de** . Spanish composer  
**Iglesias, Julio** . Spanish singer  
**Jobim, Antonio Carlos** - singer, songwriter  
**Olmos, Edward James** . actor  
**Puente, Tito** . musician - bandleader, composer, arranger, and percussionist  
**Santana, Carlos** . Mexican American musician

**Segovia, Andrés** . Spanish classical guitarist  
**Selena** (Quintanilla, Selena) . U.S. born singer

Scientists/Mathematicians:

**Alvarez, Luis** . U.S. born physicist, 1968 Winner of Nobel Prize  
**Finlay, Carlos** . Cuban physician, scientist . discovered mosquitoes as carriers of yellow fever  
**Houssay, Bernardo** . Argentine scientist, Noble Prize . 1917  
**Leloir, Luis Federico** . Argentine chemist, Nobel Prize . 1970  
**Milstein, César** . Argentine physiologist . Nobel Prize - 1980  
**Ochoa, Severo** . Spanish scientist, Nobel Prize . 1959  
**Ochoa, Ellen** . U.S. born astronaut (1990 NASA select)

Research how the culture or a person from that culture has contributed to the world.

**Step 1:**

Find 5- 7 resources (i.e. internet, books, pictures, newspaper articles, magazine, e-zine) you will use to complete this project. Cite your resources in a bibliography.

**Step 2:**

Using your resources put together a written project with visual or auditory support. The use of multimedia is encouraged (i.e. Powerpoint, Wiki, Glogster, Google Doc, Podcast, Videocast, Screencast, etc). Please let your teacher know if you need some assistance in this area.

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**Step 3:**

Post your work to the class site or wiki (location to be announced) for other students to view and respond to.

**Assessment**

	Exceeds	Meets	Barely Meets	Doesn't meet
Identifies person or cultural aspect as contributing to Canada or the world <b>/8</b>	Very clearly identifies and describes the significance or connection of the person or culture to Canada or the world.	Clearly identifies and describes the significance or connection of the person or culture to Canada or the world.	Attempts to identify and describe the significance or connection of the person or culture to Canada or the world.	Neglects to identify and describe the significance or connection of the person or culture to Canada or the world.
Variety/ quality of resources and media <b>/4</b>	A wide variety of resources is used in researching and producing the assignment - a wide diversity of perspectives is derived from them	A variety of resources is used in researching and producing the assignment - some diversity of perspectives is derived from them	Limited variety of resources is used in researching and producing the assignment - not much perspective is derived from them	Inadequate variety of resources is used in researching and producing the assignment - diversity of perspectives is not derived from them
Clarity of understanding <b>/4</b>	Information is clear, relevant, accurate, and detailed.	Information is clear, relevant, and accurate.	Information is relevant and accurate, but may be unclear or inaccurate in places.	Attempts to address the topic but information of the message may be unclear or incomplete. May deal with requirements in a cursory way or show inconsistency.
Project Presentation <b>/4</b>	Information is well-organized, and easy to understand.  The illustration(s) or photo(s) or sounds is interesting, relevant, attractive, and supports the ideas described.	Information is displayed well.  The illustration(s) or photo(s) supports the ideas described.	Information may seem to be displayed without purpose or relevance.  The illustration(s) or photo(s) is somewhat related to text and/or there is limited visual or auditory impact.	Some irrelevant information is included.  Illustrations or photos may be missing or unrelated to text.

