
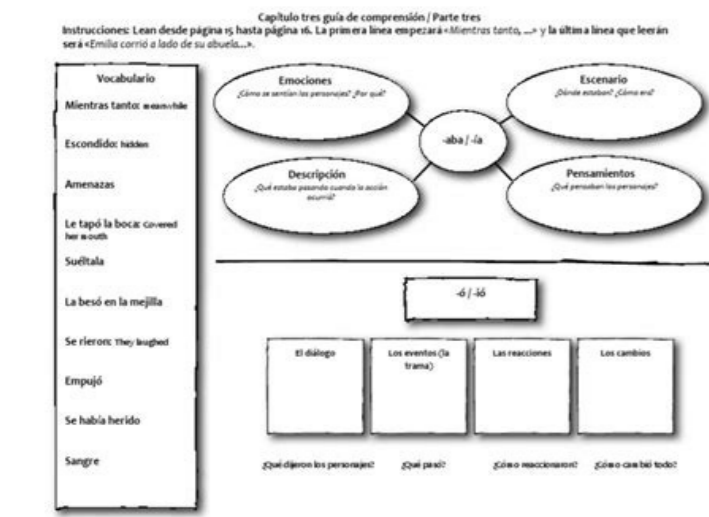
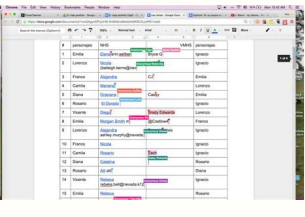


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Sepé el video, los fascists fueron explotados o los republicanos? A question sheet and answers related to this information! After students have had the opportunity to read the requested details, discuss the answers as a class. We expect you to dial this publication and hear it along with your teacher's guide as a living resource for the novel the tailor's hija! The teacher's guide for the tailor's hija is aligned with research on reading strategies. By growing up in a republican family during the fascist spider franc government, Emilia matamoros discovers how important a secret can be! After her father, a former Republican Army captain, hides, emilia should not only work as a seamstress to support her family, she, work to guard a secret that will protect her father and save her family from certain death. Possible unfamiliar vocabulary: chusma- mob, corromper- corrupt, cruento- bloody, derrotados- defeated Example: eÁÁÁÁ;ÁQuÁ eÁ significa eÁÁÁun pueblo hasta entonces explotado? There are many good pictures from the Spanish Civil War but some are of victims of the war. Chapter 11 Toledo, Spain is famous for its steel and the students might be interested to learn more about Spanish swords. They should include all information they know about the character from the novel; relationship status, current city, etc. Chapter 5 Connect this lesson to other disciplines by having students do an internet search for the ranks of the Spanish army in the 1930s in comparison to the ranks of the US army in the 1930s. When they are done, discuss what they remember about the pictures in the video. If Emilia was 17 in 1938, she can eÁÁÁt have been born in 1997! Culminating Project idea This blog post was written by Kristy Placido (Search YouTube for eÁÁÁCara al sol.eÁÁÁ) Or choose to compare Cara al Sol with the anthem of the Republic, El Himno de Riego. More time should be spent on pre-reading activities than on post-reading activities. Slide Shows provide information and pictures of Spain and of the people and events of the Spanish Civil War. They may make up things that they don eÁÁÁt know, like birthdate, but they should be believable. An apartment in Spain is much different than an apartment in the United States. Choose one video to show. You might also have them watch this report about the bombing of Guernica to give them a historical background for the painting. The lyrics of the song Cara al Sol are thought to have been written by Falangist leader, Jos eÁÁ Primo de Carri Toth wrote this blog post on the teach Photographs are also graphic for their students. I helped a colleague to prepare for "the daughter of the tailor" and I must confess that I fascinated me with what I learned about modern problems in Spanish caused á € €& By the Spanish civil war that would have taught. The book myself! In general, I do a good amount of investigation before teaching an issue, and á € Historic memory. " His intention is to recognize the victims of both sides of the Spanish Civil War and condemn Francisco Franco's fascist raver. In English: or in Spanish: Ignacio You must return to your apartment in Capítulo 11. Propaganda posters of the Spanish Civil War: Abraham Lincoln's Brigade: Patriótica songs of the Spanish Civil War: Another song with working sheets: https:// Profespañol. teach this novel as the anchor text for a great unity on the Spanish Civil War in Spanish 4. If I do it, I will publish them! The Law of Historia: Here are the main points of the Law: here there are links to teach resources on resources on the law: https://neiljones.org/2013/06/30/la-ley-de-memoria-historica/ Some interesting teaching units: interesting:if you make a signal of images of "that of historical memory", you will find polytic ethas for both sides of the subject that students can interpret. Chapter 4 Show the video "The Declaration-of Human Rights" of Departure point for discussion about the idea of human rights. Skim Wikipedia entry to find the badge. Use the slide spectal or have students investigating Toledo's steel. Good readers: They predict connections between: a) the text and themselves, b) the text and other texts, and c) the text and the world that surrounds them visualizes what they read. To help students become better readers. Consider sharing the letter of the song or one of the videos below with its class as comparing the desire for a hymn with the importance of thematic songs in today's society. (if it shows the Butterfly movie along with their Civil War study, the students will recognize this song when the Moncho family is singing in the park) (Looking on YouTube "Anthem of Rigo") Carrie) Carrie Toth wrote This blog post on Teaching Capítulo 7. The work sheet contains a photo of Guernica taken at the Reina Sofía e a museum. It will share with you here a very interesting material that you would use to create lessons to accompany "the daughter of the tailor". They are resources and not necessarily ready for the consumption of students; The language would be well above the level of the students. Have students compare and contrast. Have students pay a lot of attention to the images while listening to the narrative. Similarly, if you notice that a link is not available in the future, let us know so that we can find a new one to replace it. I Have alienation to have time to turn these resources into teaching materials. the the of Primo de Rivera helped the song gain popularity among Spanish nationals. These will help the text come alive as students see pictures showing the reality of what they are reading about in the novel and background readings. Chapter 10 YouTube videos offer students the oportunity to see a variety of photographs and/or video from the Civil War era. Instill an interest in the topic, and steer students into conversations in the target language about the events and the characters in the novel, both before and during the reading of the chapters. or Chapter 14 The peseta Chapter 15 Students can use the website Fakebook to create a Facebook page for either Ignacio or Emilia. Chapter 12 Introduce students to the painting Guernica by Picasso using the activity in the Teacher eÁÁAs Guide. There are also several here: La Valle de los Ca eÁÁados: I visited this site with students many years ago, and much to my surprise, I saw in the news online that the Spanish government had decided to remove Franco eÁÁAs remains from the site. Will her innocence be lost and will she succumb to the deceptive and violent tactics of Franco's fascist regime? regime?

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