



Sample Activity

from the Pre-AP workshop

Pre-AP[®]: Strategies in Spanish – Literary Analysis

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Pre-AP: Strategies in Spanish – Literary Analysis

Sample Activity

Leamos de nuevo—Post-Reading Activities

1. Atención selectiva (See Activity F, *Hoja del alumno*)

Either at the end of the selection or after each assigned section, invite students to answer true or false (*cierto o falso*) questions to measure their comprehension of the text.

2. Verificación (See Activity G, *Hoja del alumno*)

Throughout the reading, have students predict what will happen.

Periodically ask: *¿Estaba correcta tu predicción?/Was your prediction correct?*

3. Estructura

Point out to students the use of *ser* in the reading, as well as present tense structures and agreement of adjectives.

4. Aplicación (See Activities H, I, and J, *Hoja del alumno*)

- Elicit from students their thoughts about how appearances can affect the way people behave in society. This may have to be done in English. Students can answer open-ended questions about how important wearing "the right clothes" is to them. For example, you can ask: *¿Cómo te sientes cuando te vistes con ropa elegante? ¿Y con un traje de baño? ¿Te sientes diferente? ¿Por qué? ¿Es importante vestirse de acuerdo a la ocasión? ¿Por qué?*
- In English, brainstorm symbols for wealthy people. As students call out their answers, write the Spanish equivalent on the board. Do the same for domestic help -- you may want to invite students to think of examples they have seen on television or in films. Then, discuss the white apron/uniform and the terrycloth bathrobe as symbols of the two social classes portrayed in the play.
- Afterwards, ask: *¿Cómo se viste la señora y por qué? ¿Y la empleada?* Relate this portrayal to La Señora's idea of identity, how she perceives the upper class and the lower class. Then ask students to complete Activity H, *Hoja del alumno*.
- Have students complete the "Mapa de la transformación" to help them understand how the characters change identities. Then form groups of students and have each group re-create the play using cartoon drawings or magazine cutouts and thought balloons for dialogue. Limit students to four or five frames that highlight the important parts of the play. You can also assign certain sections of the play to different groups of students, and then put them all together like a comic strip. Direct students to include symbols as they create their frames.
- If students have already covered comparison, invite them to write a paragraph comparing "La Señora" and "La Empleada" in their reversed roles.

5. Extensión (See Activity K "*Hoya del alumno*")

Since students do not read the whole play, ask them to anticipate or predict the ending of the play and explain how they arrived at this conclusion.