# A Detective Game for Students of Spanish

**By:**

Marlene Seda

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C O N N E X I O N S

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# Chapter 1

# A Mystery Game for Students of Spanish - Intermediate to Advanced Levels[1]

**HOW AND WHY PLAY?**

This is a unit on famous Spanish master painters. The three lessons presented here are a part of the beginning unit. Each lesson is composed of art, literature, poetry, politics and history. Students will become familiar with this unit by beginning a series of investigations at the Prado Museum in Madrid, Spain. Students will be oriented to the unit not only through the use of the internet but also through classroom discussion, lecture, discussions and readings, debates, collaboration and computer research work. This unit is a cooperative mystery game that begins with this lesson at the Prado Museum, El Crimen del Siglo: Case File Span2009, Lesson 1. This cooperative mystery game requires students to work together to solve a case using teacher generated clues via email and/or web sites on a daily and/or class scheduled basis. Teacher will provide web sites where student groups (5 groups, 3 per group) will go to pick up their clues and follow their task instructions. Students will be writing short compositions and presenting to their classmates throughout this unit as the mystery unfolds, ending with a power point presentation of all their findings at the end of each lesson/project activities.

Each lesson within the unit is composed of student guided and teacher guided readings, compositions, debates, group discussion and analysis followed by a presentation on each topic. Students will explore topics related to history of Spanish-speaking countries including but not limited to its politics, art, people, customs and traditions. All of the work will be done in the target language with the expectation that students will acquire a better level of proficiency in the language when the work is meaningful and pertinent.

The activities are cultural and designed to acquaint students with the cultural richness of the Spanish-speaking world. It is designed to increase (1) vocabulary in the target language, (2) geographical knowledge of Spanish-speaking world, (3) art knowledge and (4) understanding the historical record references in art and how all of these are demonstrated with the culture. It will enhance computer skills, language skills and critical thinking skills. There is a direct correlation between culture as a way of reaching the language learner in order to give the student an appreciation for the culture and language they are studying and their performance and retention in a language class. A positive attitude in the classroom toward the culture of the target language and the activity that the students perform is essential toward successful language acquisition. Students will work in coop groups and thereby enhance their communicational and second language skills while enhancing reading and writing skills in both the target language and English.

While we do not have enough data analysis to link significant improvement in foreign language acquisition due to increases in the use of technology based/computer based lessons; we do have case studies that support improvement in the following areas: "(1) Educational technology has positive effects on student achievement in almost all major areas; (2) Educational technology has been found to have positive effects on student attitudes toward their own learning, learning about other cultures and on student self-esteem, and (3)

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[1]This content is available online at <http://cnx.org/content/m22138/1.1/>.

Educational technology use is influenced by the specific student population, the software design and the teacher's role in presentation, student grouping and the level of student access to that technology." (Report on the Effectiveness of Technology in Schools - K-12 Information Technology Plan. State of Illinois ISBE and Foreign Language Standards: Linking Research, Theories, and Practices, The ACTFL Foreign Language Education Series, 1999). These findings were particularly true when the use of technology allowed the learners to control their own learning process. Also included were findings for positive effects on student learning for both regular education and special needs students. Evidence suggests that technology is more effective when the skills and concepts to be learned have a visual component and when the lesson incorporates a research-based element in its design. This project addresses all of these findings.

# Chapter 2

# El Crimen del Siglo: Case File Span2009[1]

## 2.1 Overview & Purpose

A major crime has taken place, rivaling the theft of the Hope Diamond! Numerous works of art of famous Spanish painters have been stolen by a master thief from the National Museum of Art in Madrid. In addition to the federales, la guardia civil and la policia local, your Team has been asked to participate in solving this crime because of your expertise. It seems that the thief has been playing a game with the international authorities by sending clues by email as to his or her identity, location and the location of the stolen artwork. Your Team's job will be to interpret clues, analyze data, record your daily findings, write reports on your Team's findings and present these findings to your fellow investigators as a power point presentation. You have four (4) weeks to complete your mission and solve the case. Your efforts will be rewarded by the authorities. Buena suerte – good luck!

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## 2.2 Education Standards Addressed

Illinois Learning Standards, Technology Standards and Foreign Language Standards addressed are as follows:

28.B5a-b, 28.D.5a, 28D.5c, 29.B.5a, 29.D.5 and

State Goals 28, 29 and 30.

Breakdown of above standards:

Discussion, disseminating information, compositions, power point presentations, email recovery, web site, historical art research, geography and presentations, technology addressed through power point and word processing docs (**see,** 28.B5a-b, 28D.5a,5c, 29.B5a, 29.D.5)

State Goals 28, 29 and 30 – All facets of this Unit

National Standards addressed:

- Demonstrate Interpersonal communication: Students discuss meaning of the artwork, art critiques, and historical references in small groups and in class.
- Demonstrate Interpretive Communication: Students read a variety of literary works, watch and listen to current Spanish films about art.
- Demonstrate Presentational Communication: Students write and present.

- Demonstrate Familiarity with Cultural Art Products:

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[1]This content is available online at <http://cnx.org/content/m22139/1.1/>.

Students become familiar with Spanish artwork and artists in the target culture through use of the Internet and Web data collection and oral presentations.

3.1 Make Connections with Other Disciplines: Students learn about the customs of the target culture through its literature and art.

3.2 Acquire New Information: Students learn about viewpoints distinctive to the target culture.

4.1 Make Comparisons Between Languages: Students

Compare art and literature with their own native language.

5.2 Become a Lifelong Learner: Students learn the strategy of using their background knowledge to make predictions and inferences. Students learn critical thinking skills necessary for analyzing written and visual works.

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Tasks

Your investigative Team's tasks are as follows:

- Pick up your clues from email on a daily basis;
- Follow directions for your Team on El Crimen del Siglo website;
- Identify the thief, country of origin, name and dossier (case file);
- Determine the thief's location, including city and country (this could change on a daily basis);
- Determine the location of the stolen artwork, including the city, country, building and buyer; and
- Record your findings on the Clue Data Sheet on the website under your Team Notes.

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Process

Overall

1. This assignment will be completed in groups (5 groups, 3 per group), in which you explore websites individually and then synthesize your findings to form a cohesive presentation to the class.

2. You will go to the Communications Center three to four times per week with every other day being a class discussion/group reflection day to organize information.

3. You will present your groups' findings to your classmates.

4. I (Sra. Seda-Schuler) will update Web site with new findings on a daily basis as you post to your Team Notes.

5. I will collect, review and grade the daily Worksheets and return them to you for your oral presentations.

6. I will create periodic quizzes compiled from the teams' information for periodic assessments.

7. I will guide class discussions from student input.

8. I will provide daily clues for solving the mystery and for each assignment in this Unit.

9. I will post correct answers on a daily basis for each groups' question.

10. I will play role of resource (head investigator) for your team.

Team Specific Directions:

1. Your Team will pick up a daily clue from Sra. Seda-Schuler's website to begin this activity.

2. Your Team will then follow instructions to proceed to compile your findings.

3. Your Team will print their Worksheet which they will turn in to Sra. Seda-Schuler.

4. Your search will begin at a museum in Spain called El Prado. Your Team will read about its history and the type of exhibits that they hold regularly during the year.

5. Your Team will record findings on the Worksheet and will record additional information requested by Sra. Seda-Schuler on the sheet.

6. Your Team will post to Team Notes on Sra. Seda-Schuler's website.

7. Your Team will prepare a short composition in the target language on the Worksheet.

8. Your Team will give a short oral presentation on their findings on the following day in class.

9. Your Team will continue to solve the mystery as your clues develop throughout this Unit.

10. All Teams will present a power point presentation on your findings at the end of the adventure. You will be graded according to the Rubrics discussed in class. (See Evaluation) Each Team should print a copy of the rubric to use as a guide in developing your presentation.

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## 2.3 Activity Directions Review

- Visit the "virtual galleries" that exhibit several of the artwork. Practice comparing, evaluating or critiquing their pieces of work.
- Students will visit a museum in Spain called El Prado.
- They will read about its history and type of exhibits that they hold regularly during the year.
- Write short biographies on several of the artists or more extensive biographical summary of just one artist.
- Present orally and/or submit a written assignment.
- Post to Team Notes on Teacher's Web site.


- Write short description on Student Worksheet about the Prado Museum to present to classmates.
- Determine the artistic period to which each or all belong.
- Describe how their work is characteristic of a specific era or artistic movement.
- Students post to Day One Findings on Teacher's Web site.

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## 2.4 Resources

Textbooks, Web, on-line magazines, newspapers, teacher resources provided in class, videos, community speakers, art teacher, student generated resources.

www.cal.org/nclrc[2]      www.museoprado.mcu.es/es/bienvenido[3]      www.museodelprado.es/es/pagina-principal/coleccion/galeria-on-line[4]

Websites for Student Use
Alternatives for Students with
Special Needs:

1. Larger print on worksheets, if needed.
2. Headphones for working in the Communications Center, if needed.
3. Written work, rather than oral if there is a language articulation problem.
4. Take home work if a computer is not available at home.
5. Students may use laptop computers in class to take notes during discussion.
6. Aid may be provided in class and in the lab to read directions and guide student in activity.
7. Additional help is available before and after school and during resource class in the regular school day.

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Evaluation

You will be given a daily assessment by way of the teacher web postings and findings on your Team Notes page. In addition, you will have periodic tests and/or quizzes which will come from the groups findings during discussions in class. At the end of the Unit you will receive a final Test on all the material presented in addition to the assessment on your power point presentations. These assessments will be by self, peer and teacher based on rubrics which you and I agreed upon at the beginning of the year.

Examples:
Presentational Speaking: Self, Teacher and Peer-Assessment
Name of Speaker:
Name of Reviewer:
Assignment:

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[2]http://www.cal.org/nclrc
[3]http://www.museoprado.mcu.es/es/bienvenido
[4]http://www.museodelprado.es/es/pagina-principal/coleccion/galeria-on-line

Date:
Evaluation Criteria Rating Scale
Disagree Agree
The presentation was

| |
|---|
| understandable 1 2 3 4 5 |
| The information was important and interesting 1 2 3 4 5 |
| The speech was organized with main idea & details 1 2 3 4 5 |
| There were few grammar errors interfering 1 2 3 4 5 |
| With message: |
| Subject/verb agreement |
| Verb tenses |
| Word order |
| Gender distinctions |
| **Risk-taking** |
| The speaker spoke loudly and clearly 1 2 3 4 5 |
| The speaker used correct word stress and |
| Intonation 1 2 3 4 5 |
| The speaker used visual materials as needed 1 2 3 4 Strengths of Presentation:Suggested improvements: |
| Writing Rubric: Assessment |
| Student Writer: |
| Reviewer: |
| Assignment: |
| Date: Not at All Completely |
| |
| The assignment is legible (written neatly or word processed |
| The Central theme of the writing is clear 1 2 3 4 5 |
| The writing has a definite beginning, middle and end 1 2 3 4 5 |
| The assignment is interesting to read 1 2 3 4 5 |
| The ideas are appropriate for the culture 1 2 3 4 5 |
| The writer uses punctuation correctly and has checked spelling 1 2 3 4 5 |
| The writer uses verb tenses correctly and has checked adjective noun agreement 1 2 3 4 5 |
| What I really liked about this composition was: |

**Table 2.1**

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Conclusion
Congratulations! You have solved the crime. Your reward will take us to the Chicago Art Institute on a field trip to see the artwork that your investigative Team has recovered for the authorities. Good job!
STAY TUNED FOR YOUR NEXT ADVENTURE. . ..

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# Chapter 3

# El Crimen del Siglo: The Case of the Stolen Art Slide Presentation Outline[1]

## 3.1 El Crimen del Siglo: The Crime of the Century

### 3.1.1 The Case of the Stolen Art

## 3.2 YOUR TEAM'S TASKS ARE AS FOLLOWS:

### 3.2.1 Pick up your clues from e-mail on a daily basis;

### 3.2.2 Follow directions for your Team on El Crimen del Siglo Web site;

- Identify the thief, country of origin, name and dossier (case file);
- Determine the thief's location, including city and country (this could change on a daily basis); and
- Determine the location of the stolen artwork, including the city, country, building and buyer.
- Record your findings on the Clue Data Sheet on the Web site under your Team Notes[2] .

## 3.3 Clue for Day 1:

### 3.3.1 ≪Busqueme en el Museo del Prado.≫

## 3.4 Core Activity

- Each day or week I would play the criminal and send my students a clue in the form of a riddle or a question.
- The groups would follow their directions from my Web site and write their information on worksheets (these would be printed from website to turn in at the end of the week).

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### 3.4.1

### 3.4.2 When the groups have discovered their answer, they write it on their worksheet and post it to the Website.

- In this activity the students would work in groups of three to access my Website and then follow their group's directions which would take them to another specified site.

## 3.5 Core Activity

- Example: Students would access Web site, find their group name and clue, write down the message on their worksheet and then do a keyword search on a specified search engine to search for "Museo del Prado"
- Groups then compose, in the target language, a short essay on the worksheet about the Prado Museum in Madrid, Spain. Following the directions on the worksheet.

### 3.5.1

## 3.6 Worksheet Para el ProyectoEl Crimen del Siglo

## 3.7 Clue for Day 2:

### 3.7.1 The thief is somewhere in Spain, but where?

### 3.7.2 The artwork has been stolen from El Prado Museum, but what artwork?

### 3.7.3 ≪ Go to the place of the "dreams and the windmills" to discover who I am.≫

### 3.7.4 (Answer would be Don Quijote de la Mancha.)

## 3.8 Core Activity

- Example: Students would access Web site, find their group name and clue, write down the message on their worksheet and then do a keyword search on a specified search engine to search for "Don Quijote de la Mancha".
- Groups then compose, in the target language, a short essay on the worksheet about Don Quijote. Following the directions on the worksheet.

### 3.8.1

## 3.9 Clue Data Sheet

### 3.9.1 Team Notes: Remember to Record Daily

### 3.9.2

**Note**: Remember to visit the link below for the complete slide show presentation.
    For further details, please visit http://www.slideshare.net/mseda/el-crimen-del-siglo-lesson-slide-show

## Index of Keywords and Terms

**Keywords** are listed by the section with that keyword (page numbers are in parentheses). Keywords do not necessarily appear in the text of the page. They are merely associated with that section. *Ex.* apples, § 1.1 (1) **Terms** are referenced by the page they appear on. *Ex.* apples, 1

# Attributions

**A Detective Game for Students of Spanish**
This is a unit on Spanish master painters. The lessons presented here are a part of the beginning unit. Each lesson is composed of art, literature, poetry, politics and history. This is a cooperative mystery game that can be adapted for any lesson on culture, geography, art and history.

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