

2025

Title

Coyote Where Are You Going (Rick Bartrow)

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Appoquinimink High School, Appoquinimink District

9 - 12

Spanish 3

OVERVIEW

Students will use grammar in context to study the preterite and imperfect forms of the past tense in Spanish. They will read legends from Spanish speaking countries about animals while narrating in the past. Then, they will choose an animal from one of the legends to create with a monoprint.

TIME REQUIRED

6 – 7 days

STANDARDS FOR INSTRUCTION AND ASSESSMENT

Delaware Visual Arts Anchor Standard 2: Organize and Develop artistic ideas and work

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Delaware Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: Through art-making, people making meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

ACTFL Standard: Communication: Presentational Communication

Learners present information, concepts, and ideas to perform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, and viewers.

ACTFL Standard: Connections: Acquiring Information and Diverse Perspectives

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

STUDENT "I CAN STATEMENTS"

Students will be able to narrate a legend in the target language (Spanish) using the forms of the past tense.

Students will be able to create an original monoprint based on a legend from Hispanic culture.

MATERIALS

- Printing paper (1 per student project)
- Acrylic paint – various colors
- Q tips
- Paint roller or brushes
- Monoprinting plexiframes – reusable

LESSON ACTIVITIES

- **Lesson 1**
 - Introduce grammar – preterite versus imperfect
 - **Introducing preterite vs. imperfect with animal stories**

Using animal stories, fables, or fairy tales can be an engaging and effective way to introduce the Spanish preterite and imperfect tenses to students. Here's a possible approach:

1. Pre-reading/pre-listening activities

- **Introduce key vocabulary: Before diving into the story, pre-teach any challenging vocabulary, especially words related to animal descriptions (e.g., *pelaje* - fur, *bigotes* - whiskers, *garras* - claws, etc.) and verbs that will be used in the story in both preterite and imperfect forms.**

- **Set the scene/activate prior knowledge:** Ask questions that get students thinking about animal stories and the concept of "past events". For instance: "¿Cuál es tu animal favorito?" (What is your favorite animal?) or "¿Qué tipo de historias de animales te gustan más?" (What kind of animal stories do you like best?).
- **Visual timelines:** Have students create timelines related the story or legend read to them in class. They can mark actions that happened once (preterite) and those that were ongoing or habitual (imperfect). This helps them visualize the difference between completed actions and ongoing/habitual actions in the past.

2. Storytelling and active listening/reading

- **Read aloud a simplified animal story:** Choose a story that naturally incorporates both preterite and imperfect tenses. Some great examples are adapted fables like "El puma recibe una lección: adaptación de la leyenda mexicana" or "Leyenda maya: Las orejas del conejo," or even simplified versions of other animal-focused tales or legends. You can also find resources specifically designed for practicing preterite vs. imperfect with animal stories online or through educational platforms.
- **Focus on the verbs:** While reading, emphasize the verb forms by changing your voice, pausing, or using gestures.
- **Introduce color-coding:** When you encounter a preterite verb, use one color (e.g., red), and for imperfect verbs, use another (e.g., green). Have students physically highlight or underline these verbs in their story texts using the corresponding colors as you read.
- **Immediate reflection and discussion:** After each paragraph or key section, pause and ask students questions about the actions. For example, "What happened next?" (preterite) or "What was the animal doing?" (imperfect). This encourages them to start recognizing the patterns of use.
- **Introduce the "SIMBA CHEATED" mnemonic (or similar):** This helps students remember common uses of the preterite and imperfect.
 - Setting the scene (Imperfect)
 - Interrupted actions (Imperfect is the action being interrupted by a Preterite action)
 - Mental states and emotions (Imperfect)
 - Background details (Imperfect)
 - Age (Imperfect)
 - Completed actions (Preterite)
 - Habitual actions (Imperfect)
 - Emotions (Imperfect)

- Actions of a specified duration (Preterite)
- Time (Imperfect for telling time, Preterite for a specific time)
- Endings and beginnings (Preterite)
- Description (Imperfect)

Key concepts to emphasize

- **Preterite:** Completed actions, specific events, actions within a defined timeframe. Think of it as answering "what happened?".
- **Imperfect:** Ongoing actions, habitual actions, descriptions, setting the scene, actions without a clear beginning or end. Think of it as answering "what was happening?" or "what used to happen?".
- **Foreground vs. Background:** The preterite is often the "foreground" of a story, moving the plot forward with a sequence of events. The imperfect provides the "background" with descriptions, setting, and ongoing actions.

By gradually building students' understanding through engaging storytelling and targeted practice, you can help them develop a strong grasp of the preterite and imperfect tenses in Spanish.

- Lesson 2.
 - *Reading Legend 1*
- Lesson 3.
 - Reading Legend 2
- Lesson 4.
 - Reading Legend 3
- Lesson 5. **Monoprinting animal story images with symbols**

1. Introduction and inspiration-Introduce monoprinting: Explain that a monoprint creates a unique, one-of-a-kind image, unlike other printmaking methods that produce multiple copies.

- **Discuss animal symbolism and storytelling based on stories or legends studied:**
 - Prompt students to think about animals and their associated qualities or characteristics.
 - Ask questions like, "What does a lion make you think of?" (e.g., bravery, leadership, strength), or "What feelings do you associate with a dove?" (e.g., peace, love, tranquility).
 - [According to Dizz Agency](#), understanding the cultural, mythological, and historical significance of animals can help create more impactful designs.

- **Show examples:** Display examples of animal-themed monoprints or illustrations that utilize animal symbolism, and discuss how the images convey meaning.

2. Planning and sketching

- **Brainstorm images based on the three hispanic legends studied:** Ask students to brainstorm simple animal stories or concepts they want to illustrate. Include spanish words or symbols to help tell the legend.
- **Choose an animal:** Encourage students to select an animal that aligns with the message or theme they want to convey.
- **Incorporate symbols:**
 - Challenge students to think about how they can visually represent symbolic elements in their chosen animal or story.
 - For example, they might draw an owl with emphasized wide eyes to represent wisdom or create a design with a bird's wings to symbolize freedom.
- **Sketch the design:** Have students sketch their animal story image on paper, including any symbolic elements.

3. Creating the monoprint plate

- **Prepare the printing plate:** Provide each student with a piece of Styrofoam or a non-porous surface like plexiglass.
- **Transfer the drawing (optional):** If desired, students can place their drawing on top of the Styrofoam and trace over it with a dull pencil to create a faint impression on the printing plate.
- **Carve the design:** Students will then use a pencil or a similar tool to press into the Styrofoam, creating lines and textures based on their sketched image. Encourage adding details like fur, feathers, or scales to enhance the animal's texture and expressiveness.

4. Inking and printing

- **Prepare the ink:** Use printing ink or acrylic paint mixed with a transparent base to allow for color layering and blending.
- **Roll the ink:** Demonstrate how to use a brayer (roller) to apply a thin layer of ink evenly onto the printing plate.

- **Add details (subtractive method):** Students can use various tools like cotton swabs, sticks, or their fingers to remove ink from the plate, creating highlights, textures, and symbolic details within the animal's form.
- **Make the print:** Have students carefully place a sheet of paper onto the inked plate, gently pressing down to transfer the image.
- **Experiment with multiple prints:** Encourage students to make multiple prints, experimenting with different color combinations, backgrounds, and layering techniques. They can explore printing on different types of paper for varied effects.

Lesson 6: Sharing and reflection

- **Display and discuss the prints in a class art critique:** Create a gallery of the finished monoprints and have students share their artwork with the class.
- **Discuss the stories and symbols:** Encourage students to explain the animal they imagined, their creative process, and how they incorporated symbolism to convey meaning in their prints.

Tips for success

- **Embrace imperfection:** Remind students that monoprinting is about exploration and experimentation. Encourage them to see every print as a unique piece of art, regardless of any perceived "mistakes."
- **Experiment with colors and textures:** Encourage students to mix colors, explore different tools for mark-making, and try printing on various papers to create unique effects.
- **Provide guidance and encouragement:** Offer individual support and positive feedback throughout the process, fostering a supportive and creative learning environment.

ASSESSMENT FOR LEARNING

Formative – readings and final artwork

Summative assessment- Artist statement and art critique

VOCABULARY

RESOURCES AND REFERENCES

Handouts – scan QR for all handouts



EXTENSIONS

- Students could present their artwork in a video
- Students could read additional legends
- Students could write their own version of a legend