



UN POCO DE DALÍ: Cuatro Clasitas

The following lessons come to the Dalí Museum courtesy of Linda Markley at West Shore High School in Brevard County, Florida. For more on Linda and West Shore, please see below.

Goals:

In the context of learning about Salvador Dalí, students will work independently and in groups to learn and practice specific Spanish language skills.

NÚMERO UNO: *Las Meninas* and the *Infanta Margarita*: Velázquez and Dalí

Any Level Spanish

Standards: Communication; Culture; Connections; Comparisons; Experiences

What to Do:

1. Divide Students into Group A and Group B.
2. Group A turns desks toward one wall and looks at Velázquez's painting of *Las Meninas* (1656).
3. Group B turns desks toward the opposite wall and looks at Dalí's painting, *Velázquez Painting the Infanta Margarita with the Lights and Shadows of His Own Glory* (1958).
4. Each group writes down description in Spanish (words with adjectives or complete sentences depending on level) of what they see in terms of:
 - Physical characteristics (eyes, nose, hair, mouth, etc.)
 - Colors
 - Shapes

- What they like or don't like

5. Students then pair up, one from Group A and one from Group B (still not looking at each other's paintings!) and describe their paintings orally in Spanish to each other. They will then compare and contrast their descriptions using a Venn Diagram. Afterward, students show each other their pictures.

Note: A teacher can easily turn this activity into an interdisciplinary lesson by putting this into an art historical perspective and by pointing out how artists can have the same subject matter but use different techniques and individual styles. This activity can be done with Picasso's various paintings of *Las Meninas* as well.

NÚMERO DOS: *The Hallucinogenic Toreador*

Standards: Communication; Culture; Connections; Comparisons; Experiences

What to Do:

For Spanish 1 & 2 Classes

1. Make a list of vocabulary words—nouns, verbs, adjectives, etc.—in Spanish that are associated with bullfighting as represented in Dalí's painting, *The Hallucinogenic Toreador*.
2. Practice command forms (either Ud. or tú) by telling a partner to look at or touch things in the painting that are symbols of bullfighting.

For Spanish 3 and above

1. Research and study bullfighting as a three-act play. Using the images in Dalí's painting for reference, write an essay in Spanish that describes these three acts.
 2. Prepare a debate in Spanish for (*Equipo Salvador*) and against (*Equipo Gala*) bullfighting.
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NÚMERO TRES: *The Discovery of America by Christopher Columbus.*

Standards Communication; Culture; Connections; Comparisons; Experiences

Spanish 2 and Above

What to Do:

1. Do cloze activity in Glencoe textbook p. 158 (story of Columbus—preterite vs. imperfect).
2. Research the changes in the New World as a result of Columbus' arrival. (Or, you can use Capítulo 6 in Glencoe's *Buen Viaje 3* textbook).
3. Using the two past tenses in Spanish and a T chart, compare and contrast the following topics: religion, race, language, traditions, dress, holidays, foods, etc. For example:

Preterite (deeds/actions)

Millones de indígenas murieron.
Los españoles los mataron.

Imperfect (description)

Los indígenas estaban enfermos.
Los indígenas eran amistosos.

NÚMERO CUATRO: The Gift Shop at the Salvador Dalí Museum

Standards Communication; Culture; Connections; Comparisons; Experiences

Any level Spanish

What to Do:

Have students make a list in Spanish of the items sold in the Salvador Dalí Museum's gift shop, action verbs to do there, and reactions to what they saw.

About the Teacher:

Linda Markley is a Spanish instructor at West Shore High School, the first "School of Choice" in Brevard County, Florida. Teacher of the year for 2001-2002, Markley has been teaching for over 20 years and currently works with students in Spanish levels 3, 4 and AP. "My philosophy of teaching is 'quixotic,'" she says with a nod to William Butler Yeats. "Education is not the filling of a pail, but the lighting of a fire."