

2017

Samuel Canseco Lesson Plan 4

Samuel Canseco
Kenyon College

Eduardo Vargas
Kenyon College

Follow this and additional works at: <https://digital.kenyon.edu/bordersinplaylessonplans>



Part of the Curriculum and Social Inquiry Commons, and the Modern Languages Commons

Recommended Citation

Canseco, Samuel and Vargas, Eduardo, "Samuel Canseco Lesson Plan 4" (2017). *Borders in Play Lesson Plans*. Paper 5.

<https://digital.kenyon.edu/bordersinplaylessonplans/5>

This Article is brought to you for free and open access by the Borders in Play at Digital Kenyon: Research, Scholarship, and Creative Exchange. It has been accepted for inclusion in Borders in Play Lesson Plans by an authorized administrator of Digital Kenyon: Research, Scholarship, and Creative Exchange. For more information, please contact noltj@kenyon.edu.

Samuel Canseco
Eduardo Vargas
Lesson Plan for Day 4

Learning objectives

- Have every student share their thoughts on a specific work. Make sure the students that don't usually speak are sharing too.
- Learn some new vocabulary
- Understand simile use in poetry
- Re-check understanding of main/minor characters and setting
- Introduce concept of magical realism

Randomize seat order

We can either ask the to sit next to someone they haven't sat next to before, or we can have them choose a strip of paper with a color on it, and have them sit next to their pair with the same color. (This can involve us the teachers too.)

Creative activity (15 mins)

1. One of the suggested activities is a Spanish phrasebook. We can have them choose one of the phrases in Spanish, it's translation, and perhaps draw it out. We can compile the six of them to make a phrasebook.

The Bully (10 mins)

1. We will begin by reading the first poem, we may try going around in a circle (each student reads one stanza) so that everyone gets to participate.
2. Discussion Questions?
 - a. What is a bully?
 - b. What does the dad tell the girl when she is getting bullied?
 - c. Is bullying okay?
 - d. What can you do in a no-win situation?
 - e. Do you know what a simile is?
 - i. Figure of speech: comparison of two different things
 1. Ex. "Yelling words that sting like bees on tender skin"
 - f. What does the dad tell the girl?
3. Creative Portion

- a. We will have the students write a similes with themselves compared to an animal.

A Very Old Man With Enormous Wings *(rest of time)*

1. This story is longer, so it might be better for us to read the story since the students when they read are quieter and not everyone can hear them. A comprehension check should be done at the end of each page or where applicable because it will be easy to get lost, especially without pictures or pauses to anchor them.
2. There is a lot of difficult vocabulary in this story, even though it is intended for children. Some words we can give them definitions for:

a.

celestial

sidereal

conspiracy

ailment

prudence

cataclysm

sterile

3. In a story, there are usually Main characters and minor/supporting characters. Do you know the difference?
4. Who are the main characters?
 - a. Father Gonzaga
 - b. Pelayo
 - c. Elisenda
5. Who are the minor characters?
 - a. The wise woman
 - b. The villagers
6. Discussion questions
 - a. Do we know where this story takes place?
 - b. How does the story end?
 - c. Is this story fiction or non-fiction?
 - d. Is there something magical about the events in the story?
7. Gabriel Garcia Marquez is known to write in a style called magical realism. (Explain magical realism) Why do you think this story is an example of magical realism?

8. Draw a scene involving magical realism from the story.