

SPANISH CLASSROOM ACTIVITIES

FOR CARMEN SANDIEGO EPISODES

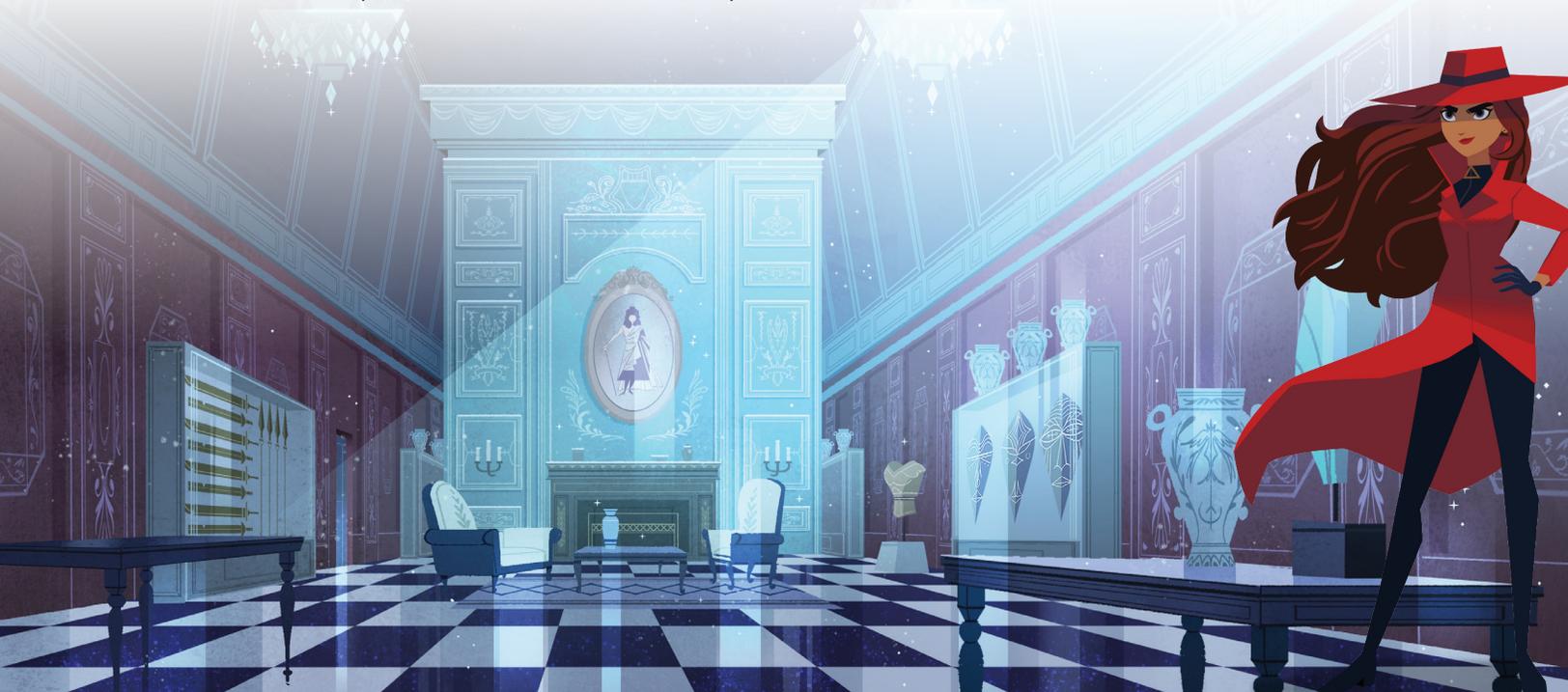
SEASON 1, EPISODE 1, Parts 1 and 2: "Becoming Carmen Sandiego"

Carmen reminisces about her early days with VILE Academy, where she enrolled as a young girl to learn the ways of a super thief. In the episode, she visits Poitiers and Paris, France, as well as Casablanca, Morocco.

Write a Biography of Carmen / Escribe una biografía de Carmen

Students write a brief biography of Carmen based on the information they learned in Parts 1 and 2 of "Becoming Carmen Sandiego."

1. Have students include the following: birthplace, where she was raised, favorite activities, teachers, what she learned, and what she was like as a child. Support novice-level students by providing a graphic organizer to help them categorize the information. Then lead a whole-class brainstorming session to elicit the vocabulary students will need to complete this task.
2. Have students proof their work for grammar, spelling, and conventions.
3. Have students exchange papers and peer edit.
4. Have students make any necessary changes and add images to illustrate their paragraph.
5. Students publish to a class website or post around the room.





Write a Diary Entry as Carmen / Escribe una anotación de diario

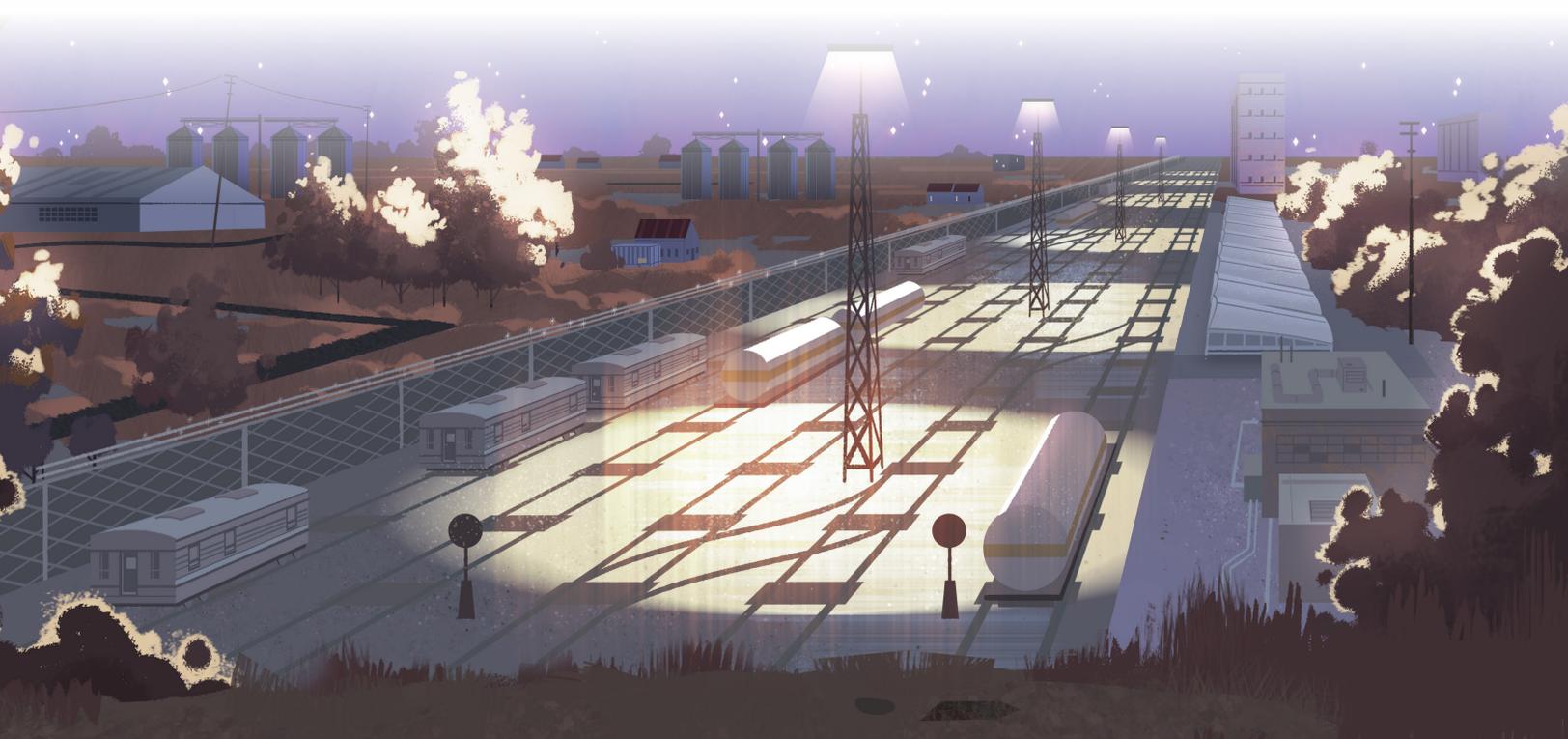
Students write a brief diary entry as Carmen based on Parts 1 and 2 of “Becoming Carmen Sandiego.”

1. Have students decide what to write about. The entry could focus on a particular day, or more advanced students might have Carmen look back on her life in general and wonder what her future might look like.
2. Have students proof their work for grammar, spelling, and conventions.
3. Have students form small groups and share their diary entries with group members.

Act Out a Short Scene / Representa una escena

Students work in groups to create, act, and film a short scene.

1. Have students form groups of five.
2. Have students assign roles: actors, director, prop person, camera person, etc. All students will collaborate on the writing of the script.
3. Give students time to work on their scripts in class. If possible, review student scripts before filming.
4. Students film their scene and edit it.
5. Once the scenes are complete, schedule a film premiere day. Consider sharing the films during an Open House or as part of National World Language Month (March).





Who Am I? / ¿Quién soy?

Students write descriptions of the professors and Carmen's classmates in Spanish. Then they work with a partner to guess each other's character.

1. Students choose one or two characters to describe, such as a teacher or classmate. Descriptions should include physical and personality traits as well as other aspects that would help to capture a character's likeness.
2. In pairs, students take turns describing and guessing until all characters are revealed.

Where Was Carmen Sandiego? / ¿Dónde estaba Carmen Sandiego?

At the end of Part 2, Carmen learns that she was raised in the Canary Islands. Have groups of students look up information about the Canary Islands and take turns presenting their findings to the class.

1. Assign the various topics to groups. Possible topics: geographic location, number and names of the islands, capitals, language spoken, main industries, tourist attractions, etc.
2. In addition, students could come up with theories about why VILE decided to have its headquarters there. They can vote on the most plausible/entertaining reason.
3. Have students share the information with the class.
4. Consider having the groups collaborate to publish their findings in a poster or online.



To learn more about Carmen Sandiego, visit hmhco.com/carmen.