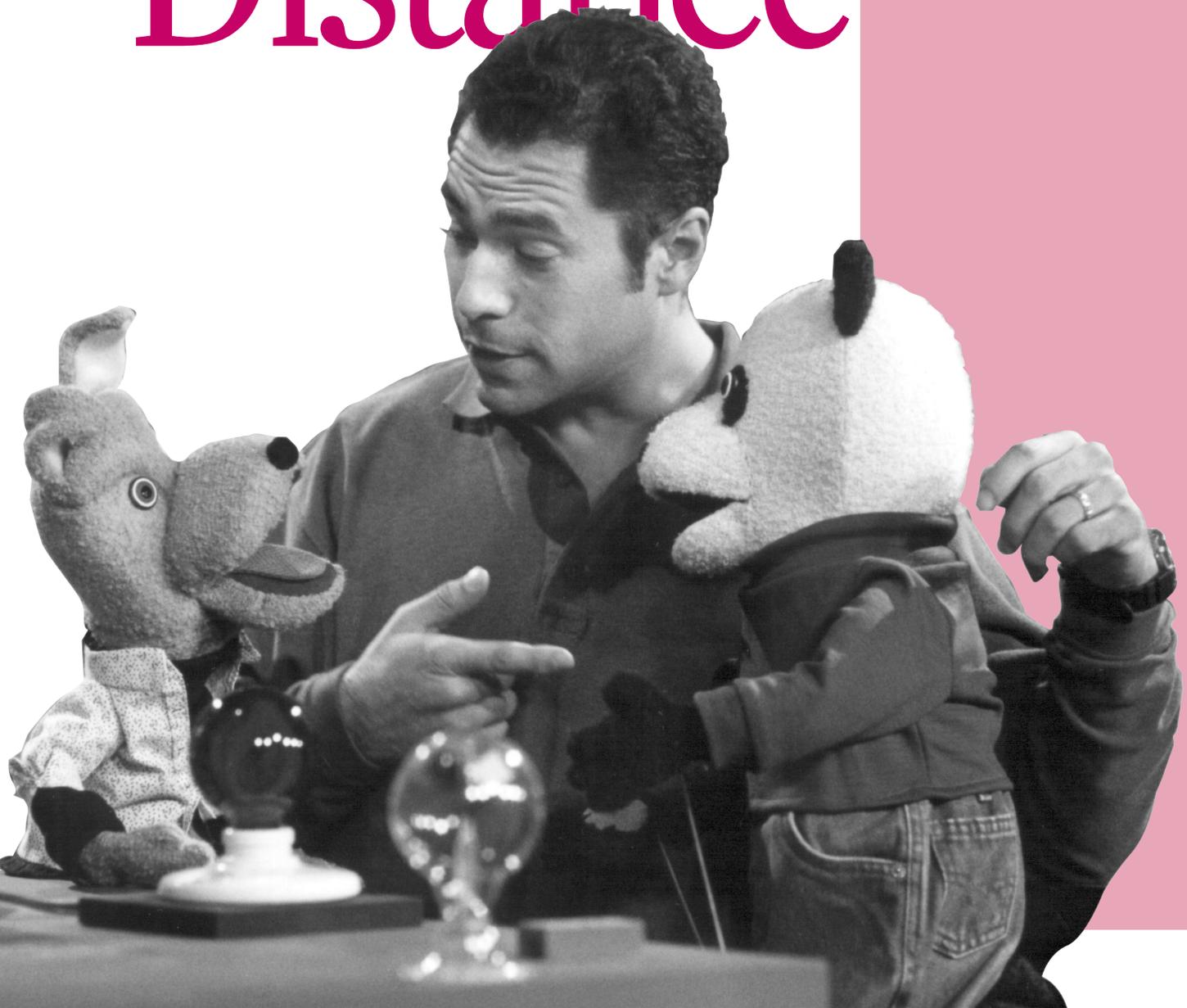


*The Different and the Same*  
Video Series - DVD Version



**E P I S O D E   T H R E E :**

# Long Distance



SPEAKING A DIFFERENT LANGUAGE

## KEY CONCEPTS

These key concepts are identified to help in your instructional planning. Student understanding of these concepts and themes is developed through activities, viewing the video, and discussions.

**Language**—the verbal and written communication of a particular culture.

Audrey: *“But people speak lots of **languages** in America—Spanish, French, Vietnamese, Navajo...”*

**Learn**—to gain knowledge through experience or study.

Mr. Ortiz: *“...it takes time to **learn** a new language.”*

**Lonely**—feeling of dejection as a result of being without companionship or alone.

Mr. Ortiz: *“He says that it is **lonely** because no one else speaks Spanish.”*

**Stereotyping**—forming an opinion or belief which is an oversimplified generalization about an individual or group, usually with derogatory implications. The term does not appear in the dialogue, but it relates to Francine’s assumption that Bernardo is not smart because he doesn’t speak English.

# Long Distance

*Theme: Speaking a Different Language*

## Program Summary

When Bernardo, Arthur, Audrey, and Francine gather with Mr. Ortiz for a meeting of the Spanish-English Club, they recall the difficulty they had communicating with Bernardo when he first came to the school. In a flashback sequence, Arthur brings Bernardo to the science classroom where Audrey and Francine begin talking to him and asking questions. Francine asks Arthur why Bernardo doesn’t respond to them, and Arthur explains that Bernardo has just arrived from another country and speaks only Spanish. Francine, who also came from another country, insists that since she speaks English, Bernardo can, too. She speaks loudly and slowly—but he still doesn’t understand. Francine concludes he isn’t very smart and declares that people in America should speak English. Audrey reminds her that many **languages** are spoken here.

Audrey and Francine go back to their task—making a telephone with two cans and some string. When it doesn’t work, Bernardo motions Audrey to move back to tighten the string. Francine hears Audrey’s telephone message, “I think Bernardo is really smart.”

When Mr. Ortiz arrives, he begins talking with Bernardo in Spanish. He explains to the others that he spoke only Spanish until he came to this country at the age of eight. He describes how difficult it was and how long it took him to **learn** English. He tells them that Bernardo says that he misses his friends and feels **lonely** because no one else speaks Spanish. Francine asks Mr. Ortiz to tell Bernardo that she also feels **lonely**. Bernardo replies that he hopes they can become friends and that he is trying to **learn** English, but it is hard. When Audrey says she would like to **learn** Spanish, Arthur suggests starting a Spanish-English Club.

The flashback ends, and the scene returns to the club meeting with Bernardo unfurling a banner that reads “¡A NO ESTOY SOLITO!” Together the children translate Bernardo’s message, “I am not **lonely** any more.”

# Preparing to Present the Video

**Have you ever been in a situation where you were unable to communicate in your language with the people around you?**

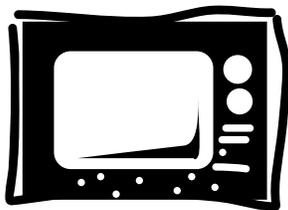
- Were the circumstances short or long term? (“Long term” might involve living in a foreign country for an extended time; “short term” might be an encounter with a person who did not speak your language—or a brief visit to another country.)
- How did you convey your needs without using language?
- How did other people respond to you?
- How did you feel?

**Have you—or anyone you know—learned English as a second language?**

- If you have studied another language, what difficulties did you experience?
- When you meet an adult who does not speak English, how do you react? What thoughts come to mind? Do you try to be helpful? How?
- In the video, Francine says that in America, everybody should speak English. Do you agree? How do you feel about having a “national language”? Do you believe in bi-lingual education and printed materials to accommodate those who do not speak English?

**Have you ever taught a student who did not speak English?**

- In retrospect, are you satisfied with the way you helped the child (or children) adapt to an English language environment? What strategies worked especially well?
- How did other children in the class react to the non-English speaking student? What did you do to help them accept the student who was “different and the same”?



*If you have not already previewed the video, do so now.*

## Purpose

*To prepare yourself for discussing with students the sensitive topics of this video, reflect on the following questions and, when possible, discuss them with your colleagues. This may help clarify your own feelings, help you understand others’ perspectives, and thus better prepare you to help students fully understand the issues presented.*

### ¿Usted habla Español?

“Long Distance” contains a number of short sections of Spanish dialogue, but you do not need to be fluent in Spanish to follow the action. The meaning is clarified by the surrounding dialogue or by the puppets’ movements. Students may be momentarily confused by hearing the characters speaking in another language, but this can be illustrative of the problem the puppets are experiencing. It is also informative to watch Mr. Ortiz as he translates between Bernardo and the other children.

Some children may notice the “upside down” exclamation point at the beginning of Bernardo’s banner. You may want to explain that, in Spanish, the exclamation point and the question mark appear at both the beginning and the end of the sentence—the first one appearing upside down.

## Purpose

To introduce students to the key concepts of this video, choose the activities that will work best for your class, modifying them if needed. Activities may be interchanged within the series and between the Introductory and Extension Activities sections.

## Materials

Labels with names of objects in a foreign language and in English

Tapes and/or children's books in other languages

# Introductory Activities

## Charades



Teach the students how to play charades and model the pantomiming for them. Choose a topic such as animals, cartoon characters, feelings, etc., and have the children take turns portraying in pantomime the item they choose while the others try to guess what it is. After the students play the game, discuss with them the factors that made it easy or difficult to understand each other.

## Bi- and Multi-Lingualism



Have the students interview each other, their family members, and/or neighbors about the languages they speak and the languages their grandparents or great-grandparents spoke. Help them design interview questions relating to the kinds of languages spoken, where and when the languages were learned, the ease or difficulty they experienced, and whether they still use the other language. Have the students present or share the results of the interviews.

## Language Labels



Attach labels to classroom objects with the names of the objects written in English, Spanish, and other languages appropriate to your class. If you have students who speak another language, use their language and involve them in the activity. As a follow-up, you might remove all the labels and have the students replace them on the appropriate objects.

## Audio-Visual



To expose students to other languages, provide one or more of the following experiences:

- Listen to another language spoken by a student, a staff member, a parent, a volunteer, or if no one is available, a recording in another language.
- Examine children's books written in another language. See whether students can figure out the meaning of some words on the basis of the illustration or their similarity to English words. You may wish to let them compare two versions of a well known story, one in English and one in another language.
- Some books introduce children to words in a variety of languages. Refer to the **Books for Students** section throughout The Guide.

# Introductory Questions

## Were you ever a new student in a school?

- Can you remember how you felt on your first day?
- Did anybody help you feel welcome? How?

## Have you ever helped a new student in your class?

- What can teachers and students do to help a newcomer feel more comfortable?

## The name of the video we are going to watch is “Long Distance.” What do you think that means?

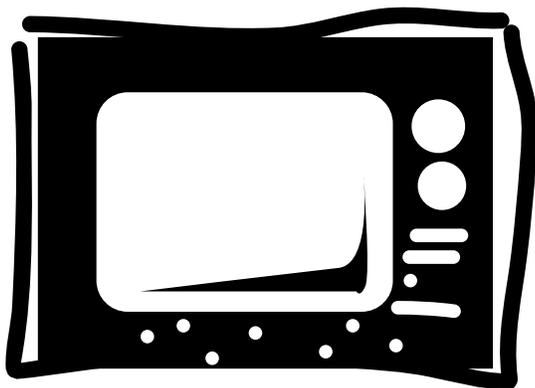
- Have you ever made a “long distance” telephone call?
- What place is a “long distance” from here?

### *What to look for in the video:*

Bernardo is a new student in the class. What kinds of problems do you think he might have? As you watch the video, see whether his problems are what you expected. Were the others able to help solve them?

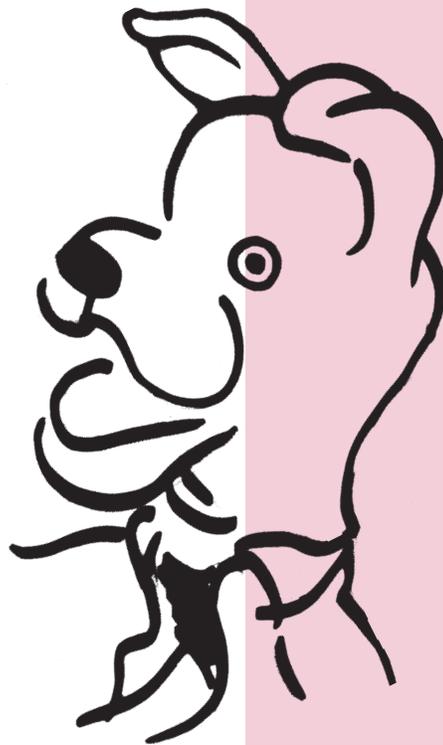
## Show the Video

*It is recommended that the students' first viewing be uninterrupted.*



## Purpose

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*Before students view the video, you may want to ask some of these or similar questions to activate prior knowledge and predict events. “What to look for in the video” can help students focus their viewing.*



**Purpose**

*These are suggested questions to initiate discussion after viewing the video. Other productive questions may arise in the course of the discussion.*



*Here are places to stop for discussion during viewing. Each stopping point has been divided into scenes that can be accessed through the scene selection menu on the DVD. (We recommend that, for most students, the first viewing be uninterrupted.) The questions can help students probe concepts in greater depth.*

**Play Scene:**

**“You Should Speak English, Too”**

**1** Audrey says: *“Even if someone talked to me slowly and loudly in Spanish, I still don’t think I’d understand.”*

# Follow-up Questions

**Bernardo said he wasn’t lonely any more. Why do you think his feelings changed?**

- Did you ever have lonely feelings go away, as Bernardo did?
- What happened to make them go away?

**How are Bernardo and Mr. Ortiz alike? How are they different?**

- Did you—or anyone you know—learn English when they were older, after they had learned another language?
- What is different about learning English as a baby and learning it later—at your age, for example?

**When Francine first met Bernardo, she thought he was not very smart because he didn’t speak English. How did Francine’s thinking change when she learned more about Bernardo?**

- Have you ever changed your mind about something or someone when you learned more about the subject or the person?

**Was Bernardo the only one helped by the Spanish-English Club?**

- How did the club help the others?
- How might learning another language be helpful to you?

# Interactive Viewing Questions

**If someone spoke to you slowly and loudly in a language that you didn’t know, such as Spanish, French, Navajo, or Chinese, would you understand?**

- Why doesn’t it help Bernardo understand when Francine speaks slowly and loudly?

**How do you think Bernardo is feeling?**

- Why did Arthur walk away with Bernardo?

**Why can’t Bernardo speak English?**

- Have you ever known anyone, like Bernardo, who couldn’t speak English?
- Were you able to communicate with the person? How?

How was Audrey able to understand Bernardo when he “told” her to move back?

Why did Francine think Bernardo would ruin everything and break the string when he got Audrey to move?

- Why do some people think a person who doesn’t speak English isn’t smart?
- What would you say to a person who thinks that way?

What does speaking English or Spanish have to do with feeling lonely?

- Have you ever known anyone who probably felt lonely because he or she couldn’t speak the same language as you do?

Besides feeling lonely, what other problems would Bernardo have at school because he speaks Spanish and can’t speak English?

Why is it hard for Bernardo to learn English?

- Did it take you a long time to learn English?

Why do you think Bernardo seemed so excited after Francine told him in Spanish that she felt lonely, too?

- How had Bernardo been feeling before Francine used Spanish words with Mr. Ortiz’s help?

One way Arthur, Audrey, and Francine helped Bernardo was to start the Spanish-English Club. What other ways could you help someone who doesn’t speak English?

## Play Scene:

### Bernardo Solves the Problem



Francine: *“It works. You have to keep the string tight.”*



**Mr. Ortiz Translates**  
Mr. Ortiz says: *“He said that he is lonely because no one else speaks Spanish.”*



**“Let’s Be Friends”**  
Mr. Ortiz translates: *“He said that he hoped you could be friends and that he’s trying to learn English, but it’s hard for him.”*

**Purpose**

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These activities extend student understanding of the concepts of the video. You may modify them for use with your students or use activities from other sections of this guide.

**Materials**

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Paper or notebooks for "Languages Dictionary"

Note paper, envelopes, stamps

# Extension Activities

## Speaking Spanish with Bernardo



Teach students some of the Spanish words spoken by Bernardo in "Long Distance." Examples of words that are heard on the tape include: *Español* (Spanish), *Inglés* (English), *amigo*, *amiga* (friend), *si* (yes), *señor* (Mister), *club* (club), and *buenos días* (hello, good day). The students can use these words and any others that you provide to create a "Languages Dictionary." Watch the tape again to listen for the Spanish words and their pronunciation.

## Language Learning



If you have students, parents, staff members, or volunteers who speak other languages, invite them to teach students some words and phrases from their languages. Begin with the same words as those spoken in Spanish in "Long Distance" (friend, yes, Mister, club, Spanish, and English). Expand the Languages Dictionary to include the new words. If your language "teacher" is another student, you could form a language club similar to the one in the video.

## Cultural and Curriculum Connections

Involve the art and music teachers, or even interested classroom volunteers, in teaching students other forms of cultural expression—songs, dances, art work.

## Pen Pals



Have students write letters seeking pen pals whose first language is Spanish or another language. Introductory letters could be sent to schools in areas of the country where you might find bilingual students. If your class includes students who learned English as a second language, have them seek pen pals in regions of the country where a second language is less common. The letters could focus on ways the children are different, yet the same. Consider writing to other students experiencing the "Different and the Same" series.

The extension activity, "New Kid in Class" Kit, for Video One, "Sticks and Stones," (p. 24) is also appropriate for this video.

# Ongoing Activities

## *Different and the Same People Journals*

Have students add Bernardo and Mr. Ortiz and update their writings with ideas from “Long Distance.” Ask them to consider, in particular, Bernardo’s feelings when he first came and his feelings when the story ended.

## *Class Philosophy*

After concluding the activities and discussion of “Long Distance,” help students create a belief statement about people who speak a different language.

## *Different and the Same Puppets*

Have students use their puppets to create and perform role plays about communicating in different languages or about welcoming a new student to the class.

## Purpose

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*These ongoing activities are cumulative in nature with students returning to them as they view each video. They provide continuity to their increasing understanding of the themes and concepts of the series as a whole.*

# Books for Students



Feelings, Muriel (1971). *Moja Means One: A Swahili Counting Book*. New York: Dial Press

Warm black and white illustrations accompany simple text in this language book that introduces young children to Swahili numbers.

Feelings, Muriel (1974). *Jambo Means Hello: A Swahili Alphabet Book*. New York: Dial Press

This follow-up to *Moja Means One* supplements the Swahili vocabulary with the words used in everyday life in an African village.

Lee, Huy Von (1993). *At the Beach*. New York: Holt

Xiao Ling is writing in the sand at the beach as his mother shows him how to write Chinese characters. The meaning of each of ten simple characters is reinforced with delicate cut paper illustrations.

Stanek, Muriel (1989). *I Speak English for My Mom*. Niles, IL: A. Whitman

Lupe, a young Mexican-American, must translate for her mother, who speaks only Spanish, until Mrs. Gomez decides to learn English in order to get a better job.

*Books from this list can be read to or by students before and after viewing to expand understanding of the concepts and to encourage appreciation of a wide range of cultures and communities.*

Continued from page 45...

Dorros, Arthur (1992). *This Is My House*. New York: Scholastic

Simple text and childlike illustrations represent the different types of houses children live in all over the world. On each page, the phrase “This is my house” appears in the appropriate native tongue. (Good for younger children.)

Choi, Sook Nyul (1993). *Halmoni and the Picnic*. Boston: Houghton Mifflin

A Korean-American girl’s third grade class helps her newly arrived grandmother feel more comfortable with her new life in the United States.

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