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Claire Oxford Lesson Plan 4

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Eric Thornton and Claire Oxford

Professor Román-Odio

SPAN 380 — Cultural Productions of the Borderlands

Lesson #4 — “A Very Old Man with Enormous Wings” and “The Bully”

17 October 2017

- **11:00-11:10 Pass out and finish up Spanish phrasebooks from previous week (10 minutes)**
- Repeat: ¡Me están volviendo loco!
 - *Libro* = Book (sounds like Library)
 - *Buenas tardes* = Good afternoon
 - *Buenas noches* = Goodnight
 - *Pájaro* = Bird (sounds like parrot)
 - *Ombligo* = Belly button
 - If they would like to add any decoration/drawings, they can also do that.
- **11:10-11:40: Read “A Very Old Man with Enormous Wings” (30-35 minutes)**
 - Reading Comprehension (15 minutes)
 - Where is the Old Man from?
 - What do Pelayo and Elisenda do to the man?
 - Why does everyone think the winged-man is an angel?
 - How do the other characters treat him? Is it right? How should they treat him?
 - How does the story end? Why was Elisenda relieved when the Old Man flew away?
 - Mention that this story includes “magic realism”
 - The real can be magical, strange, extraordinary
 - Point out an example and ask the students if they can find any (i.e. the “miracles” that happen, the presence of the Bird-man, the spider-girl, etc.)
 - **Opinion:** Do you think the bird-man was an angel? Do you think he had powers?
 - **Conclusions:** How would the town have treated him if he looked like them/spoke their language? Would they have welcomed him?
 - **Comparison:** What does the angel have in common with other characters that we have read about? Think about language, and being different than everyone else.
- **11:40-12:00: Read “The Bully” (5 minutes)**
 - Write Spanish words and define - Students can add them to their phrasebooks
 - Más Mala - “Meaner”

- Tonta - “Silly”
 - No te dejes - “Don’t let this happen to you”
- **Reading Comprehension (10 minutes)**
 - Define **Simile**: A comparison using like or as
 - Define **Metaphor**: A comparison between two things that aren’t alike but share a characteristic
 - Have students give examples of simile and metaphors used in the poem. (i.e. Her face was like a tomato, she was so embarrassed!)
 - Metaphor: He was a stallion when he ran.
 - What happens in this story? (plot)
 - Who are the bullies in the story?
 - What makes a bully a bully? Have you ever met a bully or been bullied?
 - **Discussion Question**: What can you do in a no-win situation? Have you ever been in one? What did you do?
- **Last (Optional) Activity:**
 - Ask the students to draw the old man with wings as they imagined him.