

Basic Guided Practice Objectives:

1. Guide students in identifying basic characteristics of Spanish Romanticism.
2. Guide students in getting a basic sense for how *El estudiante de Salamanca* is a Spanish Romantic narrative poem.

Guided Practice activities:

1. **PPT:** View/ Listen to PPT prepared by instructor: Basic introduction to Spanish Romanticism including: differences between romantic myths and Spanish Romanticism, sociocultural/ historical context (response to Enlightenment), vocabulary used to define Spanish Romanticism. Introduction to José de Espronceda and his work *El estudiante de Salamanca*.
2. **Worksheet:** Complete worksheet based on PPT prepared by instructor and including guided reading questions to help students start getting a sense for how *El estudiante de Salamanca* is a Spanish Romantic narrative poem. Due Monday before Wednesday in person class session.

Guided Practice

Class: Span 120B (lesson 2 Online)

Date Assigned (Wednesday after Lesson 1 In person)

Date Due (Monday at midnight)

Time Estimate to complete this assignment (1.5-2 hours max.)

Overview Introduction: This lesson is meant to:

- review basic information about Spanish Romanticism introduced during our first in person class session.
- provide more detailed information on:
 - o sociocultural and historical circumstances that enabled the development of Spanish Romanticism
 - o the characteristics of Spanish Romanticism.
- help you start understanding what we mean when we talk about a “literary movement/ movimiento literario” such as Spanish Romanticism.
- offer you background information that will help you better understand your reading for Wednesday: *El estudiante de Salamanca* by José de Espronceda.

Learning Objectives: Once you view/read this ppt and complete the guided practice worksheet connected to it, you will be able to:

- describe the basic characteristics of Spanish Romanticism using the appropriate vocabulary such as “*hastío existencial*” etc.
- explain what we mean when we speak of a ‘literary movement’.
- explain how the “limits of the Enlightenment” lead to Spanish Romanticism

Advanced Learning Objectives (for the Unit- Lessons 1-3)

1. Appropriately employ vocabulary (*hastío existencial*, *desilusión*, *rebellion satánica* etc.) used to describe characteristics of Spanish Romanticism.
2. List the characteristics of José de Espronceda’s *El estudiante de Salamanca* that make this narrative poem an example of Spanish Romantic Poetry.
3. Describe gender roles (male female) in Spanish Romantic Poetry. (i.e. woman idealized by man, has no agency)

Preparatory Activities:

1. Power Point Presentation

- a. This presentation is prepared by the instructor and connects to the first in person class. It is available on CANVAS as part of a lesson module. It uses many of the same images students already saw on the first day of class. Students will view the ppt slides and listen to the instructor’s voice narrate the slides. This format is more like a lecture. Text included on some slides is meant to reinforce what the instructor is saying. Students are able to fully download this ppt and video. Before viewing/ reading the PPT students are asked to: [these instructions are included in the lesson module on CANVAS]
 - i. 1) Review their notes from the first class
 - ii. 2) Review the instructor prepared PPT from the first class (available on CANVAS)
 - iii. 3) Read course reader pages on José de Espronceda
- b. Presentation Step by Step:
 - i. Slide 1: Introductory Slide
 - ii. Slide 2: Class outline Slide
 - iii. Slide 3: First, it asks students to summarize the main point made on the first day of class: what is the difference between what we understand as “romantic” today and Spanish Romanticism?
 - iv. Slide 4: Describes what we mean when we describe a “literary movement” and explains that this lesson will offer Spanish Romanticism as an example.
 - v. Slide 5-14: Explain how Spanish Romanticism is a reaction to the Enlightenment (limits of reason). Uses art and other visuals to reinforce text on slides and what the instructor is saying in the voice recording connected to the PPT.
 - vi. Slides 15-19: outline specific vocabulary used to describe Spanish Romanticism

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- vii. Slides 20-21: offer historical context for Spanish Romanticism
- viii. Slides 22-24: offer a basic introduction to José de Espronceda (author of the work, *El estudiante de Salamanca*, that students will read once they have completed these preparatory activities), *El estudiante de Salamanca* and its main male character (A “Don Juan”) Don Félix de Montemar.
- ix. Slide 25: Provides instructions for Tarea (homework) next steps/ assignments for students. These instructions are also available on the lesson module on CANVAS.

Resources:

- notes from first day of class
- instructor prepared ppt from first day of class available on CANVAS
- course reader (offers background material on José de Espronceda)

2. **Guided Practice Worksheet based on Power Point Presentation** The following questions are a worksheet available on CANVAS for students. Students will upload their responses onto an assignment on CANVAS by midnight on the Monday before the next in person class session. Questions follow the PPT in order. Students are to follow instructions on the lesson module that expect them to
- a. complete pre ppt viewing activities listed above
 - b. view/listen/ read the PPT once
 - c. review the following worksheet
 - d. view/listen/ read the PPT a second time while answering questions on the following guided practice worksheet

Questions on the worksheet require answers that are at least a paragraph each. Some questions are very simple and only ask students to rewrite definitions and explanations available on the power point slides. Other questions ask students to reflect and connect the topic they are learning to their present as students at SJSU in Silicon Valley. For instance, when describing how Spanish Romanticism comes in large part from a frustration with the limits of the Enlightenment and reason, students are asked to consider Silicon Valley and the limits of technology today. Students are therefore able to connect their own personal context and reality to the topic at hand, even if they are learning about 19th century Spanish literature. The last question on the worksheet asks students to reflect upon the presentation they just viewed/listened to as well. They are asked to describe how this ppt shaped their expectations for *El Estudiante de Salamanca*, the text they are about to read before their next class on Wednesday.

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Guided Practice Worksheet:

SPAN 120B

Prof. Vanessa Marie Fernández

Día 2 (online)

Fecha de entrega: (due date) lunes 12Medianoche

Modo de entrega: CANVAS upload

Nombre _____

Fecha _____

Instrucciones: Usa la presentación de PowerPoint para contestar las siguientes preguntas. [Use the ppt presentation to answer the following questions] Cada respuesta será más o menos un párrafo. [each answer will be a paragraph more or less]

1. Resume la breve introducción al Romanticismo que discutimos durante la primera clase. (¿qué es y qué NO es?)
2. Define: ¿Qué es un movimiento literario?
3. Explica: ¿Qué es la ilustración y cuáles son sus límites?
4. Reflexiona: ¿Se pueden comparar los límites de la ilustración con los límites de la tecnología hoy? Especialmente estudiando en Silicon Valley... ¿Puedes trazar conexiones entre los límites de la ilustración y los límites (peligros) de la tecnología hoy?
5. Describe: ¿Cuáles son las características principales del romanticismo español?
6. Define: ¿Cuál es el contexto histórico del romanticismo español?
7. Describe: ¿Quién fue José de Espronceda?
8. Pre-Lectura: Reflexiona: Después de ver/escuchar esta presentación sobre el romanticismo español ¿Qué esperas de *El estudiante de Salamanca*?

Course: SPAN 120B: Gender and Identity in Spanish Literature from *Romanticismo* to *Postguerra* (Hybrid Course)

Lesson Date: (semester week 2-lessons 2(online) and 3 (in person))

Instructor: Professor Vanessa Marie Fernández

Unit Theme: Spanish Romanticism

Unit Learning Outcomes:

Detail the principle stylistic characteristics of Spanish Romanticism in poetry.

Describe how gender (men and women) is represented in Spanish Romantic poetry.

Day Topic

1. *El estudiante de Salamanca* by José de Espronceda (narrative poem students read before in person meeting)

Concept Learning Outcomes:

1. Differentiate between “romantic myths” and Spanish Romanticism
2. Describe the sociocultural/ historical context that influenced the Spanish Romantic style.
3. Identify Spanish Romantic style in the narrative poem *El estudiante de Salamanca* by José de Espronceda.

Basic Prep Work Objectives:

1. Guide students in identifying basic characteristics of Spanish Romanticism.
2. Guide students in getting a basic sense for how *El estudiante de Salamanca* is a Spanish Romantic narrative poem.

Advanced objectives for classwork and after class work

1. Appropriately employ vocabulary (hastío existencial, desilusión, rebellion satánica etc.) used to describe characteristics of Spanish Romanticism.
2. List the characteristics of José de Espronceda’s *El estudiante de Salamanca* that make this narrative poem an example of Spanish Romantic Poetry.
3. Describe gender roles (male female) in Spanish Romantic Poetry. (i.e. woman idealized by man, has no agency)

Prep work activities:

1. **PPT:** View/ Listen to PPT prepared by instructor: Basic introduction to Spanish Romanticism including: differences between romantic myths and Spanish Romanticism, sociocultural/ historical context (response to Enlightenment), vocabulary used to define Spanish Romanticism. Introduction to José de Espronceda and his work *El estudiante de Salamanca*.
2. **Worksheet:** Complete worksheet based on PPT prepared by instructor and including guided reading questions to help students start getting a sense for how *El estudiante de Salamanca* is a Spanish Romantic narrative poem. Due before in person class session.

Purpose:

1. **PPT:** Offer students background and context before they delve into the reading assignment: *El estudiante de Salamanca* by José de Espronceda.
2. **Worksheet:** Help students understand the main points made in the background/context PPT. Offer guided reading activities (short answer questions) to help students navigate a new/ unfamiliar type of narrative poem.

Lesson Sequence: 3:00pm- 4:15pm

Time	Activity	Purpose	Materials Needed
15 min	Take attendance and have students show evidence of their “engaged Reading” (i.e. printed readings, highlighted and with comments) Reading Quiz (very basic questions on Reading: Who is the author, when was the text written, describe main characters, summarize plot)	Assess <ul style="list-style-type: none"> - Whether students are engaging the reading due. - student understanding of prep work material 	Roster Paper quiz PPT projects “intro slide” for class, setting the tone.
2 min	Outline Lesson Objectives (briefly show on ppt)	<ul style="list-style-type: none"> - Provide students with a clear map of the day’s lesson. 	PPT Slide
5 min	Warm Up: En parejas, discutir In pairs discuss questions on ppt. (some questions taken directly from pre-class activities (guided reading worksheet) students have already completed, other questions build upon basic questions they just answered on the quiz) ¿Cuáles son 3 características del romanticismo español? ¿Por qué crees que <i>El estudiante de Salamanca</i> es un ejemplo del romanticismo español?	<ol style="list-style-type: none"> 1. Connect pre-class (online component) with the current lesson. i.e. make sure we are “on the same page” 2. Start getting into the topic for today’s lesson (today’s learning outcomes) 	Questions on PPT slide
5 min	Come together as a class and review warm up questions. Take a few min to clarify any glaring questions on Spanish Romanticism before delving into deeper discussion on <i>El estudiante de Salamanca</i> .	<ol style="list-style-type: none"> 1. Ensure that class is on “the same page” before moving to main lesson topic 	Same PPT questions projected.
10 min	Introduction to <i>El estudiante de Salamanca</i> : <ol style="list-style-type: none"> 1. show ppt images of José de Espronceda (author) and review author background information presented in the prepwork activities (online ppt and worksheet). 2. Show ppt images of the University of Salamanca to provide students with a visual of the gothic buildings that set scene for <i>El estudiante de Salamanca</i>. 3. Show outline for next section of class on PPT: formal discussion of <i>El estudiante de Salamanca</i> which will go over form, structure, tone, poetry (and how we study poetry in Spanish), plot, characterization etc.) 	<ol style="list-style-type: none"> 1. Brief lecture that reviews and builds upon the material they covered in the prepwork activities online. 2. Outline for next section of the lesson offers students a clear map of the lesson and is also intended to check in with students (do they all know what we are talking about when we use the terms form, plot etc in Spanish?) 	PPT slides

20 min	<p>Formal discussion of <i>El estudiante de Salamanca</i>:</p> <ol style="list-style-type: none"> 1. Structure 2. Poetic Form 3. Plot 4. Characterization 5. Themes 6. Connection between content and form <p>Students have a worksheet with the topics listed above in order to follow along and take notes as we discuss each one. For each topic, students will first be asked to discuss in pairs for 2 min each and then we come together as a class. Instructor clarifies questions for each and guides students towards understanding how each exemplifies characteristics of Spanish Romanticism in this narrative poem. When appropriate, instructor offers specific examples from the text (which the students have in front of them)</p>	<ol style="list-style-type: none"> 1. Structured and guided discussion of a challenging literary text. 2. Students learn about this specific literary text with instructor guidance, but also start to become familiar with the method we will be using this semester to evaluate literary texts. 	Worksheet. PPT slide displaying the topics listed on the Worksheet.
10 min	<p>Conclusions</p> <ol style="list-style-type: none"> 1. In pairs students take 3 min min to prepare a brief presentation that answers: Why is <i>El estudiante de Salamanca</i> an example of Spanish Romantic Poetry? 2. Pairs present their brief answers to the question. 	<ol style="list-style-type: none"> 1. Assess whether students have assimilated the major objective of this in person lesson: Identify Spanish Romantic style in the narrative poem <i>El estudiante de Salamanca</i> by José de Espronceda. 	PPT slide with question: Why is <i>El estudiante de Salamanca</i> an example of Spanish Romantic Poetry?
5 min Tarea (after class work)	<p>Connect Conclusions with After class work</p> <ol style="list-style-type: none"> 1. Briefly lecture summarizing lesson conclusions/objectives: how <i>El estudiante de Salamanca</i> exemplifies Spanish Romanticism and 2. Segway into topic students will delve into in after class activities: gender representations in Spanish Romanticism. 3. Explain after class Assignment posted on PPT slide and on CANVAS. 	<ol style="list-style-type: none"> 1. Review main lesson objective to ensure students have understood it. 2. Connect lesson objective with deeper critical analysis objective students will evaluate in after class reflection activities. 	PPT slide

<p>Basic After Class Work Objective:</p> <ol style="list-style-type: none"> 1. Connect in person lesson objective (identify and be able to explain characteristics of Spanish Romantic poetry) with deeper critical analysis of gender representations in Spanish Romanticism. 	<p>Advanced objectives for classwork and after class work</p> <ol style="list-style-type: none"> 1. Appropriately employ vocabulary (hastío existencial, desilusión, rebellion satánica etc.) used to describe characteristics of Spanish Romanticism. 2. Describe how José de Espronceda’s <i>El estudiante de Salamanca</i> is an example of Spanish Romantic Poetry. 3. Describe gender roles (male female) in Spanish Romantic Poetry. (i.e. woman idealized by man)
<p>After Class work activities:</p> <ol style="list-style-type: none"> 1. Worksheet: Available online on CANVAS. Students answer 4 questions in about 1 paragraph each: 1) Describe the character of Don Félix (male character) in <i>El estudiante de Salamanca</i>. 2) Describe the character of <i>Doña Elvira</i> (female character) in <i>El estudiante de Salamanca</i>. 3) compare and contrast characterization of Don Félix and Doña Elvira. 4) From your analysis of these two characters, what conclusions can you draw about gender representations in this Spanish Romantic narrative poem? 	<p>Purpose:</p> <ol style="list-style-type: none"> 1. Guide students towards deeper understanding of in person class objectives (identify and be able to explain characteristics of Spanish Romantic poetry) and 2. Prepare students for the next topic prep work activities.

Looking forward:

<p>Objectives for Next Prep Work Activities:</p> <ol style="list-style-type: none"> 1. Apply in person lesson objective (identify and be able to explain characteristics of Spanish Romantic poetry) to two new poems from the collection of “Rimas” by Gustavo Adolfo Bécquer by describing how poems by Gustavo Adolfo Bécquer exemplify Spanish Romantic poetry. 2. Describe how male and female figures are depicted in Gustavo Adolfo Bécquer’s poetry. 	<p>Objectives for Next In Person Class Session:</p> <ol style="list-style-type: none"> 1. Identify differences and similarities in how male characters and female characters are depicted in José de Espronceda’s <i>El estudiante de Salamanca</i> and Gustavo Adolfo Bécquer’s “Rimas” 2. Draw conclusions about gender representation in Spanish Romantic poetry from the comparison of works by José de Espronceda and Gustavo Adolfo Bécquer.
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Reflections—Notes to Self

What worked well?	why?
What didn't work well?	why?
Would I do something different next time?	
Additional notes, comments:	